

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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U21:Review 2015/16





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From the Chair

As a network, *Universitas 21* operates across countries, regions, continents, languages and most of the world's time zones. This creates a clear potential for linguistic and cultural misunderstanding and confusion in time and space, when one person's summer is another's winter and my 'good morning' is your 'good night'.

Working internationally as we do, we must strive even harder to communicate clearly and sensitively with one another, which, for all of us, means resisting the temptation to fall back on the tried and trusted idioms which act as shortcuts for some and barriers for others. It means concentrating as much on listening to others as speaking to them so that there is a genuine exchange and authentic and clear communication.

I had cause to reflect on this in particular at our recent Presidential meeting in Singapore, a polyglot nation state where, I was told, the airport has only international terminals. Sitting in a room with universities from all continents during this event, high-quality discussion ensued with many colleagues for whom English was not their first language and not even the second or third language for others. We also have colleagues from some countries where monolingualism is the exception rather than the rule, yet this linguistically global group manages to communicate with great clarity, respectful of all parties.

It is testament to our network, and all of those who contribute to its success, that this annual reflection of *Universitas 21*'s achievements brings together so many different cultures to learn from and with one another, irrespective of which language they speak.

If you want to find out more about what else we have done over the past year, I think reading this Annual Review offers an impressive track record of achievement.

As many of you will know, our Secretary General, Jane Usherwood, is stepping down after more than a decade at the heart of our network. She will be hugely missed, but her fine legacy lives on in so much of what *Universitas 21* does and is.

We owe her a huge debt for so many things, including the jokes in this Chair's Introduction! The best tribute to Jane is to build on her legacy, and now to read on and advance the transformational work of the U21 network.

Professor Sir David Eastwood
Vice Chancellor, University of Birmingham
Chair of *Universitas 21*



Universitas 21 Annual General Meeting 2016 | 11-13 May 2016 | Singapore



From the Secretariat

The more often you look back on things, the more you realise how things have changed. There is a temptation to exaggerate the past – summers were warmer, snow was deeper in winter time, the food tasted better, people had time for one another, things were just all round better. When younger, we would dismiss anything the generations before us said about how great it all was in the past - embracing the now, yearning for the future, running from any conversation which started with 'back in the day...'. So it is with some trepidation that I put pen to paper to review the last year of *Universitas 21's* achievements in case it has that same effect on the reader, but I can honestly say of the past year what a year it has been.

We have achieved and delivered much as the following pages will report – more doctoral candidates participating in the U21 Three Minute Thesis competition; the refinement of thinking on what defines excellent teaching in a research-intensive environment; yet more opportunities for undergraduate students to learn with and from their peers around the world; the list goes on. We are fortunate in our network to have so many committed and innovative colleagues with whom we work and whose enthusiasm sustains us to achieve more and more. On behalf of all my colleagues in the Secretariat we thank them for their collegiality and enterprise.

The past year has been one of change on the Secretariat front, and it is largely due to this collegiality and enthusiasm that we have been able to do more despite so many changes on the staffing front. Early in the year, Dr Christina Mellor joined us from the University of Nottingham as Cluster Manager with the Researcher Engagement cluster – it is hard to remember a time when Chris wasn't part of the team as she's taken up her role with real gusto. We also said goodbye to the cluster's Academic Lead, Professor Les Field of UNSW whose term of office came to an end: Professor Pat O'Shea of Maryland was selected as the new Academic Lead by his peers.

On the Student Experience cluster there has also been some change – although we see the year out with Professor Frank Coton of Glasgow still as Academic Lead, there has been a change in Cluster Manager with Bernice Molloy joining us from the University of Calgary on her return to Ireland. Ninna Makrinov moved on to pastures new after a year marked by energy and Latin American brio.

In 2015, Professor Eva Wiberg of Lund University joined us as our inaugural Executive Director on a part time basis, sharing that role with her substantive role as Deputy Vice Chancellor. After 18 months, she has returned to that position, leaving us with a much clearer view of academic leadership in an international network context. Replacing Eva's energy and gusto was always going to be difficult as she is a unique person, something to which all of those who worked with her would attest. We are fortunate that Professor Bairbre Redmond has taken up the role, on a full time basis and with a new title: U21 Provost. Bairbre is well known to many around the network having been U21 Manager (now titled 'U21 Senior Leader') for many years, a role in U21 she combined with being Academic Lead for the Educational Innovation cluster: so we are fortunate in having one multi-tasking woman replace another! Professor Simon Bates of UBC has taken up the mantle with the EI cluster, working closely with Lavinia Winegar Gott who is our most established Cluster Manager.

Plus ça change, plus c'est la même chose is a well-known French epigram which seems to sum up how I feel as I write this, my last Secretariat Update. Each year, when I sit down to

reflect on what we've achieved over the past 12 months, I am amazed at how much we've done and say to myself that the next year we can't possibly do so much – and of course we do. After 11 years, I am leaving U21 to take up fresh challenges and I confidently predict that the person who writes next year's Secretariat Update will have the same feeling that the past year must surely be the highpoint of activity Until the following year, that is.

Jane Usherwood
Secretary General
Universitas 21

It was with great pleasure that I took up the role of Provost of U21 in October 2016. I am very grateful to Sir David Eastwood, Chair of U21 and the Executive Committee for offering me this very exciting and challenging opportunity. I also want to thank the President of University College Dublin, Professor Andrew Deeks, for agreeing that I could be seconded full-time to take on the role, and for supporting the establishment of a U21 office in University College Dublin.

In my first weeks in the job I will be working closely with Jane Usherwood and the U21 team. I have received a very warm welcome and I intend to explore the best use of technologies to keep the geographically dispersed U21 team in regular contact with each other during this significant period of change.

I am very aware of the debt owed to Jane Usherwood in successfully steering the organisation of U21 over the years and of how much she will be missed. Her formidable, encyclopaedic knowledge not only of the operation of the U21 network, but of international higher education in general, has been part of her trademark. However I am delighted to say that Jane has agreed to stay involved on a part-time consultancy basis to review and enhance the recruitment strategies for the Gilbert Medal and U21 awards after she formally leaves U21 at the end of November 2016.

As Professor Eva Wiberg returns to take up her full-time role as Deputy Vice-Chancellor at Lund University, I also want to acknowledge her considerable contribution to U21 during her time as Executive Director. Eva broke new ground particularly in exploring new high-level international connections for U21 and I know that her meeting with UN Secretary-General Ban Ki-moon was a highlight of her time in post.

I look forward to working with U21's new Director of Operations, Jade Bressington, who will take up her new post on December 1st 2016. Jade was formerly Head of Campaign Development and Deputy Head of Alumni Relations at the University of Birmingham. Jade will bring her considerable expertise in leading international university projects in South-East Asia to the post as well as significant international fundraising and development experience.

Looking at the U21 projects and initiatives in this Review serves to remind me how much has been achieved by colleagues across the network in the last year. I am very proud to have been chosen to be a central part of the future of this distinguished network.

Professor Bairbre Redmond
Provost
Universitas 21



Gilbert Medal & U21 Awards

The 2016 Gilbert Medal for internationalisation, *Universitas 21's* highest award for services to the internationalisation of higher education, was awarded at the National University of Singapore (NUS) to the former President of Ireland, Professor Mary McAleese.

Professor McAleese was presented with her award, named in honour of the founder of the U21 network, the late Professor Alan Gilbert, by Chair of the U21 network Professor Sir David Eastwood, Vice-Chancellor at the University of Birmingham, and Professor Tan Chorh Chuan, President of NUS.

The award celebrates some of the core objectives of the U21 network, which aim to increase understanding, trust and partnership between international universities.

Professor McAleese was inaugurated as the eighth President of Ireland in 1997 where she served for two terms, fourteen years in all. The theme of her Presidency was 'Building Bridges', exemplified by her sustained attempts to reach out and negotiate constructive discussion between different communities in Northern Ireland, including her work in brokering the Good Friday Agreement of 1998. Her widely admired work during her Presidency was underpinned by her longstanding commitment to national and international issues of justice, equality, educational opportunity, social inclusion, anti-sectarianism and reconciliation.

Since the end of her Presidency Prof McAleese's work has focused on her commitment to the reform and enhancement of international higher education. She returned to personal study, taking a Licentiate in Canon Law; she has been Boston College Burns Library Visiting Scholar in Irish Studies (2013-2014) and is currently the Judge James J. Clynes Visiting Chair at Notre Dame Law School. In September 2011 EU Commissioner Androulla Vassiliou appointed her to chair the European Commission High Level Group on the Modernisation of Higher Education in Europe. This role recognised her considerable capacity to bring together and direct educational and political leaders from across Europe in order to successfully deliver international educational policies and strategies capable of reforming the fundamental nature and quality of 21st century European higher education, recognising education's crucial role in individual, societal and economic development.

