



The leading global network  
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for the 21st century

# Annual Review 2011/12

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## *Universitas 21 Annual Review 2011/12*

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Dr Hugh Brady, President of University College Dublin  
and Chair of the U21 Network

## From the Chair

This year, the annual meeting of U21 Presidents was held at Lund University in Sweden. At that meeting, I was elected chair of the network, following two admirable years of leadership by Glyn Davis of Melbourne.

In Lund, the university dominates the city so that it seems as if the city and the university are in fact one and the same. This close relationship has worked to the advantage of the city, the region of Skåne and the people who make up the university, staff and students, so that a vibrant community has been able to weather the storms which the Global Financial Crisis has thrown at Europe. The benefits of an active research and teaching environment are visible for all to see, not only in the facilities which we visited but also in the students we met.

Coming from the island of Ireland, which has been more than battered by those financial storms, it was particularly pleasing to see the benefits of collaboration being stressed not only by those within the university community, but also by the representatives of the city who were proud to proclaim Lund as the *City of Ideas*.

My own university, University College Dublin (UCD), was founded by one of the great university thinkers of the 19th century, Cardinal John Henry Newman. In 1873, his classic *The Idea of a University* was published. His central vision – of a broadly liberal as opposed to narrowly professional education – remains as true today as it was then and seems to be reflected in the discourses in Lund and at other gatherings of our network. The desire to open minds, to allow the intellect to safely range and speculate, as Newman put it, lies at the essence of a university and our network is a superb example of that. It brings together people from around the world to learn with and from one another, challenging while supporting, growing together and addressing the issues of today as well as tomorrow.

The world in which Newman lived is very different from our modern world. He would not have imagined that people could communicate so easily and speedily around the globe. But he would have recognised – and I hope appreciated – the mutual education which happens as a result and the impact that this has on all those involved; the individuals, the universities in which they study and the communities in which they live and work. This Annual Review gives a flavour of our network over the past year – I invite you to dive in and discover what we have to offer.

Dr Hugh Brady  
President, University College Dublin  
Chair of *Universitas 21*



Photo: Louise Kemp



Lavinia Wineger Gott



Sue Dengate

## Secretariat Update

In some parts of the world, the traditional gift for a fifteenth anniversary present is made of crystal. As crystals range from snowflakes to diamonds, it was with some trepidation that I sat down to write for the 2011/12 Annual Review, covering our 15th anniversary year. What sort of crystal would *Universitas 21* deserve to recognise this anniversary?

Last year was definitely a sparkling one as we grew with the inclusion of the Pontifical Catholic University of Chile, the best-ranked university in that country. We also 'crystallised' our strategic vision developed by Presidents at their recent meetings. Taking a strategic approach to our collective activities, clustering around key themes of Educational Innovation, Researcher Engagement and Student Experience, together Collaborations and a leadership and management stream, this Annual Review shows the range of activities undertaken this year – from the continuing excellence of the annual Summer School, this year hosted by Tecnológico de Monterrey, to the innovation of the U21 Social Entrepreneur Corps in Guatemala; from the new Researcher Collaboration group to the continued success of ECR workshops; from the Forum for International Networking in Education to the annual Teaching & Learning Conference; from the Gilbert Medal and U21 Awards, to the newly-launched U21 Ranking of National Higher Education Systems or the research on performance systems by the HR group, it has been a busy and varied year for our network and looking back over it left me quite breathless.

Given this whirlwind of activity, I should take the time to acknowledge the sterling efforts of my colleagues from around the network who work with us in the Secretariat to make it all happen. We are intensely grateful for your commitment, your wisdom and your collegiality. As our network has clarified its strategic intent, so we in the Secretariat have reorganised to support the work in our key clusters of activity. Educational Innovation is supported by Lavinia Winegar Gott in Virginia, Gemma Marakas in Birmingham now directs her time to support work in Researcher Engagement and I was delighted to welcome Sue Dengate, based in Queensland, to the team to manage activities to enhance the Student Experience. Each cluster is overseen by a Steering Group of dedicated colleagues drawn from amongst our members and each Steering Group is headed by a proficient senior leader with whom the Secretariat works closely in order to ensure that our programmes of work are robust, creative and add value to the existing offerings of our members. This Annual Review is structured in such a way as to present a coherent overview of activity.

With so much going on, a new structure and a clear direction, what stands out for me as the highlight of the year is one evening in Lund in May. On that day we awarded the first Gilbert Medal, named in honour of our founder, the late Professor Alan Gilbert, to recognise a significant contribution to the internationalisation of higher education. We were fortunate that the inaugural award was made to someone of the calibre of Dr Allan Goodman of the Institute of International Education, someone who through both words and actions embodies the very best qualities to which we aspire. We were also able to recognise the achievements of staff from within the network through U21 Awards, bestowed on Dr Karen Gardner of the University of British Columbia and, posthumously, to Professor Göte Hansson of Lund University. Dr Gardner's work in developing an online blogging tool enables dental students from different countries to learn together about clinical cases. Professor Hansson's long years of engagement with Africa serve as a role model for the difference which education can make to the lives of many people. Standing in a room in Lund with these recipients and colleagues from around the network, the sound of trumpets ringing in my ears, made me appreciate how much work within universities improves lives around the world. And that is not a bad gift to take from our 15th anniversary year.

Jane Usherwood  
Secretary General  
*Universitas 21*

# U21 Ranking of National Higher Education Systems 2012

education quality China  
ranking nations Netherlands performance variable  
Professor U21 Sweden USA  
Output Singapore nation  
broad Canada funding world connectivity  
higher data academics  
regulatory Australia population  
research good indicator GDP  
countries UK environment weight  
institution highest resources government  
Universitas 21 international measure



## U21 Ranking of National Higher Education Systems

In May 2012 *Universitas 21* launched its Ranking of National Higher Education Systems amid a flurry of media activity. The ranking was developed as a benchmark for governments, education institutions and individuals to highlight the importance of creating a strong environment in which higher education establishments can contribute to economic and cultural development, provide a high-quality experience for students and help institutions compete for overseas applicants. A nation's economic development depends crucially on the presence of an educated and skilled workforce and on technological improvements that raise productivity. The higher education sector contributes to both these needs: it educates and trains; it undertakes pure and applied research. Furthermore, in a globalised world, a quality higher education system that is well-connected internationally facilitates the introduction of new ideas, and fosters trade and other links with foreign countries, through the movement of students and researchers across national frontiers. Given the importance of higher education, a nation needs a comprehensive set of indicators in order to evaluate the quality and worth of its HE system. A good higher education system is well-resourced and operates in a favourable regulatory environment, while domestic and international connectivity are also important. The success of the system is measured by output variables such as research performance, participation rates and employment.

Research authors at the Melbourne Institute of Applied Economic and Social Research, University of Melbourne, looked at the most recent data from 48 countries and territories across twenty different measures. The range of measures is grouped under four headings: resources (investment by government and private sector), output (research and its impact, as well as the production of an educated workforce which meets labour market needs), connectivity (international networks and collaboration which protects a system against insularity) and environment (government policy and regulation, diversity and participation opportunities).