The Gilbert Medal itself features the winning design from a competition among students at Lund University, the host of the first award presentation. The medal is manufactured in the world-renowned Jewellery Quarter in Birmingham, UK.

The recipients of this year's U21 Awards were also presented with hand-crafted globes, awarded in recognition of individual efforts which further internationalisation and build relations between U21 members and beyond. The 2016 awardees were Dr Wondwossen Gebreyes of The Ohio State University and Dr Michael Clifford of The University of Nottingham.

Dr Gebreyes' award was presented for his commitment to, and leadership in, international education, most notably for his work in the fields of global health and veterinary medicine, as well as molecular epidemiology where he has initiated numerous collaborative partnerships which have inspired teaching, learning and research globally.

A 2016 U21 Award was also presented to Dr Michael Clifford in recognition of his long-term dedication to the furthering of international education, in particular in relation to his sustained impact and leadership in the development of the student learning experience as well as with communities throughout the developing world.

Many congratulations to our 2016 award winners!

Ben Griffiths
Communications Manager
Universitas 21

U21 Ranking of National Higher Education Systems

The fifth annual *Universitas 21* ranking of national systems of higher education was published in May 2016. The release of the rankings again attracted much interest in the media internationally and a spike in traffic on the U21 website.

In order to facilitate comparisons over time the rankings kept the basic structure of four modules: Resources, Policy Environment, Connectivity (Engagement) and Output. By so doing, it is possible for performance in each module to be benchmarked against that in other countries. Also, by comparing outcomes (Connectivity and Output) with Inputs (Resources and the Environment) it is possible to derive measures of the relative productivity of different national systems of higher education.

2016 results summary

Overall, the top ten ranked countries were, in rank order, the United States, Switzerland, Denmark, the United Kingdom, Sweden, Finland, the Netherlands, Singapore, Canada and Australia. When the rankings are adjusted to allow for differences in GDP per capita the top ten countries are the United Kingdom, Serbia, Denmark, Sweden, China, Finland, South Africa, Portugal, Canada and New Zealand.

While annual changes in ranks are not large, as is to be expected, now with several years of data available some trends are emerging. Over the four years 2013 to 2016, China shows the greatest improvement, rising twelve places; South Africa has risen nine places. The largest falls have occurred for Bulgaria (down ten places) and Serbia (down seven places).

In 2016, a ranking of productivity was presented for the first time. This was obtained by comparing outcomes with inputs. The eight countries where productivity of the sector was greatest were, in alphabetical order, Australia, Germany, Greece, Israel, Slovakia, South Africa and the United Kingdom. As the measure controls for the policy environment, it is a measure of institutional productivity not national productivity.

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

Wider Influence of the U21 Ranking Project

A motivation for the U21 rankings of systems of higher education was to encourage a movement away from an excessive emphasis on the international rankings of research intensive universities. Higher education should be judged on the performance of the whole system that includes a diversity of institutions to meet personal and national needs. The tide is now turning. The OECD has established a higher education Stakeholder Forum of which the U21 project is a participant. This is part of a broader OECD dialogue on 'Enhancing Higher Education System Performance'. The respected commentator Jamil Salmi, formerly head of education at the World Bank, is promoting the desirability of moving away from institutional ranking to evaluating national systems.

Policy makers in a number of countries find the U21 benchmarking exercise to be of value. In August 2016, at the request of the Malaysian Ministry of Higher Education, I was invited to discuss the U21 rankings with senior executives and the Minister. These meetings, in turn, help us to improve the data used in the rankings.

The Project has received a number of requests to write articles on higher education. An entry entitled 'Quality of Higher Education Systems' is to appear in the forthcoming International Encyclopedia of Higher Education Systems and Institutions, to be published by Springer. Another invited article was published in a symposium on ranking in International Higher Education, Winter, 2016. The article was entitled 'National Systems of Higher Education: The U21 Rankings'. A more technical paper, 'Pitfalls in Aggregating Performance Measures in Higher Education', was published in *Studies in Higher Education* (vol. 41, nos. 1-2).

The U21 rankings have now become firmly embedded in the literature on higher education. To illustrate, Google Scholar reports 66 citations to the paper written for the first rankings in 2012.

Professor Ross Williams
Project Leader
Melbourne Institute
University of Melbourne



Cluster Review

Educational Innovation

Innovation in higher education is on all of our minds as we enter a phase of heightened experimentation and innovation in many aspects of higher education. Our institutions – like many others around us – are experimenting with new ways of using technology to support our educational goals and, indeed, with new educational goals afforded by technological change. The Educational Innovation (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 2015-16, 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.

In October 2016, Professor Simon Bates took over as Chair of the Steering Group and Academic Lead for the EI Cluster when Professor Redmond took on the job of Provost for U21. She leaves the Cluster in excellent shape going forward! Professor Jeff Bale retired in July 2016 and Professor Kathy Armour (University of Birmingham) joined the Steering Group in late October.

Our primary activities in 2015-16 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 2016 highlight for the cluster was

the U21 Educational Innovation conference hosted by the University of Birmingham under the leadership of Professor Kathy Armour. Focusing on a theme of “What is Teaching Excellence in a Contemporary Research-Intensive University”, 45 delegates from 16 U21 institutions attended the three day event, underlining the strategic significance attached by member universities to contemporary opportunities for educational innovation. A detailed report from the conference follows later in this Review.

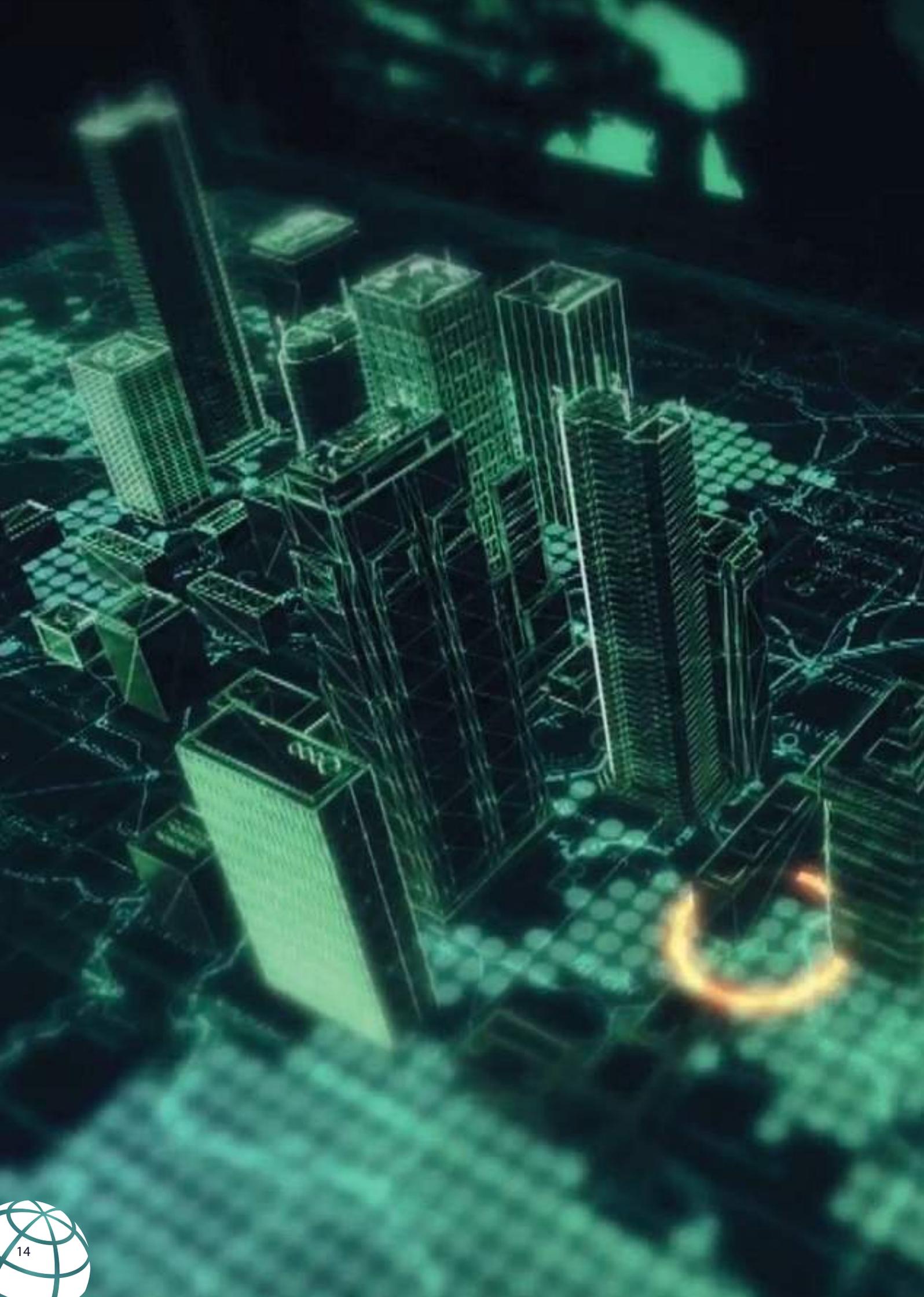
I am delighted to report that the 2017 Educational Innovation Conference will be hosted by Tecnológico de Monterrey from October 31-November 2, with a theme of “Challenging Traditional Thinking: Technology Enhanced Learning + Design Thinking”.

In 2015, colleagues at University College Dublin were commissioned to develop a new U21 Shared Online Course (U21 SOC). The first iteration of the U21 SOC, “Planetary Urbanisation: Global Challenges in a Changing World”, has now taken place. Data is being analysed and will be reported at a later date.

Another large undertaking in 2015-16, which is continuing into this year, is a project looking at teaching excellence indicators, teaching practices and policies and procedures at our member institutions for recognizing 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 Professors Stephen Marshall of UNSW Australia and Simon Bates (University of British Columbia). More detailed information about the project is available in this publication, including a link to the final report.

In 2017, 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 Simon Bates (U21 EI Academic Lead), the EI Steering Group and I look forward to working with all U21 members in 2017 to make educational innovation and teaching excellence one of our distinguishing features.

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



U21 Shared Online Course (SOC)

The first iteration of the U21 SOC, “Planetary Urbanisation: Global Challenges in a Changing World”, ran in October 2016, with a second iteration planned for April 2017.

Today more than 54% of the world’s population is urban, and by 2050 this figure is predicted to rise to 70%. In this 5-week course students were introduced to ideas of urbanisation and specifically the challenges of planetary urbanisation. Through reading, discussion and other activities students around the globe worked with staff from multi-disciplinary perspectives to understand how humans are responding to the global urban challenge.

By the end of this course, students were able to:

- Discuss important urban challenges facing societies globally
- Explain ‘planetary urbanisation’ and how it differs from historic urbanisation
- Identify planetary urbanisation in action in their “home city”
- Compare how urban experiences are different across space and time
- Demonstrate the value, and appreciate the importance, of intercultural learning

Our multi-disciplinary team of academic specialists signposted the learning journey, but more importantly, engaged in ongoing discussion with students from across the U21 network, to exchange ideas, opinions and experiences. Whether you are a medic, a scientist, a social scientist, engineer or a scholar in the humanities, the questions discussed were relevant to the world you work and live in!

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



El Conference

The annual U21 Educational Innovation Conference was hosted by the University of Birmingham from October 26-28, 2016. The theme, "What is Teaching Excellence in a Contemporary Research-Intensive University?" resonated soundly with the more than 45 delegates from 16 U21 member institutions.

The purpose of this particular conference was for U21 colleagues to come together, with international experts in the field, to design a 'Position Statement' on the unique features of research-led teaching/education in a contemporary research-intensive university. The Position Statement emerging from this conference will make an important contribution to the ongoing work of the U21 Educational Innovation Cluster on developing, enhancing, recognising and rewarding teaching excellence in a research intensive context. U21 delegates at the conference had the opportunity to reflect on existing evidence about teaching excellence in higher education, situate this evidence in the challenges facing contemporary research-intensive universities, revisit the meaning of 'research-led teaching/education' and to ensure that their views, and those of their institutions, form part of U21's work in educational innovation.

Research excellence has been evaluated for some time at national and international levels, resulting in a range of rankings and league tables. Inevitably, these high stakes evaluations drive particular institutional behaviors. In a number of areas including the UK, Ireland, Australia and New Zealand and in the US and Canada, possible metrics that may be capable of measuring the quality of university teaching are increasingly being sought. For example, in the UK, this had led to the launch of a new teaching excellence evaluation framework which will result in national rankings based on a range of proxy measures of 'teaching quality'.

In the current political context in the UK, research-intensive universities (like a number of their international counterparts) have struggled to articulate the unique features of their education provision and politicians remain unconvinced of the inherent value of 'research-led teaching'. There are lessons here for research-intensives around the world. In a context that is characterised by a growing consumerist view of university education, greater accountability for outcomes, pressure to equate teaching quality with the number of contact hours, and a trend towards open - and much quicker - access to research findings which are freely available to all types of institutions, there is a need to redefine the unique nature of education in a research-intensive university.

The structure of the meeting took the form of a series of expert inputs followed by working group (WG) sessions led by a facilitator. Each delegate was placed in a WG that met four times over the course of the meeting. The WGs used the evidence presented to build cumulatively towards a U21 position statement that is in the final stages of being drafted. The final document will be available on the U21 webpage.

Outcomes from the WG sessions were developed into a draft U21 Position Statement on 'Teaching Excellence in a Contemporary Research-Intensive University' which was circulated to all participants. The statement can be used by U21 members to underpin teaching excellence developments in their own countries. The idea of ranking universities by teaching excellence may not have reached your country yet...but I predict it will, and research intensives need to be prepared!

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



Teaching Indicators Project

In 2014, the U21 Educational Innovation (EI) cluster undertook to better understand indicators used across our institutions for rewarding excellence in teaching. Over the past two years, the project has grown.

The framework development project collected and analysed current promotion policies and procedures, promotion applications, and teaching portfolios to determine the nature of the indicators and evidence that were currently used across the U21 network in the promotion to the level of professor for academic staff in teaching only/focused positions. The data was used to develop an initial proposed framework.

Testing of the initial proposed framework found that:

- the framework had merit;
- the “Levels of Enactment” were deemed appropriate in capturing the different purposes that underlie different teaching roles;
- the “Dimensions of Teaching” were appropriate in capturing the different responsibilities assumed by teachers – regardless of role.

However we found that the descriptors used to define the “Dimensions of Teaching” did not resonate with staff and did not always speak clearly to what teachers do. A framework re-development project sought to address the issues identified in the testing of the initial framework by redeveloping the descriptors for each of the “Dimensions of Teaching” and establishing descriptors for each of the “Levels of Enactment”.

Next, the framework validation portion of the project sought to test the face validity (i.e. the appropriateness, comprehensiveness and fitness-for-purpose) of the revised framework. There were three parallel elements to this project:

- An online survey of stakeholders from across the U21 network (100 respondents, equal proportion male and female, from U21 institutions in seven different countries);
- A consideration of the alignment of the data set collected during the review of current practices and that informed the development of the initial framework, and the proposed dimensions and forms of expression in the revised framework;
- A consideration of the usefulness of the framework in supporting the process of re-developing promotion criteria for promotion to Professor of Teaching in a U21 member institution (over 200 staff involved in using the framework as part of this process).

This project is intended as a conversation starter (about educational leadership - what it is and what it is not), a planning tool (annual review, pathway towards promotion), a framework for building into professional development activities, and a jumping off point for the (as important) discussions around IMPACT and EVIDENCE.

A full report of the project is available at:
www.universitas21.com/link/TIP

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



Cluster Review

Researcher Engagement

This year has been one of considerable national and international political change with the effects of this change and the impact on higher educational research still to be fully realised. We expect uncertainty in the international research landscape for some time to come, but as a network we must continue with business as usual. The Researcher Engagement Cluster focusses on inspiring a global perspective in researchers at the early stages of their career, actively promoting and facilitating skills development and networking to create research stars of the future. We will continue with our effects to ensure these junior researchers have the support they need to navigate the myriad of international research opportunities and the hurdles that, from time to time, are put before them.

Cluster activities this year started off with the annual RE Cluster meetings which took place at the University of Maryland. The DDoGS again held a pre-meeting workshop, this year focusing on Graduate Mobility, discussing the benefits to students and some institutional barriers which many members face in monitoring such mobility. Following the Workshop the Research Leaders and DDoGS held a joint meeting to discuss network activities before parallel meetings took place to share best practice and to plan activities for the coming year. A report of the workshop and meetings can be read in the following pages.

This year the DDoGS piloted a new activity - Graduate Research Projects - which enable doctoral candidates to develop and implement international research collaborations within the U21 network. These projects aim to be very flexible and encourage students to think innovatively about how their research could benefit from engagement with other members of the U21 network. In essence it's a mini funding call, with international teams of students (supported by their PhD advisors) submitting proposals for a collaborative project. You can read about how the first round of funding went in the following pages. We will be running a second call for proposals, following a review of the process, so keep an eye out on our website for updates and the 2017 timeline.