Overall in the ranking, the top five countries were found to be the United States, Sweden, Canada, Finland and Denmark. Government funding of higher education as a percentage of GDP is highest in Finland, Norway and Denmark, but when private expenditure is added in, funding is highest in the United States, Korea, Canada and Chile. Investment in Research and Development is highest in Denmark, Sweden and Switzerland. The United States dominates the total output of research journal articles, but Sweden is the biggest producer of articles per head of population. The nations whose research has the greatest impact are Switzerland, the Netherlands, the United States, the United Kingdom and Denmark. While the US and UK have the world's top institutions in rankings, the depth of world-class higher education institutions per head of population is best in Switzerland, Sweden, Israel and Denmark. The highest participation rates in higher education are in Korea, Finland, Greece, the US, Canada and Slovenia. The countries with the largest proportion of workers with a higher level education are Russia, Canada, Israel, the US, Ukraine, Taiwan and Australia. Finland, Denmark, Singapore, Norway and Japan have the highest ratio of researchers in the economy. International students form the highest proportions of total student numbers in Australia, Singapore, Austria, the UK and Switzerland. International research collaboration is most prominent in Indonesia, Switzerland, Hong Kong SAR, Denmark, Belgium and Austria. China, India, Japan and the US rank in the bottom 25 per cent of countries for international research collaboration. In all but eight countries at least 50 per cent of students were female, the lowest being in India and Korea. In only five countries were there at least 50 per cent female staff, the lowest being in Japan and Iran.

There is a strong relationship between resources and output: of the top eight countries in output, only the UK and Australia are not in the top eight for resources. There is some evidence of groupings of neighbouring countries. The four Nordic countries are all in the top seven; four east Asian countries or territories (Hong Kong SAR, Japan, Taiwan and Korea) are clustered together at ranks 18 to 22; Eastern European countries (Ukraine, Czech Republic, Poland, Slovenia) are together in the middle range; and the Latin American countries (Chile, Argentina, Brazil and Mexico) cluster together. It would seem that while many countries may feel they cannot hope to match the higher education system in the United States, they do want to match that of their neighbours.

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

[www.universitas21.com/link/u21rankings](http://www.universitas21.com/link/u21rankings)



Photo: Jonas Jacobson

Dr Karen Gardner receiving her U21 Award from  
ceremony host Professor Per Eriksson, Lund University

## Gilbert Medal & U21 Awards

Dr Allan Goodman, President and CEO of the Institute of International Education (IIE) was awarded the inaugural Gilbert Medal for Internationalisation this year. The medal is named in honour of the late Professor Alan Gilbert, the founder of *Universitas 21* who died in 2010, and upholds his vision as a lifelong proponent of the benefits of internationalisation. It celebrates some of the core objectives of the U21 network, namely to increase understanding, trust and partnership between international universities.

Dr Goodman's numerous accomplishments at the IIE have directly fostered and encouraged the internationalisation of higher education. He is a well-known and highly respected figure within higher education and beyond, and is a worthy recipient of the first Gilbert Medal, setting a high standard for future nominees. Dr Goodman spearheaded the Scholarship Rescue Fund which, since 2002, has rescued over 400 scholars threatened with violence, kidnapping or death as a result of their academic work. IIE has implemented programmes to assist students whose education was at risk of interruption following the south east Asian tsunami, Hurricane Katrina, and the earthquakes in Haiti and Japan. Emergency grants from IIE helped these students complete their education and return to help rebuild their countries. Through Dr Goodman's leadership, today 50% of all scholarships in the William J. Fulbright and Benjamin A. Gilman scholarship programmes are given to under-represented student groups to study abroad. He has also inspired and guided many university leaders around the world to engage in global partnerships and internationalise their institutions, and has been involved in leadership training to prepare new university presidents around the world for their future roles as global academic leaders.

The network also presented the first U21 Awards for Internationalisation, recognising individual efforts which further internationalisation and build relations between U21 members. From a shortlist of 14 nominees from across the network, Dr Karen Gardner from the University of British Columbia, Canada and Professor Göte Hansson of Lund University, Sweden, were unanimously voted to be the two most outstanding candidates.

Dr Gardner's award was primarily for her work in the development of the diastemas.net website, an online facility to enable dental students to engage in international dialogue, using it to present and justify their clinical case management. The project currently involves five U21 dental schools (UBC, Birmingham, Hong Kong, Melbourne and Tecnológico de Monterrey) across three continents, with plans to extend this further. It enables students to share and compare cases and is designed to allow international dental student collaboration through their participation in peer reviews of each others' clinical work and group participation in case-based tutorials in the different dental disciplines. The dialogue between peers often also unveils cultural, political and infrastructure issues which have as much impact on clinical activity as pure science.

The second recipient of a U21 Award was Professor Göte Hansson of Lund University, who sadly and unexpectedly died in early 2012. His award, about which he had been notified before his death, was for his involvement in international trade issues and particularly his work with Trapca (the Trade Policy Training Centre in Africa) in Tanzania. Professor Hansson was involved with international trade initiatives since the mid 1980s and constantly strived to find ways to educate Lund's students in matters of international trade, as well as teaching African students important aspects of international trade and policy. Trapca was set up in 2006 in order to strengthen the capacity and competence in international trade issues in sub-Saharan countries, giving much-needed support to Least Developed Countries to develop trade policies and negotiate better conditions in trade agreements. Professor Hansson's belief that international trade can bring about a higher degree of justice between developed countries and least-developed countries has been central to the ongoing development and success of this project. He taught at undergraduate, Masters and PhD level at Lund University, giving students there a truly international viewpoint and demonstrating how internationalisation through academic engagement can have a positive impact both at home and abroad.

# SESSION THREE

Planning universities for global challenges



## U21 Presidential Symposium

Dr Allan Goodman gave a keynote speech at this year's Presidential Symposium entitled *The role of universities in today's learning society: the knowledge triangle and beyond*.

Cardinal Newman argued in the *Idea of a University* that, "If a practical end must be assigned to a University, its end is fitness for the world." These are sentiments with which Aristotle, Socrates, Jefferson, Ghandi, Lee Kuan Yew, and the other founders of the distinguished U21 universities would have readily agreed. So, what does this mean for our students in today's context and how best can we assure that we are achieving it going forward? These questions seem to me now to be at the core of why *Universitas 21* exists and the strategic network that it represents is already expanding.

There are, of course, so many differences among us as to systems, calendars, grading, governance, and curriculum that some would say such a network cannot actually function because in our space the world is still not very flat. Allow me to offer a counter argument. The systems of medical education in America and Europe are quite different. When my daughter received the good news that she was admitted to the College of Physicians and Surgeons at Columbia University, she also learned that she had been awarded a Marshall Scholarship. Her plan was to study community health in Edinburgh for the two year MPhil course and then go to Columbia. Because of the difference in medical education in the UK, her classmates were already practicing doctors and nurses and she learned much from them. And because of the UK's health visitor system and its impact on early childhood immunisation uptake rates, she saw how a community health approach made a great difference in how healthcare could be delivered to very low income families and children. The experience shaped her subsequent medical studies and the way she practices paediatrics for the underserved immigrant population in Washington DC to this day.

Innovators and visionaries at the forefront of breaking down barriers to peace and prosperity have often benefitted from participation in international educational exchange. In the case of the Fulbright programme, 44 alumni have received Nobel prizes. International educational exchange has macroeconomic benefits as well. According to the Organisation for Economic Co-operation and Development (OECD), the international education exchange opportunities that your members encourage represented US\$30 billion, or three percent of OECD's total trade services in 2002, and it has grown significantly since then. The US Department of Commerce reports that international students contributed more than US\$22 billion to the US economy in 2011, through their expenditures on tuition and living expenses, making higher education one of the United States' top service sector exports. According to Universities UK, export earnings from international students to the UK totalled £8 billion (US\$12 billion) in 2009 and could grow to £17 billion by 2025. Beyond the direct benefit of foreign students spending money in our communities, international educational exchange has the indirect benefit of bringing some of the best minds to our countries, many of whom stay and invest, and others who go home to foster economic development in their own countries and build stronger links abroad.