The 3 Minutes Thesis competition continues to impress, with the judging panel this year noting the high quality of all entries. This year's winner was Kate Rielge van West from the University of Auckland whose presentation was titled 'Poi for your health: a spin on ageing' and highlighted the potential health and wellbeing benefits of Poi in healthy older patients – it's well worth a watch, as are the rest of the 2016 entries which are still available to view online at <http://www.u213mt.com/>. This year saw the highest number of people's choice votes and it was pleasing to see so many members getting involved

via social media to highlight the competition. A full report of the competition, including details of all the winners can be found later in this review.

Within the Researcher Engagement Cluster we have been working hard this year to facilitate new research collaborations across the network. The U21 Early Career Researchers' workshop focussed on 'Big Data' and was hosted by the University of Edinburgh. Reports of the workshop can be found in the following pages, however I wanted to highlight how great it was to see researchers come together across a large range of disciplines and find they had many common interests and could learn from each other. The Graduate Research Projects outlined above are also bringing teams of junior researchers together. With regard to more senior researchers we have taken a different approach; by working with the research administration teams across the network we are facilitating a better understanding of research funding available for international collaboration (both internal seed funding and external grant schemes). Colleagues at the University of Maryland have been running a series of workshops focussing on US Uniform Guidance for Foreign Entities, ensuring that colleagues across the network understand which US funding streams they can apply to and what their obligations are in that process.

2015/16 has seen some changes to the leadership of the RE Cluster. Prof Les Field (UNSW) stepped down from the Cluster with Prof Pat O'Shea, Vice President for Research at the University of Maryland, taking on the Academic Lead role. However, as the year ends we look for new leadership of the Cluster following Pat's announcement that he will be taking up the role of President of the University of Cork, Ireland in February 2017. Although short lived, Pat brought boundless energy and enthusiasm as Academic Lead and we will be sorry to see him leave the Cluster, and the network. We wish him well taking up the helm of his alma matter. New representatives joining the steering group in 2016 were: Prof Orla Feely, Vice President for Research, Innovation and Impact at University College Dublin, Prof Andy Hor, Pro-Vice Chancellor for Research, University of Hong Kong and Prof Arturo Molina, Vice President for Research and Entrepreneurship, Tecnologico de Monterrey. Each brings with them operation knowledge and a regional outlook which will help to broaden the outlook of the Cluster and I look forward to working with them as we move forward in to 2017.

Dr Christina Mellor
Researcher Engagement Cluster Manager
Universitas 21



RE Cluster Meeting Report

In early May, Research Leaders and Deans and Directors of Graduate Studies (DDoGS) from around the network gathered in the US for their annual meeting. Hosted by the University of Maryland, the meetings drew together colleagues from 18 member universities, including Auckland, Birmingham, Connecticut, Dublin, Edinburgh, Hong Kong, Johannesburg, Korea, Lund, Maryland, Melbourne, Monterrey, Nottingham, Ohio, Queensland, Santiago, Singapore and Sydney.

Prior to the official meetings the DDoGS group held a separate workshop, this year on the theme of Doctoral Mobility. Our hosts in Maryland had lined up some interesting speakers and following a roundtable discussion which brought up many common issues, most notably a lack of monitoring and support for doctoral mobility, we heard from Dr Suzanne Ortega from the US Council of Graduate Schools who addressed the impact of internationalisation on doctoral students and their careers. Initial studies carried out in the US have shown clear benefits of international mobility including higher publication rates and increased cultural competencies. We also heard from a number of UMD doctoral students and supervisors on their very positive experiences of mobility, highlighting the strong personal connections developed which had led to lasting collaborations, the new skills they learnt and brought back to their home department and the general theme of being able to conduct research as part of a team which would not have been possible working alone.

The official meetings started with a joint session where the U21 Executive Director, Professor Eva Wiberg, presented on activities related to the 'Future Societies' theme including workshops on language science and global migration and on climate action.

Following this joint session the Research Leaders and DDoGS held separate meetings to discuss matters of importance to their individual groups. The Research Leaders discussed a variety of topics including career pathways of researchers, communicating the value of research and government regulation of research, in particular export controls, the understanding of which is becoming increasingly important for international collaborations.

Research collaborations were also a hot topic, with Professor Ben Shneiderman (Computer Science, UMD) presenting on his new book "The new ABCs of Research" which outlined how research had changed over recent decades and proposed new ways of doing impactful research – by doing applied and basic research combined.

In their meeting the DDoGS group discussed employability of doctoral students including what skills they need if they are not planning to continue in academia; mental health issues which are an increasing concern for Graduate Schools; mutual expectations between students and supervisors, along with plans for a new activity – Graduate Research Projects – which are outlined on page 29.

The next RE meetings will take place in March 2017, at University College Dublin. There will be a workshop before the two-day meeting, where the DDoGS will focus their minds on the 'Future of the Doctorate'.

Dr Christina Mellor
Researcher Engagement Cluster Manager
Universitas 21



Research Collaboration Group

The fourth annual meeting of the U21 Research Collaboration Group (RCG) was held at the University of New South Wales (UNSW) on 8-9 September 2016. 24 delegates from 15 member universities participated in the meeting. Professor Emma Johnson, UNSW's PVC Research, opened the meeting and highlighted that supporting international collaborations and partnerships were part of UNSW's new strategic priorities for 2025. Denise Clark (UMD), Co-Chair of the RCG, highlighted to the group the positive response from the Research Leaders on the refined RCG Terms of Reference, particularly the emphasis on strong bi- and tri-laterals and professional knowledge exchange strategies such as UMD's BRAKE (Borderless Research Administration Knowledge Exchange) initiative. Steven Hardy (Nottingham) led a session on seed grants for international collaboration, with most members noting they had access to either internal funds or funding council grants for such programmes. Professor John Whitelock (UNSW) presented to the group on his experiences of international collaborations, noting that researchers are very happy to receive small amounts of funding to set up and keep collaborations going and that emerging research stars are the ones most in need of seed funds. Martin Kirk (UBC) presented an update on the SciVal project, reporting that publication data showed that U21's key research competencies included "nanoparticles", "conductivity" (graphene), "Alzheimer's", "nanotubes", "Parkinson's" and "quantum". Rosie Hicks, CEO of the Australian National Fabrication Facility (ANFF) and Aapo Skorulis, General Manager of the NSW/ACT State Office for AusIndustry presented on the internationalization of research infrastructures and of industry engagement, respectively. There was also a site visit to the Sydney Institute of Marine Science where global research collaborations were showcased such as the World Harbour Project in which many U21 members are involved. The visit was rounded off with a tour of the facilities and the opportunity to chat with the researchers about their projects and the potential for collaboration.

Discussion sessions focussed on:

- UMD BRAKE initiative: Denise Clark (Maryland) updated the group on the BRAKE workshops that had taken place earlier in the week at UNSW, which involved training research administration staff on the Uniform Guidance regulations which now cover all US grant

funding. Plans were in place to run workshops in Mexico and Ireland (UCD workshop aligned to Research Leaders meeting in March 2017). Additional hosts were sought to ensure all U21 members have the opportunity for their staff to attend these workshops, with Andy Hor offering to host at HKU and Carol Nonkwelo offering to host in Johannesburg.

- SciVal: It was suggested that SciVal could be used to identify research hot spots across the network, show where strong bilaterals occur and see where overlap is for suggested collaborations.
- Template agreements and letters of support: It was agreed that the RCG should be used as the place to bring these opportunities to the group's attention, particularly when collaborative grants involving U21 members were being submitted, as letters of support from U21 could be used to add weight to the applications.
- Professional Staff Exchange/Fellowship: Julie Ward (UNSW) and Jill Frankenfield (UMD) discussed the benefits of their staff exchange and noted some advice and tips for colleagues coordinating future exchanges/fellowships - an ideal length of time was 4 weeks, this should include a comprehensive agenda with a specific project to work on but also include opportunities to meet with key contacts (including researchers and funding bodies where possible) with a focus on professional development as well as institutional benefit.

Actions arising from the meeting included follow up on each of the discussion items above, along with the setting up of a document repository as a means to collect proposals, risk management information, compliance issues, and to allow dissemination of current funding announcements.

The University of Johannesburg kindly agreed to host the next meeting which will take place in May 2017.

Beth Brittan Powell,
Director of Joint Research Collaborations

Denise Clark,
AVP Research Administration
University of Maryland



Early Career Researcher Workshop

Why Big Data?

In simple terms, data science is transforming many areas of research. Beyond academia, data science is having a major impact on many parts of all our lives. The ubiquity of data in many fields of research means that much more can be measured and areas of study that were qualitative become quantitative. Large data sets offer researchers across disciplines unprecedented opportunities to address important questions, but will require new methodological and ethical considerations.

Who attended?

40 early stage post-doctoral researchers, from 13 U21 universities, from 8 countries – it was a very diverse group!

What happened?

In practice, we wanted to introduce delegates to the opportunities and challenges faced during a typical lifecycle of a big data project (focus on 4 main areas: data governance/study design/technical work and presentation to stakeholders) and allow opportunities to explore issues.

The workshop's academic leaders put in a huge amount of effort to identify delegate interests and from there build a programme that would inform and stimulate further ideas. We aimed to facilitate collaborative and team based approaches to overcoming challenges and working across disciplines and expose delegates to a range of different perspectives on data science in different fields. The workshop kicked off with a series of short TED type talks from leading researchers followed by time for dialogue with the speakers. The delegates also engaged through deep-dive small group discussions and interactive exercises. By way of footnote - an unconventional indicator for the quality of the speaker line-up was the appearance of a number of university professors who 'gatecrashed' the sessions to listen in.

The chance to make a Pecha Kucha style presentation was a highlight for many of the delegates. Some described the process as a little nerve-wracking. All appreciated the chance to refine their presentation skills through this innovative format – and to learn about each

other's research. U21's Research Manager, Dr Christina Mellor led and organised the Pecha Kucha sessions and her focused efforts made for an outstanding experience. Thanks Chris!

What else happened?

We paid close attention to the social programme – viewing it as an integral component of the workshop. Our ambition was to create a holistic experience for the delegates that maximised their opportunities to engage with each other and to create a sense of togetherness and community. At the start of the workshop we hosted an evening of informal tapas style dining in a local restaurant as an icebreaker. Our workshop venue was the modern Informatics Forum – to provide a contrast, dinner on the second evening was served on long tables in the University's atmospheric and ancient Rainy Hall. An experience one delegate comparted to having a meal at Hogwarts! A few of the delegates then joined a couple of Edinburgh's leading data science professors to be treated to a glass of single malt whisky in a traditional Scottish pub on Edinburgh's historic Royal Mile.

Would we do it again?

Absolutely! And we would recommend the opportunity to host the ERC Workshop to all of our peer U21 member universities. Big thanks and gratitude to amazing University of Edinburgh and *Universitas 21* colleagues. Co-organisers: Dr Caroline Jackson, Dr Miguel O. Bernabeu and Dr Sarah Chan at the Usher Institute for Population Health Science; and Dr Fiona Philippi, Institute for Academic Development. University of Edinburgh Sponsors: Prof Dave Roberson, Vice Principal Prof Andrew Morris, Vice Principal Prof James Smith. *Universitas 21* lead: Dr Christina Mellor, Researcher Engagement Cluster Manager.

Jake Broadhurst
U21 ERC Workshop co-organiser and
Head of Global Projects, The University of Edinburgh



ECR Workshop Participant Review

I attended the *Universitas 21* workshop on Big Data (held in Edinburgh, Scotland) where I met 40 delegates from 8 countries, all with one agenda - to better understand the issues associated with big data and data science. The workshop spanned two and half days; two full days of workshop activities and knowledge acquisition (plus a great workshop dinner) and a meet and greet dinner the evening before the workshop commenced.

It is important to understand, attendance at the U21 Big Data workshop was not an open invitation. U21 and the University of Edinburgh covered all the costs of the workshop whilst the attendees' institutions covered the cost of transport, accommodation and per-diems. This arrangement typically led to U21 universities having a review process to select the crème-de-la-crème of Early Career Researchers, who were active in the Big Data space.

For those 40 delegates who were fortunate enough to go, the University of Edinburgh and U21 put on a top-tier workshop. Specifically, Dr Christina Mellor, the Researcher Engagement Cluster Manager for U21, made sure that everything, for everyone, ran smoothly. I didn't hear an echo of disappointment from the delegates.

On the programme side, Mr Jake Broadhurst, the Head of Global Projects at the University of Edinburgh, delivered a brilliant line-up of key-notes and social venues. After an entertaining opening by the University of Edinburgh's Professor of Medicine, Andrew Morris, the scene was set for the next two-days. An interesting piece of the University of Edinburgh trivia (highlighted by Professor Morris) is the university has quite a famous list of alumni - Charles Darwin, J K Rowling and the humanoid robot NASA Valkyrie.

The keynotes spanned topics related to genomics, text mining, learning analytics, crowd-sourced data and social computing and ethics. The keynote by Dr Sarah Chan on the ethics and legal issues of big data was my favourite; the associated small group discussion of the same topic chaired by Dr Leslie Stevens was my close-second favourite.

Whilst the programme for the meeting was full, it ran to time. This included allocating time for attendees to review and discuss with authors the 15 posters that were on display over the two days and listening to 19 delegates deliver Pecha Kucha presentations. If you haven't done one of these - you are yet to truly challenge yourself when giving oral presentations. Kudos to Christina and Jake for including these. As a side note, my Pecha Kucha was timed perfectly, until the last slide --- talking for 6 more seconds when the screen was blank.

Finally, I must add, whilst the University of Edinburgh and U21 delivered so too did the beautiful city of Edinburgh. We had it all, for the few days I was there: clear days, rainy days, and Scottish winds - it created a brochure style experience. The castle, Arthur's seat, and the old-town provided the perfect downtime experience; something that was necessary with all the amazing knowledge transfer that occurred over the two-and-a-half days the workshop spanned.

On behalf of all the delegates thank you to Christina and Jake, *Universitas 21* and the University of Edinburgh for an excellent programme and venue. Thanks also to the universities who supported the ECRs in attending. Such activities hosted by *Universitas 21* need to be on the radar of all academics.

Dr Jason Ferris PhD, MBIostatistics
NHMRC Postdoctoral Research Fellow
Senior Research Fellow, Programme Director of MFSAS
(Methods for Social Analysis and Statistics), Institute for
Social Science Research, The University of Queensland



Graduate Research Projects

One of the many advantages of belonging to *Universitas 21* is the opportunity the network provides for students. This year our doctoral candidates are benefitting from a new initiative being piloted under the auspices of the Researcher Engagement Cluster. Graduate Research Project grants support doctoral students who want to develop and implement international research projects within the network. The grants replace the Graduate Research Conference that U21 has supported for many years. 'Repurposing' that funding for this pilot project may strike some as risky, but based on the inaugural round of applications, it's clear that our candidates are keen to engage in exciting cross-cultural collaborations.

In setting up the parameters for the grants, the Deans and Directors of Graduate Studies decided that each project must involve doctoral candidates from at least three U21 institutions, and that the students must be based in at least two countries. Beyond regional reach, though, it was agreed that we should be flexible in terms of disciplines the applicants come from, the nature of the research they proposed to undertake, and the types of outputs expected from each grant. Cross-disciplinary applications were welcomed, students were told that they could work in-person and/or virtually, and as long as they were going to produce publically accessible outputs, we remained open as to the form these were going to take.

In the first round, which closed in September, we received 35 applications, involving 127 students from 22 U21 members. Unfortunately, we were not able to fund all of the wonderful projects our students proposed. But after careful deliberation, our judging panel (made up of Deans and Directors of Graduate Studies from Auckland, Connecticut, Johannesburg and Nottingham, ably assisted by Chris Mellor from the Secretariat) awarded grants to seven projects. Those projects involve 35 students from 15 U21 universities.

The importance of the U21 network is clear in all of the funded projects. A study of facial emotional communication, for example, will allow students from five members to benefit from Nottingham's expertise in programming and visual research, NUS's strength

in behavioural assessments of emotional processing, and Edinburgh's work in psychophysiological analysis. Participating students from neuroscience, behavioural psychology and clinical psychology will be trained in programming and physiological measurement, and will co-author at least one publication on cross-cultural face perception.

While all of the funded projects hope that lasting collaborations (and publications) will result from their Graduate Research Project grant, some of the students are also keen to develop their own network within the wider U21 relationship. Sociology, law, social work and geography students from Hong Kong, NUS, Queensland and Auckland are planning to create a graduate student network on family migration in the Asia Pacific Region. Their grant will also help fund training for the students on how to work with interpreters. Skills development is something we were keen to see in all applications. Those participating in a project that explores teachers' work in privatised education in England, Sweden and Chile will develop their skills in social media (and will use social media to promote their research to the wider public), while the synthetic chemists and physicists involved in a new collaboration between Auckland, Birmingham and Melbourne hope that their work on organic photovoltaic devices will benefit from their different scientific backgrounds.

The benefits of cross-cultural collaboration and international co-publishing are well known. Doctoral candidates also understand the importance of teamwork and the need to develop transferable skills. When the final reports of the inaugural Graduate Research Project grants are received we will see whether we have been able to assist our candidates while strengthening the network. The pilot may yet become as important to the work of the Researcher Engagement cluster as the U21 Three Minute Thesis competition.