As the world's companies and governments perhaps move faster along the internationalisation spectrum than our educational institutions may be inclined to do, I suspect we are all searching for the equivalent of a new common core of subjects that will prepare our students best for life and work in a globalised world. Underlying whatever it is that they may take, moreover, are certain qualities and habits of mind that seem especially relevant. First and foremost, is the ability to question. This requires both academic freedom and a constant reminder to our students that they need to be engaged readers and consumers of just about every bit of information that comes to them via the Internet, Facebook, iTunes U, and YouTube. Second, we should hope that they are able and encouraged to take whatever it is that they learn in any classroom and apply it to real-world conditions and situations. For those of us who value the liberal arts highly, this is a prime way for questions about ethics and values to inform decisions we make, advise others to take, or study in both the past and the future. Third, and as a student of comparative politics, I hope we are able to teach our students to see not only the differences between systems of power but also the commonalities among people no matter where they live, the systems under which they are governed, or the beliefs they hold sacred.

Dr Allan Goodman  
President and CEO of the Institute of International Education  
2012 Gilbert Medal recipient



Photo: Jonas Jacobson

Dr Hugh Brady welcoming Professor Ignacio Sanchez of PUC  
as a member of the U21 network

## Membership Update

*We were pleased to welcome our 24th member to the network this year, embracing colleagues from South America for the first time and opening yet more doors to international co-operation.*

With 125 years of excellence and tradition, Pontificia Universidad Católica de Chile (PUC) is placed 195 among the best universities in the world and second in the region according to the QS ranking; it receives the highest number of applications in Chile and is able to select the very best students for study. The university was born with the mission of serving the country and the Church – inspired by faith – in the creation of intellectual capital. Today PUC has an enrolment of more than 25,000 undergraduate and graduate students, an academic staff of more than 3,000 teachers and researchers, eighteen faculties, and three college programmes involved in 91 undergraduate programmes, 83 Masters programmes, and 35 PhD programmes taught in four campuses located in Santiago and one in Villarrica in southern Chile.

PUC, as a pioneering institution in research and innovation, is one of the most important universities in Chile, developing 25% of higher education research in the country. This leadership in research and graduate programmes has made a significant impact on cultural and scientific society in Chile, creating a stimulating educational and intellectual environment.

Besides the importance given by PUC to research and innovation, it has developed a comprehensive strategy of internationalisation that views this process as a variable that should permeate all the work of the institution, emphasising the promotion, management and support of international academic development in the university. According to figures from 2011, PUC's Exchange Programme (outgoing and incoming students) received about 1600 international students and sent approximately 500 abroad.

PUC joined *Universitas 21* because it represents a strong culture of research engagement, real educational innovation and the promotion of an international experience for students, faculty members, researchers and staff members alike, among universities of quality education and research, all things which we are committed to in our growth as a centre of excellence at all levels. The collaboration between these institutions can not only result in benefits obtained from exchanges or scholarships, but also in the great contributions to our communities and societies, preparing high-quality professionals and researchers, thoughtful humans, committed to the development of genuinely humane countries, based on truth, freedom, justice, peace and solidarity.

Through this network, PUC hopes to have the opportunity to grow and also to contribute to other partners' growing process, offering them the Latin American experience in education and research which is improving each day. PUC has already created strategic relations with most of U21's members, mainly in the area of student exchange. Being part of this network will now allow collaboration in other areas of interest such as the development of co-operation at graduate and faculty level, double degree and co-direction of theses, top research and transfer of knowledge.

Today PUC is putting its efforts in being an active key partner in the strengthening of U21 through the joint development of quality research, innovation and internationalisation. We aim not only to contribute to the strengthening of U21, but also to the enhancement of mobility of students, faculty, researchers and staff, the improvement in university processes, the development of joint research with great results for our country, but also regionally and globally – elements that will maintain PUC as a leading institution in Chile.

Dr Fernando Alvarado  
Director for International Academic Affairs  
Pontificia Universidad Católica de Chile

[www.universitas21.com/member](http://www.universitas21.com/member)



Professor Mary Bownes,  
Academic Lead of the Researcher Engagement cluster

# Researcher Engagement

## Introduction to the cluster

The Researcher Engagement (RE) cluster may be newly-formed, but has a strong grounding within the network through its two key collaborative groups, the Research Leaders and Deans and Directors of Graduate Studies (DDoGS). Combined, these two groups share experience and create opportunities for researchers, especially those at PhD and Early Career (ECR) levels, and facilitate shared learning and best practice between senior staff and faculty. When the new programmatic approach to U21 was announced, I was asked to take the position of the RE Academic Lead due to my years of involvement with network activity and leadership of the DDoGS group. In early 2012 I began working closely with Gemma Marakas in the U21 Secretariat to build an international steering group consisting of representatives from both the Research Leaders and DDoGS groups, so that together, we could create a strategy for this cluster to drive network activity.

The Researcher Engagement Steering Group is made up of research academics from around the network: Professor Mary Bownes (Edinburgh), Dr John Hepburn (UBC), Professor Paul Tam (Hong Kong), Professor Jane E Harding (Auckland), Professor Dick Strugnell (Melbourne), Dr Desmond Fitzgerald (UCD), Professor Martin Kreiswirth (McGill), Professor Wenjun Zhang (SJTU).

The mission of the RE cluster is '*to support the development of a global perspective in emerging researchers and facilitate the development of international collaborations in research*'. The Steering Group has therefore proposed six goals to work towards in the coming years:

1. Develop and foster research communities focused on early career academics
2. Facilitate the submission of more applications to fund international collaboration and mobility
3. Maximise the potential for joint graduate study and skills development at all levels
4. Investigate how to measure, collect and increase the impact of research across the network
5. Inform, influence and promote good practice in research integrity
6. Be at the cutting edge of the experience we offer our PhD students and early career researchers by sharing good practice and benchmarking activity

Existing activities within the cluster range from the Graduate Research Conference and Early Career Researcher Workshop to the joint PhD programme and sharing of best practice. However, this year plans have expanded to include the creation of a Virtual Skills room, aiming to provide personal development and international understanding through virtual/elearning options; collaboration on research integrity, both in training for students and researchers, as well as for senior staff to share mechanisms for dealing with multi-institution, multi-national misconduct cases; and exploring opportunities for joint bids to facilitate mobility, networking and collaboration.

The pages that follow go into further detail about each of our current activities and plans for the coming years.

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

[www.universitas21.com/link/RE](http://www.universitas21.com/link/RE)



Members of the Research Leaders' group at their meeting in Lund

# Researcher Engagement

## Research Leaders

I am enthusiastic about the potential of the U21 Research Leaders' group for the exchange of best practice. During the past twelve months, the RL group met in Lund, Sweden for a two-day conference, and followed up with a teleconference later in the year.

At our meeting in Lund we had some useful discussions on research impact, with reference to national surveys in this area. We have agreed that a paper which surveys current mechanisms internationally would be a valuable resource. Research Leaders have been asked to consider possible authors of this paper within the U21 network and University College Dublin will push forward on this initiative, beginning with some preliminary investigative research.

The newly-established Researcher Collaboration group had its first teleconference shortly after the meeting in Lund, and subsequently a bid was submitted for fellowships and mobility within the network. The RC group continues to share funding information and provide both staff and researchers with advice which can assist their funding applications, and plans to meet in the coming year. Successful communication of research impact continues to be a challenge; a new proposal for research into this area has been positively received by the Research Collaboration group and we look forward to more information on it. This will be a key subject for discussion at the next meeting of the Research Leaders. It is an area of real importance in science but also in other disciplines such as humanities research and is of interest to all members.

Other discussions at the Lund meeting highlighted the global issue of research integrity and the challenges involved in dealing with cross-border, multi-institution misconduct cases. Following the meeting, the University of Hong Kong agreed to host an invitation-only workshop for senior university members dealing with such cases. The group agreed they would also use this opportunity to discuss training on this topic for all levels of researcher.