Associate Professor Caroline Daley,
Dean of the Graduate Studies at the University of
Auckland and Chair of the U21 Deans and Directors of
Graduate Studies




**University of
Three Minute Thesis 2014**
Alex Riegler was Here
*Her thesis was: The Role of
the Endoplasmic Reticulum in the Secretion of
the Protein of Interest*
The University of Montana


Three Minute Thesis (3MT®)

Now in its fourth year, the *Universitas 21* Three Minute Thesis (3MT®) competition continues to go from strength to strength. First developed by the University of Queensland, the 3MT® format involves PhD students presenting their research to a non-expert audience, in just three minutes and with only one static slide to help explain their work. U21 holds a virtual 3MT® competition where students who have won their local university competition submit a video entry of their presentation. A judging panel decide on the winners and we hold an online People's Choice vote where the public get to vote for their favourite.

This year 20 of our members took part, and the panel of judges praised the high quality and the diversity of the research covered in the entries, noting that this made the judging process a tough but pleasurable experience. The videos give a snapshot of the cutting-edge research being undertaken across our members – working with NASA satellites, the challenges of learning a second language (and the potential health benefits too!), making sense of teenage crime, a wide variety of health-related research and much more. There really is something for everyone.

The overall winner was Kate Riegle van West of the University of Auckland for her presentation entitled 'Poi for your health: a spin on aging' where she described her research into the health benefits of the performance art of poi. She had me (and several of the judges) hooked with her first line — '10 years ago when I was in the circus...' — a rather unusual start to a research presentation about her rather unconventional research. Kate has shown that learning the art of poi can help older patients to keep their minds and bodies active, potentially helping them to stay independent longer. The judges noted that Kate was very engaging, gave a well-structured and interesting presentation, and that her slide really helped the viewer understand what poi was.

Highly commended by the judges was Lillian JA Olule of the University of Nottingham Malaysia Campus for her presentation 'Capturing signals then charging batteries'. Lillian is developing technology to power small electronic devices with the signals we find all around us – wifi, radio, TV and microwave. The judges were impressed with the way Lillian kept the viewer engaged throughout the presentation with her attention-grabbing introduction, clear setting out of the problem and potential uses for her technology and the light touch ending – you'll have to watch the video to understand!

Islam Mosa of the University of Connecticut won the People's Choice vote, with his presentation on 'Minaturised Power Sources for Implantable Bioelectronics' which described research into the potential use of ultrathin super-capacitors to power pacemakers. These super-capacitors have many advantages over current pacemaker batteries - they are a fraction of the size, are biocompatible and can last much longer so are less likely to need replacing.

The People's Choice has seen a huge increase in the number of votes cast this year – over 3400 votes, compared to 2500 in 2015 - and I'd like to thank all the 3MT contacts across the network for working hard to promote the competition. We also had press coverage of the competition with articles on the Times Higher Education website, in the Chilean national newspaper *El Mercurio* and our overall winner's research was featured on the New Zealand radio network *NewstalkZB's* website.

If you didn't get round to watching the video's during the voting period, they are all still online (www.u213mt.com) so do go and take a look – I'm sure you'll be as impressed as the judges and you never know, you might be watching a future research star.

Dr Christina Mellor
Researcher Engagement Cluster Manager
Universitas 21



Cluster Review

Student Experience

Universitas 21 aims to enhance global opportunities, perspectives, and experiences for students through sharing best practice, information, and connecting key institutional leaders (in student experience, student mobility, careers and employability, and student services). The Student Experience cluster focuses on increasing active student engagement in U21 activities, and creating additional opportunities for students. This year marks the mid-way point through our programmatic plan (2013-18) and we have started to consider the next stage of the plan (2019-23). This next stage will focus on identifying how the U21 network can increase the added value it brings to the student experience in the partner institutions through, for example, the expansion of network-wide virtual opportunities for students.

The SE Steering group has seen some changes during the year. David Garza (Tecnológico de Monterrey), Eluned Jones (University of Birmingham), Brendan Mosely (University of Auckland), and Anouk Tso (University of Amsterdam) have continued to provide their expertise and support to the group. They were joined this year by a representative from the Student Leaders' Group, Danielle Curtis (University College Dublin) and Bernice Molloy, who took over the role of cluster manager from Ninna Makrinov. We said goodbye to Katherine Beaumont (University of Melbourne), Fiona Docherty (University of New South Wales), Julie Duck (University of Queensland), Katie Grainger (University of Nottingham), and Liang Guo (Shanghai Jiao Tong University). We would like to take this opportunity to thank them for their valuable contributions to the cluster during their respective tenures.

We continued with our annual student events this year. The University of Connecticut hosted the Student Leaders' Group meeting, where activities included a roundtable discussion on multiculturalism, diversity, and global education. The U21 Summer School was hosted by Shanghai Jiao Tong University on the theme of 'Traditional Chinese Medicine and its Culture'. In a new departure, this programme incorporated a virtual element - all students and staff in the U21 network were invited to take part in an online MOOC on traditional Chinese medicine prior to the start of the Summer School. The U21 Undergraduate Research Conference (URC) was hosted by Tecnológico de Monterrey on the theme of 'A Global Perspective on Ageing Societies'. Again, there was a new virtual element to the programme this year - panel discussions were transmitted via LiveStream to 273 participants across 25 countries. The U21 Social

Entrepreneur Corps (organised by the University of Connecticut), where students work closely with rural communities, moved location to Ecuador this year.

The U21 Global Ingenuity Challenge, now in its second year, continued to attract interest. There was an increase this year in the number of institutions participating from seven in 2015 to twelve in 2016. This on-line competition, which aligns with 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. The theme this year focussed on the challenge of sustainable housing and students developed a diverse range of solutions to this issue with the Universities of Connecticut and Korea jointly claiming the first prize.

Continuing the virtual theme, we completed a review of the Global Issues Programme (GIP) this year and made the decision to move it to 'teach-out' (while allowing students who had already started the programme the opportunity to complete it). This programme was ahead of its time and we will consider the valuable lessons learnt, including understanding the challenges of successfully coordinating multilateral mobility initiatives between U21 members. This experience will help to shape out thinking on new physical and virtual activities within the network.

Student mobility within the network continued to increase (further facilitated by bi-lateral arrangements amongst members). We will continue to work with the Student Mobility group to support this further. Work is in progress on a project that will allow us to further enhance our mobility offerings, particularly around sharing information to help members boost short-term mobility programmes, via the development of a U21 Benefit Package and a Short-Term Mobility database.

Finally, as this will also be my last year as a member of the Steering group, I would like to take this opportunity to wish the Cluster well as it continues its collaborative endeavour to enhance the U21 Student Experience.

Professor Frank Coton
Vice Principal (Academic and Educational Innovation)
University of Glasgow



U21 Summer School

The U21 Summer School was hosted this year by Shanghai Jiao Tong University (SJTU) over a two-week period in July 2016. Focussing on the theme of 'Traditional Medicine and Chinese Culture' it brought together 65 delegates from 17 member institutions. In a new departure for this popular annual U21 activity, all students and staff in the U21 network were invited to take part in a MOOC (Massive Open Online Course) on traditional Chinese medicine prior to the start of the programme.

During the programme, students gained first-hand experience in traditional Chinese medicine drug discovery, development, and manufacturing, not only in the traditional classroom setting but through visiting research and commercial laboratories. They also had the option to participate in more hands-on clinical practices at Shanghai traditional Chinese medicine hospitals where they had an opportunity to train in therapies such as acupuncture and moxibustion. Recreational and cultural activities were built into the programme, ensuring students had a well-rounded academic and cultural experience.

Finally, a special mention to the students who won prizes over the course of the event! A 'Group Show' prize was awarded to Fernanda Guadalupe Valdez Blanco (Tecnológico de Monterrey), He Ronghui (National University of Singapore), Jose Fabian Retamal Velasco (Pontificia Universidad Católica de Chile), Meaghan Crooks (University of Queensland), Le Viet Hang (University of Nottingham), Alexandra Lee (University of Birmingham), Petr Perina (University of Glasgow), and Norine Ma (University of Melbourne). Hazel Williams (University of Birmingham) was awarded a prize for logo design.

Student Testimonials

"The U21 Summer School was so unique in that we were able to get an insight not only into the history, use, practice and manufacture of Traditional Chinese Medicine but also how TCM is viewed by the Chinese public and internationally and how TCM is constantly changing with new technologies and research."
Aisling Roche (University College Dublin)

"On travelling to China my expectations were high and I was not disappointed. Not only did the summer school offer a unique learning experience, it also enabled us to engage with other students from around the world with different cultures, experiences and talents."
Joanne Chadwick (University College Dublin)

Bernice Molloy
Student Experience Cluster Manager
Universitas 21

Presentado de
-Felix

到此一游!

Hangcheng Fu



I think this
was the best
experience on my life

Miguel

don't forget

It's
to at
Monterre

Undergraduate Research Conference

Tecnológico de Monterrey had the great honour of hosting the U21 Undergraduate Research Conference (URC) in July 2016 on the theme of 'A Global Perspective on Ageing Societies'. This conference has traditionally served as a showcase for undergraduate students to share issues with, developments in, and results of research projects at their respective institutions. Since initially putting forward our proposal to host this conference, it was our intention to approach its development in an innovative way. With this in mind, we designed a programme based around the FIT model (Flexible, Interactive, Technology-based learning) where students, under the guidance of instructional/graphic designers and producers of online programmes, were taught to present their research through the medium of video and graphics.

The conference activities were designed with the following key elements in mind:

- Innovation - was the activity exposing participants to innovative elements?
- Developing a new skill - was the activity promoting the development of a new skill?
- Networking - was the activity designed in a way that encouraged networking among participants?
- Strong ludic components - was the activity designed to be FUN?

Combining these elements resulted in a very interactive conference in which both students and visiting faculty played an important role in the design, structuring, presentation, and discussion of research topics. The first two days of the conference were spent reviewing presentation materials and recording presentations. Over the following three days, students had the opportunity to present their research projects in eight themed discussion panels. These panel discussions

were transmitted via LiveStream to 273 participants across 25 countries. We also incorporated cultural and recreational activities into the conference programme - delegates visited Fundidora Park and took salsa classes! The conference was well attended - 52 students and seven members of staff attended from 20 member institutions. Eight professors from Tecnológico de Monterrey and 38 additional staff members (from Educational Design, Creative Design, Audiovisual/ Technological Production, and Special Services/Projects) supported the conference.

The 2016 U21 URC "A Global Perspective on Ageing Societies" provided an opportunity for delegates to reflect on the importance of their work in contributing towards a fairer and more inclusive society, where people can grow old with security and dignity. The projects presented were of excellent quality, confirming the high standards of research at U21 member universities as well as evidence for the collective talent of our students!

Patricia Montaña, International Planning and Cooperation Director, International Affairs
Tecnológico de Monterrey, Mexico



Social Entrepreneur Corps

The Social Entrepreneur Corps (SEC) leads innovative social projects in Latin America providing consulting services, resources, and information to rural communities and building relationships with other businesses, non-profit organisations, and local community leaders. Participation in this programme provides students with a well-rounded immersive experience both culturally (through living with local families) and professionally (through working with field professionals and social entrepreneurs on micro-consignment supported businesses).

The fifth iteration of the SEC took place in Ecuador this year with 18 students participating from seven member institutions (Universities of Edinburgh, Connecticut, Singapore, New South Wales, Birmingham, Melbourne, and Queensland). Prior to the fieldwork element of the programme, students attended a series of in-country orientation sessions and lived with homestay families. Following this, they travelled to 'Satellite Sites' in rural locations to participate in the actual project work.

The SEC conducts a needs analysis amongst the local communities each year to determine community goals and priorities. This year, access to clean water and nutritious food were identified as the two highest priorities followed by vision care, financial planning resources and hygiene products. In response to these specific needs, focussed workshops such as 'Water Day' (promoting water filtration) and 'Women's Health and Hygiene' were undertaken during the programme. Students had the opportunity to participate in these and other innovative projects and judging by the student testimonials below it was a very worthwhile experience!

Student Testimonials

"I particularly enjoyed my homestay experiences, which provided an amazing cultural perspective and experience into the local communities. Nothing builds empathy more than living and interacting with the people in the community. I was not a fluent Spanish speaker, but in the communities, I realized that the only currency one needs to build friendship and trust is a willingness to try and smile. For me, that was the greatest takeaway."

Xu Jie Ng (National University of Singapore)

"The past summer spent in Ecuador was the best summer I ever had. It was a wonderful experience working with students from various parts of the world. Most of all, being given the chance to homestay with locals allowed me to fully immerse myself in the Ecuadorian lifestyle while forging deep relationships with the locals we were working with. I left Ecuador with new friends from all over the world and a fresh perspective on humanity and these are things I will treasure for a lifetime!"

Anne Hwarng (National University of Singapore)

Bernice Molloy
Student Experience Cluster Manager
Universitas 21

FULL OF BRIGHT IDEAS?

Take on the

Universitas 21

Global Ingenuity Challenge

Join an interdisciplinary team and use
your combined skills to tackle
'The challenge of sustainable housing'
competing against international teams
to find the best solution

#U21GIC

www.universitas21.com/link/GIC16



Virtual Activities

Universitas 21 continues to explore ways of expanding its virtual opportunities and programmes for students. Virtual offerings extend mobility opportunities to students who may not be able to go abroad, and thus provide a mechanism for more students to benefit from being part of the U21 network.

The online Global Ingenuity Challenge (GIC) is facilitated via Ingenuity Online, a creative problem solving tool developed at The University of Nottingham Business School's Haydn Green Institute for Innovation and Entrepreneurship. This competition, which aligns with 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. The second iteration of the GIC saw an increase this year in the number of institutions participating from seven in 2015 to twelve in 2016.

The theme this year focussed on the challenge of sustainable housing and sixteen teams of students generated some superb and novel solutions to the issue. The Universities of Connecticut and Korea jointly claimed the first prize. The team from Korea University addressed the isolation of a single person household in a fast-growing economy while the students from the University of Connecticut approached the problem of urban decay in the United States through the model of microfinancing. The Peer's Choice Award was another tie between Korea and Lund Universities. The submissions by Lund University, Fudan University, and the University of Nottingham were also highly commended by the judging panel. These teams provided innovative solutions to refugee housing and integration, reducing energy waste by students, and affordable flexible accommodation for job seekers.

Continuing the virtual theme, we completed a review of the Global Issues Programme (GIP) this year and made the decision to move it to 'teach-out' (allowing students who had already started the programme the opportunity to complete it). This programme was ahead of its time and we will consider the valuable lessons learnt, including understanding the challenges of successfully coordinating multilateral mobility initiatives between U21 members. This experience will help to shape our thinking on new physical and virtual activities within the network as we move towards the development of the next phase of the Student Experience Programmatic Plan (2019 – 23).

Bernice Molloy
Student Experience Cluster Manager
Universitas 21



Student Mobility

The U21 Student Mobility Group remained active in 2015-16, facilitated by a series of meetings throughout the year. The group initially met in Denver, around a NAFSA conference in May 2016. Thirty-one delegates attended this meeting from 19 member institutions. This was followed-up by a meeting at the University of Nottingham in September 2016, where 14 member institutions were represented by 18 delegates. At both meetings, the group continued to share thoughts around best practice and standards in short-term mobility, and considered practical ways to share information on and promote Short-Term Mobility (STM) programmes at member institutions, via the development of an online Short-term Mobility database.

In addition, 13 delegates from the Student Mobility Group based in Europe attended a meeting at Lund University in August. This meeting focussed on the Erasmus+ programme and the invited speaker Dr Graham Wilkie (European Commission Directorate-General for Education & Culture) shared the Commission's experiences of and perspectives on the Erasmus+ programme to date.

The Student Mobility Group continued to provide support to the Student Experience Cluster through the provision of data relating to student mobility (short-term and semester exchange), providing information on short-term programmes, and managing the internal nomination process for U21 events such as the Summer School and Undergraduate Research Conference.

Bernice Molloy
Student Experience Cluster Manager
Universitas 21



Health Sciences Group

U21 HSG Global Learning Partnership in Nepal

The first U21 HS Global Learning Partnership was piloted from 17 April to 14 May 2016 in collaboration with the University of Kathmandu in Nepal. The programme was an initiative of the U21 Health Sciences SDG group and a focus on the UN Sustainable Development Goals underpinned the four-week engagement. Thirteen U21 health sciences students representing 7 health disciplines from UBC, Birmingham, Fudan, Auckland, Johannesburg, Melbourne and Glasgow participated in the programme alongside 19 physiotherapy students from the University of Kathmandu. The project went remarkably well and a lot of data was collected as part of the evaluation, that will likely lead to a number of publications. A detailed report of the project was presented at the U21 HSG Annual Meeting in Birmingham and is available online. Dr Rajendra Koju, Associate Dean, Kathmandu University School of Medical Sciences, attended the U21 HS Annual Meeting in Birmingham in September 2016, and restated his commitment to an ongoing partnership with the U21 Health Sciences Group. A second iteration of the GLP is currently being planned for March 2018.