I look forward to the next meeting of the group in Vancouver at the University of British Columbia in May 2013. Proposed themes for the meeting include research ethics, research communication and research impact. I anticipate that these themes will translate into discussions on the interface between research, innovation and industry, with an emphasis on the management of relationships, funding and Intellectual Property (IP). At the University of British Columbia, there are some good examples of agreements that build partnerships around the sharing of IP and I'd like to share an example with members of the RL group and learn of their successes and challenges in this area. I'd also like to put forward for discussion the theme of promoting a culture of innovation in the research community of a university.

The Research Leaders' group and the wider Researcher Engagement cluster aim to develop initiatives to promote a global perspective and to increase virtual learning and resources to reach out to more individuals. The Research Leaders are enthusiastic about the revised strategy and goals for this cluster and are looking forward to 2013.

Professor John Hepburn  
Research Leaders' group Chair  
University of British Columbia

[www.universitas21.com/link/researchleaders](http://www.universitas21.com/link/researchleaders)



Graduation: the start of an academic career

# Researcher Engagement

## Deans & Directors of Graduate Studies

The Deans and Directors of Graduate Studies (DDoGS) have had a busy and productive year. As a group we support the new U21 strategy which places the collaborative groups within clusters of activity, led by a Steering Group and Academic Lead. This model provides the DDoGS with even more scope to benchmark and share expertise on initiatives for graduate students, as well as provide direct leadership in this area for the network. Volunteers from both the DDoGS and Research Leaders groups have joined forces to become the Researcher Engagement Steering Group which will drive network initiatives for researchers with a particular focus on PhD students and Early Career Researchers.

Our commitment to joint PhDs remains and we are working hard to streamline processes and remove barriers to ensure more students can benefit from this fantastic opportunity. Our analysis, so far, suggests a programme is more likely to be efficiently assembled if it is initiated by researchers/supervisors than if it is initiated by a student. Visa applications remain a time consuming challenge, but we are working to ensure all parties are fully aware of the procedures and the frequent delays this process can have on applications.

Plans for the next Graduate Research Conference are well underway. Having been held every 18 months for the past four years, the group has decided that this important event will take place on an annual basis and University College Dublin will be hosting the 2013 GRC on the theme of *Energy – Systems, Policy & Solutions*. These conferences are designed to provide attendees with an opportunity to develop a range of skills relevant to the research process and are based around a broad theme to encourage interdisciplinary collaboration and exchange of ideas.

Graduate Researcher Mobility is still of interest and a set of proposals will be considered by the DDoGS at their meeting in May 2013 at the University of British Columbia. We have also been discussing the Graduate Research Integrity and Ethics Module (GREIM) to see if others wished to use it and agreed to share our activities around supervision support and training.

The DDoGS have also been experimenting and planning for the future. The inevitable gaps between face-to-face meetings were halting momentum, so the group now holds regular teleconferences to enable key decisions to be made and plans progressed when members are unable to meet in person. One exciting development is the plan to hold a virtual U21Three Minute Thesis competition towards the end of 2013. Three Minute Thesis (3MT®) is a research communication competition devised by the University of Queensland which develops academic, presentation and research communication skills and supports the development of research students' capacity to effectively explain their research in three minutes in a language appropriate to an intelligent but non-specialist audience. Already popular in Australia and among a number of other U21 universities, we will be hosting a 'grand international final' to give local winners of the competition the chance to compete against their peers across the network.

A challenge for the group has been how to retain our momentum as colleagues leave, and new DDoGS join who are less familiar with the sharing of best practice the group has developed over the years. With the restructuring of U21's activity, we now have excellent administrative support from Gemma Marakas in the U21 Secretariat and have been able to assemble a briefing for new members to ensure the group's strong foundation is being built upon and improved as we enter this new phase of development.

Professor Mary Bownes  
DDoGS Convenor  
University of Edinburgh

[www.universitas21.com/link/DDOGS](http://www.universitas21.com/link/DDOGS)



# Researcher Engagement

## Researcher Collaboration

**A**t the U21 Research Leaders meeting hosted by Lund University in May 2012, delegates voiced the desire to share knowledge on funding streams which were available for international collaboration. As a result, the Researcher Collaboration group was set up to share knowledge on internationally available funding streams and provide funding advice to U21 researchers. The Research Leaders have nominated colleagues from within their offices who have responsibility for research funding and international collaboration to work together on a number of initiatives around this.

### Creating a central depositary of information for international funding opportunities

The gathering of regional information for international funding streams is a key priority of the group. Bearing in mind that deadlines and information can easily go out of date, the information provided will be brief, with links to online information. This information will be regularly circulated throughout the group.

### An expert panel to assist and advise U21 researchers about international funding

It was decided that this group should act as regional experts who could respond to U21 researchers with technical assistance and knowhow to aid international funding bids.

### Researcher mobility

Many of the EU members noted a number of funding streams which could be accessed to assist with researcher mobility into and out of Europe. The group will share information concerning internal scholarships and fellowships, and additionally expressions of interest to host incoming researchers.

### Marie Curie COFUND application

A COFUND application has been made with results expected in March 2013. ENERGY21 is a Marie Curie COFUND proposal to develop a new fellowship and training programme proposed and to be implemented by UCD's Energy Institute, offering collaboration with U21 partners across the network.

If successful ENERGY21 will offer fellowships for incoming mobility and for reintegration. The incoming fellowships call is initially aimed at experienced researchers from around the network, provided that over the previous three years they have worked outside of Ireland for at least 24 months. These researchers will be invited to set up a research project of their own choice within the UCD Energy Institute.

### Spring School

In order to attempt to fully capitalise on the significant knowledge and strength each university has in research support for the many international funding streams it is proposed that we hold a U21 workshop to share expertise and ideas and train each other in how to access the multitude of funding opportunities. The face-to-face nature of the workshop will also help in establishing relationships with each other in order to act as 'go-to' points with country/continent-relevant opportunity queries. It is envisaged that, in the long-term, this interaction could aid opportunities to facilitate researcher mobility and collaboration by jointly applying to funding bodies.

Dr Jennifer Craig  
EU Research Programme & Support Manager  
University College Dublin

[www.universitas21.com/link/researchercollaboration](http://www.universitas21.com/link/researchercollaboration)



# Researcher Engagement

## Early Career Researcher Workshop

The second *Universitas 21* Early Career Researcher (ECR) workshop on the theme *Healthy Living* was held at the University of Birmingham School of Sport and Exercise Sciences from 13 to 15 December 2011, attended by 41 participants from ten countries and sixteen U21 member universities, from Asia, Australasia, the Americas, and Europe.

One of the key global challenges is how to improve human health and wellbeing. It is predicted that by 2020 approximately one in five of the European population will be aged 65 years of over and that by 2050 this figure could rise to two in five. Other more developed countries throughout the world are following a similar trend. This increase in life expectancy has not been accompanied by an increase in *healthy* life expectancy; thus the ageing population is a major health and economic issue, providing considerable impetus to understand and improve the health of humankind. Another key issue facing our society today is that of obesity. Obesity is associated with severe morbidity and mortality from diabetes, hypertension, myocardial infarction, stroke and cancer and is thus a major issue requiring our attention. Some of the approaches to increasing our knowledge and understanding of these issues and how to combat them include focusing on stress, exercise, nutrition and sleep as health-related behavioural variables. Developing these areas of research and finding novel solutions to this global challenge is likely to take a multidisciplinary approach. A major objective of universities throughout the U21 network is to ensure that researcher appreciate the value of belonging to rich intellectual communities in which a multiplicity of research is being carried out and it was with this background that the ECR workshop on *Healthy Living* began.

Dr Anna Phillips, Senior Research Fellow at the University of Birmingham invited a range of speakers and trainers from across the UK to present at the event. They were all experienced academics established in their research careers and their sessions included advice and tips for early career researchers as well as coverage of their topic and latest cutting-edge research.

Alongside the keynote presentations by four leading UK academics (David Stensel, Loughborough University; John C Mathers, University of Newcastle; Angela Chow, University of Westminster; Derk-Jan Dijk, University of Surrey), a series of early career development training sessions were identified from the range of training needs faced by researchers. These included editing academic journals, interacting with the media, licensing and spin-offs, personal wellbeing, networking and communication, grant writing, collaborative design of research proposals, and career development.

Two poster sessions were also incorporated into the programme which allowed some participants to present their research and discuss it with the delegates, and also interaction with fellow graduate students to allow further scope for potential collaboration and looking to develop longer-term research partnerships and co-operation.

Dr Anna Phillips  
Senior Research Fellow  
University of Birmingham

[www.universitas21.com/link/ECR](http://www.universitas21.com/link/ECR)



# Researcher Engagement

## Global Research Ethics and Integrity Module

The Global Research Ethics and Integrity Module (GREIM) is an online programme that allows graduate researchers to work through a series of case studies reflecting a range of institutional, national, cultural, disciplinary and methodological perspectives germane to ethics research debates around the world. GREIM provides space for personal and shared critical reflection, interaction with expert advisors, facilitated discussion and face-to-face workshops. GREIM is currently delivered both as a facilitated/blended learning course and as a self-guided online module. There are eight module topics, delivered as 'chapters' in GREIM:

- Introduction and Orientation
- Research Conduct
- Authorship and Intellectual Property
- Research Limits
- Consent and Confidence
- Animal Research
- Commercialising Research
- Research Governance

Learning outcomes of GREIM include understanding what constitutes good practice in research and what factors make research ethical or unethical; increased awareness of ethical issues that may arise during research; awareness of national and international guidelines on ethics in research; practicing critical thinking and ethical reasoning; and insight into university ethics committees processes.

GREIM is the product of a *Universitas 21* partnership involving the universities of Birmingham, Edinburgh, Hong Kong, Lund, Nottingham, Queensland, Virginia and New South Wales with the University of Melbourne as the lead institution. Programme development was a collaborative effort involving professional and academic staff from each of the partner institutions. 2007 saw the pilot of GREIM (Global Research Ethics and Integrity Module) at the University of Melbourne, and it has been continuously offered twice a year at that institution since then. Twelve other institutions (including the original partners) now offer GREIM to more than 1,400 research students and staff worldwide. There are currently three institutions evaluating GREIM with an eye to purchase.

In June 2012 we undertook a survey of the twelve current licence holders to ascertain their use and delivery of GREIM. The survey asked for comments on the implementation and delivery of GREIM at each institution, including the number of students and staff using the software, how GREIM is delivered to users, and which elements of GREIM work best for the participants at their particular university. Of the responses received, the survey results showed that the majority of institutions deliver GREIM through a commercial Learning Management System (LMS) such as BlackBoard, and generally experience little difficulty getting GREIM up and running. Most institutions do not facilitate GREIM online, opting instead to make it available as a self-directed course for participants. It is common, however, to deliver GREIM alongside face-to-face workshops based on specific institutional or national requirements on animal and human research ethics, IP and integrity issues and policy.

The feedback shows that GREIM's strengths lie in allowing participants to work at their own pace, and that the information provided through GREIM is available at all times across the globe. There was also appreciation for the way that GREIM presents ethics and integrity issues as 'grey' and potentially complex to deal with, reflecting real world situations. Areas for improvement include a growing interest in having GREIM focus in more detail on national ethics and integrity guidelines and codes for research, given funding bodies' interest in proof of ethics training. Respondents also indicated that new web 2.0 content and some new case studies would assist in keeping GREIM fresh and up-to-date. A more detailed summary of the survey results and an outline for the renewal or extension of some components of GREIM will be distributed soon. Meanwhile, an online community for GREIM facilitators is also nearing completion, and is due for release to all licensees early in 2013.

Dr Sylvia Schaffarczyk  
Melbourne School of Graduate Research  
University of Melbourne

[www.universitas21.com/link/GREIM](http://www.universitas21.com/link/GREIM)



Rand Low speaking at the DRCB in Connecticut

# Researcher Engagement

## Doctoral Research Conference in Business

Any PhD student will tell you that throughout their candidature, there are ups and downs. Certainly one of the ups of my experience as a PhD student was being lucky enough to be selected as a conference participant for the inaugural U21 Doctoral Research Conference in Business at the University of Connecticut School of Business in April. I truly believe in the benefits of U21 partnerships and certainly the relationships and networks that it allows its students to develop. Several years ago, as an undergraduate engineering student at the University of Melbourne, I participated in a year-long exchange programme in Canada studying at McGill University and the University of British Columbia. I still maintain many of the friendships I made during my time at both institutions today. This time, I was looking forward to meeting other burgeoning researchers in their respective areas of business research. I certainly was not disappointed.

There were 50 participants from twelve U21 institutions from the Americas, Australasia, Europe and Asia across the disciplines of economics, accounting, finance, management, information systems and strategy. What I really enjoyed about the conference was the fact that it was interdisciplinary and gave me the opportunity to attend some interesting presentations in other fields such as an applied economics study on the effect of video games on child development and health and on the role of design and product integration in a marketing study. It gave me insights into how my research sits in the greater and wider world of business research and how I could use my skills in other areas of business and create future collaborations. Our hosts were very welcoming and thought of everything they could do to make us feel at home. There was such an incredible attention to detail from the informative folders provided, to the campus tour and the conference dinners organised, I honestly struggle to think if there was any way they could have improved the experience.

The conference had a vibrant atmosphere and the right balance of academic, networking and leisure activities to keep everyone enthusiastic. What I enjoyed in particular were the break-out sessions. We were placed with other PhD students from the same discipline but from different universities, without the presence of senior academics, and these sessions were especially informative. It was really interesting to understand the differences in the publishing requirements of different universities and the expectations of PhD students post-graduation in terms of opportunities. This information is useful as it allows us as early career academics to plan our respective career paths and understand the entailing challenges if we choose to develop our research in North America, Europe or Australia. Furthermore, as a direct result of this conference and meeting Dr Fiona Carmichael, I had the pleasure of being invited to present my research at the University of Birmingham Doctoral Research Colloquium. Hopefully my discussions on research topics with the other finance PhD students will result in future co-authored publications.

I certainly hope that the DRCB will become a tradition for U21 to foster and encourage relationships and networks across business researchers in the years to come.

Rand Low  
University of Queensland

[www.universitas21.com/link/DRCB2012](http://www.universitas21.com/link/DRCB2012)



Professor Pip Pattison,  
Academic Lead of the Educational Innovation cluster

## Introduction to the cluster

I am honoured to oversee one of *Universitas 21*'s key clusters of activity, the Educational Innovation cluster. The stated purpose of the Educational Innovation (EI) cluster is '*to realise the benefits of research inspired teaching and facilitate the development of innovative approaches to teaching and learning.*'

To that end, the EI cluster aims to articulate the leadership challenges, and identify, share and develop strategies for advancing, at scale:

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

We recognise that these challenges are multi-faceted and will involve conceptual articulation. We are also mindful of the many emerging developments in global higher education and hence of new opportunities to collaborate in achieving our shared goals.

The EI cluster is provided oversight by a Steering Group consisting of myself as Chair, Professor Anna Kindler (UBC), Professor Madan Mohan Chaturvedi (Delhi), Professor Frank Coton (Glasgow), Professor Amy B M Tsui (Hong Kong), Professor Eng Chye Tan (NUS), Dr Graeme Aitken (Auckland), and Professor Stephen Marshall (UNSW). Operational aspects of the work of the cluster are provided by Lavinia Winegar Gott of the U21 Secretariat.