U21 European SDG Student Workshop – University of Nottingham

On June 10-11th 2016, the University of Nottingham hosted the annual U21 European UNSDG student workshop, now in its sixth year. Building on the previous annual workshops which have focused on the UN Millennium Development Goals, and 2015's workshop hosted by Lund University which made the transition to the SDG's, the event brought together 60 students and staff from the Universities of Birmingham, Dublin, Glasgow, Lund and Nottingham encompassing seven different health care disciplines. Participants were welcomed to Nottingham by the Vice Chancellor, Professor Sir David Greenaway, who emphasised the need to look outwards to the world, but bring the learning to bear on local issues. The focus throughout the workshop was on health and social care systems, cultural aspects and uni- and inter-professional implications. The presentations stimulated some degree of questioning and challenge from the floor, which led to some heated debate, but confirmed the engagement of all of the students with the material delivered and developed during the workshop. The outputs from the workshop will form the basis of further developments of learning resources undertaken by academics and students from the U21 HS SDG group. The 7th U21 European UNSDG Student Workshop will be hosted by the University of Glasgow on May 26-27th 2017.

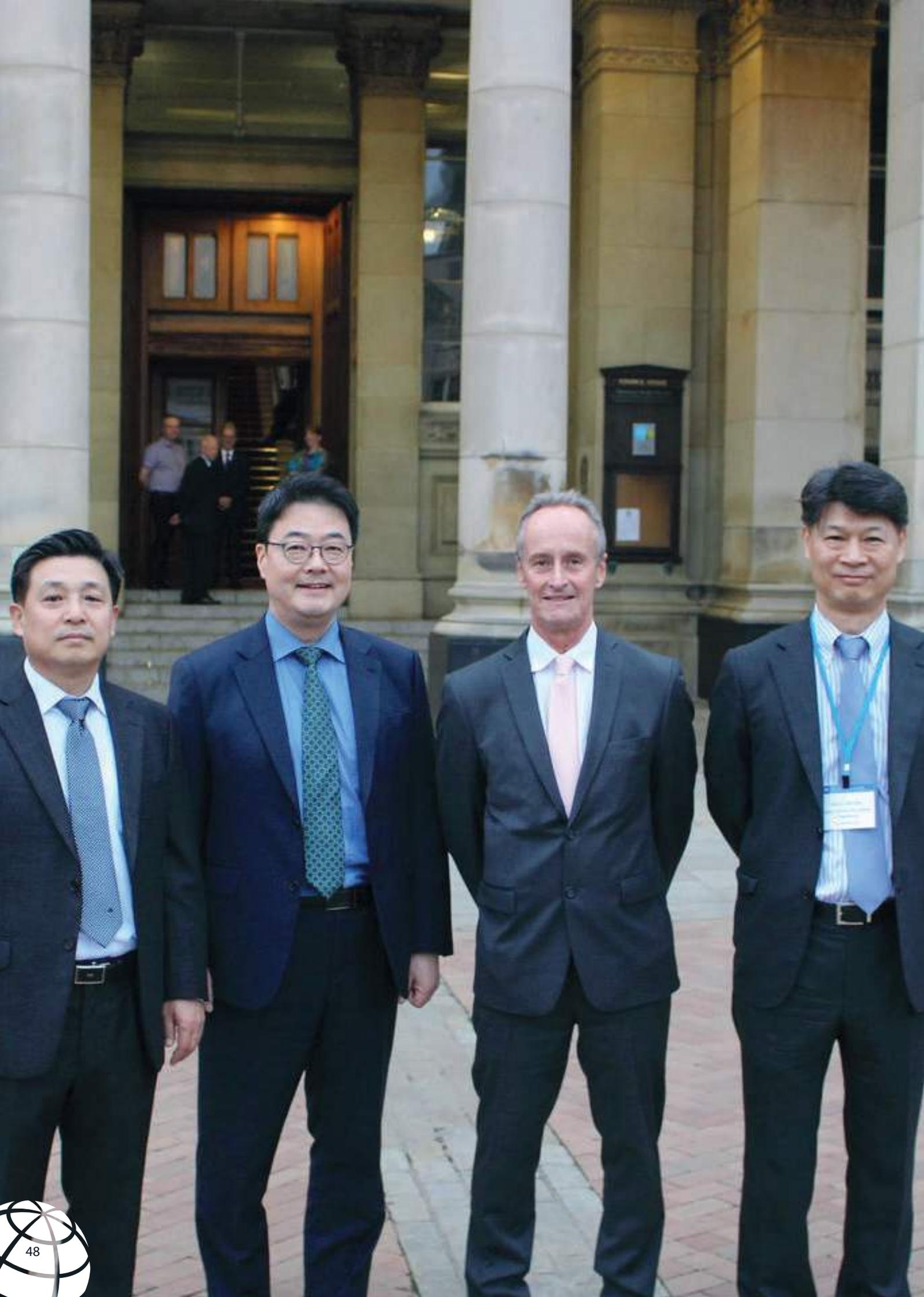
U21 Health Sciences Summer School – Pontificia Universidad Católica de Chile

The 3rd U21 Health Sciences Summer School ran from 11-23 July 2016 and was hosted by Pontificia Universidad Católica de Chile on the theme of "Early critical windows of preventative interventions". 32 students from 12 institutions participated, making it the most attended edition of the U21 HS Summer School to date. The programme included workshops, lectures and visits to clinical settings on the importance of how preventative interventions in maternal and infant health can fight chronic diseases later in life. The programme also included tours of Santiago and Valparaiso. Testimonials from participants can be found on the U21 HSG website at www.u21health.org/summer-school-2016. The 2017 Summer School will be hosted by the University of Johannesburg on 16-28 July 2017.

U21 Health Sciences Doctoral Student Forum

The U21 Health Sciences Doctoral Student Forum took place on Monday 12 September 2016 at the University of Birmingham. Student presentations centered on some of the issues they have encountered in increasing the global relevance of their doctoral research and showed the importance of situating their research topic in a broader, global context and communicating and disseminating to a global audience. The Doctoral Student Forum featured 11 oral presentations from doctoral students from 6 universities. Additional doctoral students presented posters and attended the forum to interact with their fellow students and U21 academics. The 2017 HS Doctoral Student Forum will be hosted by the University of Johannesburg on Monday 18 September on the theme "Sustaining Communities through my Research".

Caroline Voisine
Executive Officer, U21 Health Sciences Group
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Health Sciences Group

U21 Health Sciences Annual Meeting in Birmingham

The U21 Health Sciences Group Annual Meeting took place in Birmingham on 12-16 September 2016 with the focus on “Global Health and Health & Wellbeing in Health Sciences education and professional practice”. The meeting explored several topics including global wellbeing along the continuum of our lifespan, social inequalities and health, healthy aging, and the impact of stress on our lives. The meeting was attended by 145 delegates from 18 universities and featured high quality speakers from across the U21 network.

The first day of the week was dedicated to the United Nations Sustainable Development Goals (SDG) initiative and the Doctoral Student Forum. The SDG workshop included a presentation about the Health of the World’s Youth as well as a powerful testimonial of a nursing student from Sierra Leone about the Ebola outbreak. The workshop was also the occasion to report extensively on the first U21 Global Learning Partnership. Five participating students shared their meaningful reflections and provided the group with valuable feedback to sustain this programme. Participants were also asked to provide ideas on future activities for the SDG group, including an SDG Awareness Week and a Global Citizenship award.

On the second day, the Social Media for Education in Health workshop took place. There were examples of the use of Social Media both in health profession educational practice and educational interventions that train students and/or staff in the professional use of Social Media. Participants were invited to implement one of the interventions presented in their universities and measure the impact on students. In the afternoon, a Clinical

Simulation workshop was very well attended. Interested participants will be invited to complete a survey in the coming months that will feed the creation of a U21 Guide for Best Practice in Clinical Simulation.

The two winners of the inaugural U21 Health Sciences Teaching Excellence Award ran a workshop on “Learning from, with and about each other in health science education”, which offered a reflection on their experience working together and explored strategies such as simulation to help students learn how to communicate better with people from different backgrounds. The winners of the 2016 Teaching Excellence Award were also announced: Emma Beckman (UQ) and Donna Drynan (UBC). In addition to lively plenary sessions, delegates had the opportunity to attend two inter-professional workshops on the topics of “Teaching violence against women and girls”, and the “Impact of climate change on health”. Attendees debated how to best educate health professional students to deal with these issues and it is hoped that other workshops can run in the future to further address these topics.

The 2017 U21 Health Sciences Group Annual Meeting will be hosted by the University of Johannesburg on 18-22 September and will focus on Global Health.

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Thank you from all at *Universitas 21*



Many thanks to all members who have hosted U21 events over the course of 2015/16.

***Universitas 21* projects and activities would not be possible without the support of our members and we are grateful for the resources and time that you have contributed over the year.**

We look forward to working with you all during 2016/17 and beyond.