The range of initiatives within this cluster is driven by an invigorated group of key institutional leaders in teaching and learning at our member universities. Current initiatives within the cluster focus on the four key priorities and include the commissioning of position papers on areas of relevance in teaching and learning; masterclass-style workshops on targeted areas such as graduating global citizens and learning environments; an annual Educational Innovation Conference (formerly the Teaching & Learning Network Conference); an annual meeting of Deans of Education; and an annual meeting of FINE (Forum for International Networking in Education).

The cluster approach allows U21 to develop a strategy and work programme which identifies key themes on which activity will be focused. The goal is to promote collaboration and combine strategic development and resources with the common objectives of enhancing student learning in the environment of the research-intensive university. Recognising that educational innovation is a significant focus of many of our member institutions, the U21 Educational Innovation cluster strives to identify best practice and to share learning with the broader U21 network.

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

[www.universitas21.com/link/EI](http://www.universitas21.com/link/EI)



The 2012 U21 Deans of Education meeting was held in Vancouver on Friday 13 April and was attended by representatives from eleven U21 Schools of Education. The Deans of Education group has met annually for thirteen years, immediately prior to the annual conference of the American Educational Research Association (AERA), to share recent initiatives, best practice and concerns. The meeting has a catalytic role, stimulating a wide variety of subsequent activities: exchange visits, joint programmes, symposia, papers, special journal issues, research partnerships, and funding applications. Colleagues from the Neag School of Education at the University of Connecticut participated for the first time, Lund University was represented by both Professors Sandgren and Andersson, reflecting structural changes at Lund, and Professor Jerry Sroufe from the AERA Executive was an interested observer. It is now established practice for two representatives of the U21 Forum for International Networking in Education (FINE) research student group to report to the meeting on the FINE conference that is held the day before the Deans' meeting. This provides research students with an opportunity to report on student concerns and to provide input into the Deans' deliberations from a student perspective.

The Deans' Roundtable discussion provided an update on the initiatives and concerns of the participating schools of education. The focal discussion topic for the meeting was *Clinical Models of Pre-Service Teacher Education* and position papers from Glasgow and Connecticut were followed by discussion of issues associated with the optimal delivery of teacher education programmes.

Discussion throughout the meeting was frank and energetic and an impressive number of consequent actions emerged during the discussion and were subsequently pursued in the many small group meetings that followed throughout the five-day AERA conference. Some are listed below.

- Networking related to the development of University Teaching Schools (Birmingham, Melbourne, Virginia)
- Collaborative sharing of expertise in clinical teacher education (Glasgow, Connecticut, Auckland, Melbourne)
- A symposium on research into models of teacher education for the 2013 AERA conference (Melbourne, Queensland, Glasgow, UCD, Lund, Connecticut, Auckland, Virginia)
- Development of jointly delivered masters degree and associated funding application (Melbourne, Lund, Glasgow, UNSW)
- Collaborative research partnerships (UCD, Connecticut, Melbourne, Birmingham, UBC)
- Symposia development and delivery at ECER (Melbourne, Glasgow)
- Joint academic paper/s (Glasgow, Connecticut)
- Support an increase in student mobility (Connecticut, Birmingham)
- Online course sharing (Melbourne, Connecticut)
- Joint programme development (Connecticut, Birmingham, Glasgow and UCD)

The annual meeting of the European Conference on Educational Research (ECER) in Cadiz, Spain (18-21 September), provided an opportunity for representatives from the universities of Melbourne and Glasgow and University College Dublin to meet. No equivalent meeting of the Forum for International Networking in Education (FINE) research student group was held at ECER, but a FINE dinner and subsequent breakfast meeting were held at the annual conference of the Australian Association for Research in Education (AARE) and was very well attended by twenty representatives from six of the U21 universities in that region.

The 2013 Deans of Education meeting will be in San Francisco on 27 April. At this meeting, in addition to the usual agenda, a symposium will be presented by representatives of six of the participating universities on the topic *Pre-Service Teacher Education in Australia, Ireland, Scotland and the USA: Perspectives on Recent Innovative Programs and Their Underlying Metaphors and Models* – speakers will report research into pre-service teacher education undertaken at University College Dublin, and the universities of Glasgow, Melbourne, Queensland, Connecticut and Virginia.

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

[www.universitas21.com/link/education](http://www.universitas21.com/link/education)

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## Forum for International Networking in Education

In the past year, FINE has grown in many exciting ways. While two of our leadership team members (Ulrike Woitsch and Anthony Leow) graduated with doctorates and thus retired from FINE, we gained four more dedicated students to lead the group: Jennifer Tatebe from the University of Auckland, Laura Christ Dass from the University of Melbourne, Frederick Low from the University of Nottingham, and Nancy Njiraini from the University of Glasgow. We have also expanded our network of student representatives at U21 schools to include the University of New South Wales, the University of Connecticut, the University of British Columbia, and the University of Glasgow.

With respect to activities at conferences, FINE was tremendously successful at the most recent AERA conference in Vancouver, Canada. The FINE Forum, which was held the day before the main conference began, included over 30 student and faculty participants as well as a number of speakers. The speakers discussed a variety of topics, such as paths to becoming an educational researcher, how to obtain a post-doctoral fellowship, methods of navigating AERA, and international networking.

Faculty members who attended the forum also counselled students on how to network with fellow academics. The forum was followed by a dinner, attended by almost all forum participants. In addition to the forum and dinner, two breakfast meetings were hosted by FINE during AERA. Both breakfasts were very well attended by students, faculty members, and even some Deans of Education.

As is customary, two leadership team members also had the honour of attending the annual Deans of Education meeting at AERA and joining the Deans for dinner afterwards. This opportunity provided FINE with the chance to further encourage support of student involvement in its activities.

In addition to FINE events, the group has continued to develop and distribute its newsletter, The FINE Times. Student representatives are asked to disseminate the newsletter at their respective schools of Education, and it is also distributed to students on the FINE email list. The newsletters include articles written by FINE members that are of interest to other students, information about FINE events, career opportunities for graduate students in Education, as well as acknowledgements of FINE volunteers.

The past year has been eventful for the FINE leadership team and its members and we are optimistic that the coming year will be just as rewarding. We thank U21 for its continued support in all that we do.

Juliette Lyons-Thomas  
FINE Leadership Team member  
University of British Columbia

[www.universitas21.com/link/FINE](http://www.universitas21.com/link/FINE)



## Teaching & Learning Conference

The fourth annual U21 Teaching & Learning Network (TLN) Conference was hosted by the University of British Columbia in late 2011. The theme, *Effective and Efficient Teaching and Learning in Research Intensive Universities*, was particularly relevant in the current global financial environment, as evidenced by the attendance of more than 45 delegates from seventeen U21 member institutions. As our first keynote speaker, Professor Neil Gold, noted, "*In an environment of stretched resources and multiple mandates, research universities are nonetheless challenged to not only serve students first but better. The programme on efficient and effective learning provided practical insights into accomplishing exemplary results with existing or even reducing resources.*"

Au courant experts spoke to four different themes, with ample time for interaction among participants to delve more deeply into the given topic. Professor Neil Gold, Professor of Law at the University of Windsor, Canada, chaired a session on *Effective and Efficient Curriculum Models*. In his presentation, Professor Gold engaged participants in a dialogue around diverse contexts, processes and outcomes for curricula reform. Following small group discussions, representatives shared successful experiences and critical lessons learned about curriculum reform in research-intensive university settings. Next, the Deputy Vice Chancellor Academic from the University of New South Wales, Professor Richard Henry, shared UNSW's approach to *Effective and Efficient Assessment Practices*. Together with his colleagues, Professor Prem Ramburuth and Professor Stephen Marshall, Professor Henry revealed the results UNSW had achieved to date and the challenges they have encountered as they have embarked on an institution-wide process to improve the effectiveness and efficiency of assessment.

In an informative session on *Effective and Efficient Educational Technology Implementation*, Ms Barbara Truman, Director of Course Development at the University of Central Florida in the US, showcased critical success factors in UCF's decade-long initiative to increase access to degree programmes through distributed and blended learning solutions. Results from more than ten years of data mining on student and faculty perceptions and achievements were shared with participants. Finally, Professor Dai Hounsell, Vice Principal, Academic Enhancement, at the University of Edinburgh, presented an engaging session on *Effective and Efficient Educational Technology Implementation*. His presentation, *Learning and Teaching in U21 Universities: Shifting Perspectives, Fresh Challenges*, addressed how our understanding of learning and teaching processes in universities has evolved over the last three decades. Participants were then given the opportunity to explore Professor Hounsell's question, "*What features of learning-teaching processes need to be at the forefront of our strategic thinking in U21 universities over the next decade?*" in small break-out groups.

Participants clearly valued the opportunity to share information with so many expert U21 faculty members and were grateful for the hospitality shown by UBC and the UBC organising team. As one commented: "*What a golden opportunity this was to come together with colleagues from across the world to share ideas and insights and to explore what we could learn from one another! The next conference will therefore be 'daren't miss' in my diary.*"

In May 2012, U21 Presidents approved a more strategic approach to all U21 activities by forming clusters led by experts in broad areas of programmatic initiatives. The Educational Innovation cluster includes the existing activities of the Teaching and Learning Network (TLN), activities within Physical and Virtual Learning Spaces, the Deans of Education group, and the Forum for International Networking in Education (FINE). From the November 2012 conference hosted by the National University of Singapore, this annual event has been re-labelled the U21 Educational Innovation Conference. The conference will maintain similar goals of connecting key institutional leaders in teaching, learning and innovative educational practices across U21 universities in order to promote collaboration, share good practice and combine resources with the common objectives of enhancing student learning in research-intensive universities by using this space to connect multiple initiatives within the Educational Innovation cluster.

Lavinia Winegar Gott  
Educational Innovation Manager  
*Universitas 21 Secretariat*

[www.universitas21.com/EI](http://www.universitas21.com/EI)



# Educational Innovation

## Teaching & Learning Fellowships

.....From the Field.....From the Field.....From the Field.....From the Field.....From the Field.....From the Field.....

*Looking for ways to foster innovative methods of teaching and learning and to share best practice among colleagues around the globe, the U21 Teaching & Learning Network ran a U21 TLN Staff Fellowship Scheme this year. Five fellowships were awarded and among the recipients was Dr Christopher Hill from the University of Nottingham Malaysia Campus.*

**D**uring a ten-day visit to Melbourne, I participated in meetings and discussions with academic colleagues, research fellows, administrators and students on the topics of internationalisation and global citizenship. As a visiting scholar I was invited to deliver a paper for the *Issues and Ideas in Higher Education* seminar series and this led to further conversations with colleagues and opened up new avenues for potential collaboration. In addition to this, I was a panelist and delivered two research papers during the AIEA *International Education in the Asian Century* conference.

The main venue for the Fellowship was the Centre for the Study of Higher Education (CSHE), University of Melbourne, but I also spent time at other departments and in particular, I found the time spent at the LH Martin Institute and the Asia Education Foundation of great value as it helped to further cement a contextual understanding of the issues facing Australia and the manner in which they are being conceptualised and understood. I was afforded the opportunity to meet with students, both local and international, and discuss the issue of global citizenship and what it means to them. Through conversations with Dr Baik and access to resources already in place at CSHE, I was able to clarify my thinking on central issues and further develop ideas for future activity. Dr Baik has already been involved in research of this nature and I was given access to this and an opportunity to discuss the findings of the research and possible developments with her. I found these conversations stimulating and of great interest. While we are dealing with the issue of global citizenship and employability, the paradox is that the 'global' agenda is still very much shaped by the national perspective and therefore there is still significant discussion and analysis to be done to further shape and define the direction, objectives and support mechanisms needed to adequately and accurately address the needs of our students.

An investigation into the internationalisation of the curriculum and its relationship to the changing landscape and the mechanisms in place, both administratively and academically, to respond to the diversity of the student body is both timely and relevant. The student experience impacts upon our teaching, and the manner in which we respond, both strategically and operationally, must be examined if we are to stay relevant, meet the needs and demands of our students and their potential employers and ensure our continued commitment to excellence is sustained.

One of the key elements of the Fellowship was to further explore the issues of Global Citizenship and Employability, and the connections made between two visible U21 partners, both with a presence in, and an understanding of the East-West debate in HE, provides a strong foundation for future collaboration and activity. The aim is that this will be cascaded throughout the network to the benefit of all partners.

This Fellowship supported continued collaboration, research and teaching development of two active U21 members. This knowledge and collaboration can, in turn, be extended to support other members of the network. A strong foundation and approach to teaching and research in this area will surely encourage others to develop their respective understanding and strategy accordingly. The issues addressed are critical to our continued understanding of international education and this Fellowship will prove vital to the further development of projects in areas such as employability, citizenship, global values and norms and the sustainability of internationalisation. The Fellowship marks the start of a long-term collaborative relationship dedicated to the continued discussion, understanding and dissemination of these crucial areas.

Dr Christopher Hill  
Director, Graduate School  
University of Nottingham Malaysia Campus

[www.universitas21.com/link/TLN](http://www.universitas21.com/link/TLN)

.....From the Field.....From the Field.....From the Field.....From the Field.....From the Field.....From the Field.....

## Training in Ethics

- Professors that have been trained in ethics  
1,728 professors



## Teaching & Learning Workshop

The first in what it is hoped will become a series of small, masterclass-style U21 Teaching & Learning workshops was hosted by Tecnológico de Monterrey at their Santa Fe campus from 12 to 14 March 2012 under the title *Ethics and Citizenship in the Curriculum*.

Although it was billed as a workshop it was in fact more like three days of incredibly productive discourse on this topic. Tecnológico de Monterrey has designed and implemented a comprehensive, system-wide programme on Ethics and Citizenship and colleagues shared their experiences with participants from around the U21 network who are grappling with this issue at their home institutions. Over a series of highly-interactive sessions, colleagues shared best practice with regard to leadership of educational engagement on ethics and leadership, challenges for teaching ethics and citizenship at university level, support programmes for the development of ethics and citizenship in students, assessment of core competencies in ethics and citizenship and suggestions for plan implementation at member institutions. Participants were highly engaged and encouraged further collaboration on this topic.

The U21 Teaching and Learning Network was strongly urged to consider ways in which the high-level work accomplished by Tecnológico de Monterrey in the sharing of innovative and systemic approaches to implementing ethics and citizenship in the curriculum could be shared with larger audiences from around the U21 network.

The U21 EI Steering Group will be looking at several options for continuing the dialogue and networking initiated by this event. Professor Harry Hubball, from the University of British Columbia, said of the conference, “*Throughout the process, I learned a great deal about institutional approaches to programme-level learning outcomes assessment, especially the detailed analysis pertaining to the implementation of citizenship and ethics within and across disciplines (and campuses) in the Mexican context. I would strongly recommend this workshop to the U21 T&L network.*”

Dr Chi Baik from the University of Melbourne echoed this sentiment, saying “*Tecnológico de Monterrey clearly has a strong mission regarding ethics and citizenship education for all their students, and their efforts in curriculum design as well as their many co-curricula programmes are indeed impressive. The workshop was immaculately organised and the sessions were all highly engaging. I was humbled by the warmth and generosity of our hosts.*” Indeed, this was the unanimous sentiment of all who participated and heralds a bright future for further collaborations.

Lavinia Wineger Gott  
Educational Innovation Manager  
U21 Secretariat

[www.universitas21.com/link/EI](http://www.universitas21.com/link/EI)



Andrew Everett, Chair of the Student Experience Steering Group

## Introduction to the cluster

The mission of the Student Experience cluster is to deliver opportunities to enhance student learning and to develop global citizens. The focus of the cluster is to strengthen existing programmes and develop new programmes of activity, and to explore opportunities that will contribute to the students' learning experiences across the member institutions. The cluster is led by a Steering Group which provides academic direction, a Consultation Group, whose expertise and knowledge of the student learning environment is invaluable, and a dedicated and experienced team of professionals in the Student Mobility Network. Through these groups the Student Experience cluster can call on a range of expertise to provide input into programme selection and delivery. The Student Experience cluster continues to seek opportunities that will inspire the students in the network, contribute to their academic study experience, and enhance their career opportunities through their global outlook.

I have recently stepped down as Chair of the Student Experience Steering Group, after leading the activities for the past two years. Professor Frank Coton has joined the U21 Student Experience team as Academic Lead of the cluster and Chair of the Steering Group. His appointment will enable further academic input into the proposed initiatives for the cluster and will also increase cross-cluster collaboration as Professor Coton is also a member of the Educational Innovation Steering Group. Other members of the Steering Group include Associate Professor Anne Pakir (NUS), Ms Patricia Montaño (Tecnológico de Monterrey), Professor Wyn Morgan (Nottingham), Dr Dudley Doane (Virginia), and Associate Professor Julie Duck (Queensland). The Consultation Group, which provides strong practitioner input consists of Nigel Cossar (Melbourne), Katherine Beaumont (UBC), Shiro Ashimoto (Waseda), and Richard Stenelo (Lund). The Secretariat support for the cluster is U21 Student Experience Manager, Sue Dengate.

Multi-disciplinary and wide-reaching activities are provided for students within the Student Experience cluster. These include the Undergraduate Research Conference, the U21 Summer School, and the U21 Social Entrepreneur Corps in Guatemala. The Global Issues Programme provides an opportunity for students to experience global courses from their home institution, while also giving students the chance to travel to partner institutions to undertake courses. Feedback from students who attend these programmes indicates that they enjoy the practical, multi-disciplinary approach, the networking opportunities, and many consider the experience to be 'life changing'. Student Exchange programmes have been a success story, with strong and increasing participation, and will continue to provide mobility and academic opportunities for all students in the network. The increase in student exchange participation rose 4.5% in 2011.

The challenge for the Student Experience cluster over the coming years is to provide a wide range of activities which will inspire students to broaden their global outlook and provide networking opportunities with students from across the globe. Providing further opportunities for non-traditional short-term programmes will be a focus for the cluster. Other activities under exploration by the cluster are internships and sponsorship opportunities, work experience and service learning, and opportunities where students can 'make a difference'. Programme learning outcomes will be a focus and will be considered in close collaboration with the Educational Innovation cluster.

Activities involving students that are underway or in the planning stages include student focus groups, and student involvement in meetings and conferences. This will ensure that the 'student voice' is heard and taken into account in future activities across the network.

Andrew Everett  
Director, UQ International  
University of Queensland

[www.universitas21.com/link/SE](http://www.universitas21.com/link/SE)



Some of the University of Nottingham's GIP students

## Global Issues Programme

As the 2011/12 year concludes, the U21 Global Issues Programme (GIP) is about to launch a new database to track online enrolments and applications. This database replaces the old system that has been in use since 2007 and will provide students and staff with a much more user-friendly interface and more reliable reporting features.

Twenty-six students have completed the programme this year. This figure is down from 35 in 2011; however this dip can be attributed in part to University of Melbourne students choosing to undertake the GIP as part of a lengthier U21 Diploma in Global Issues consisting of eight subjects instead of four and an increase in GIP students undertaking an international exchange. Current enrolments across the network are at 189. These figures are up by 20 from this time last year and a number of applications have already been received for entry into the programme in 2013.

The Academic Steering Committee (ASC) met via teleconference twice during the year, and approved many new on-campus subjects for the programme. Tecnológico de Monterrey has introduced a number of on-campus elective subjects in 2012 to complement their online subjects and broaden the subjects available for both Mexican students and incoming international exchange students. The University of Melbourne has increased its on-campus offerings to include subjects such as *Food for a Healthy Planet*, *Forests in a Global Context* and *The Disaster-Resilient City*. The University of Queensland has developed a new online subject, *Global Security*, to be taught in the first semester of 2013. This subject explores key global security dynamics ranging from the arms trade to nuclear proliferation, ethnic conflict and terrorism, and the contours of a new global security agenda. Currently, a choice of four core subjects is offered to students, as well as 125 electives, thirteen of which are taught online.

In 2012 the ASC discussed the concept of being global in a changing world and redeveloped this definition in the context of the U21 GIP. This definition will be used to assist teaching staff and ASC members to evaluate the suitability of new subjects being introduced into the programme.

Moving forward into 2013 the ASC and professional staff network will continue to focus on promoting this unique programme to undergraduate students and further develop the online subject availabilities.

Alana Marriner  
U21 Global Issues Co-ordinator  
University of Melbourne

[www.universitas21.com/link/gip](http://www.universitas21.com/link/gip)



Project participants promoting a water filter system  
with local entrepreneurs in Guatemala

## U21 Social Entrepreneur Corps

The inaugural U21 Social Entrepreneur Corps programme was delivered in Guatemala from 24 June to 21 July 2012. Twelve students from seven U21 institutions (four from Melbourne, two each from Queensland and Connecticut, and one from NUS, Hong Kong, Nottingham and Birmingham) enrolled in the programme.

Prior to the U21's group arrival in Guatemala, the students enrolled in two online classes run by UConn entitled The U21 Virtual Global Classroom. Through this four-week-long online segment of the programme, the students were exposed to social entrepreneurship theory and case studies as well as being introduced to Guatemalan history, politics and culture.

During the four-week programme in Guatemala, students worked directly with the Social Entrepreneur Corps (SEC), helping to establish new, and grow existing micro-consignment-supported businesses. While in Guatemala students attended workshops on economic- and health-related problems in Guatemala. They organised and conducted campaigns to promote simple, effective products such as water filtration systems, solar lamps, improved stoves and eyeglasses, and assisted local social entrepreneurs to expand their customer base. Students also experienced living with local families. The students made a tangible difference to people's lives, and acquired the knowledge, skills and habits necessary to become socially aware, active global citizens.

The U21 2012 programme was very intensive and was demanding for the participants, but clearly also greatly rewarding. The project leader, Greg van Kirk, provided feedback on the U21 group of students: *"I just wanted to give you the great news that this past weekend the U21 students participated in our MOST successful village campaign since we started our work almost ten years ago. They supported a number of women entrepreneurs in the Jutiapa region and in one day served over 150 people and helped the women to sell 69 pairs of glasses, 35 eye drops, 30 packets of vegetable seeds, 8 solar lamps/cell phone chargers and one water purification bucket. Truly amazing! That amounts to hundreds of beneficiaries served in one day when you take into account the impact that these solutions have on families. And the women entrepreneurs earned nearly \$240 in net profits. That is equal to over two months' wages for the average rural Guatemalan."*

Dr Raluca Nahorniac  
Study Abroad Program Specialist  
University of Connecticut

[www.universitas21.com/link/SEC](http://www.universitas21.com/link/SEC)



Lhens Vilson taking time out to enjoy a local Guatemalan snack

# Student Experience

## U21 Social Entrepreneur Corps

.....From the Field.....From the Field.....From the Field.....From the Field.....From the Field.....From the Field.....

The trip to Guatemala lasted only one month, but I was surprised at how much I experienced and learned in this short amount of time! I learned a lot about Guatemalan culture and history, lived with two different families, improved my Spanish speaking ability, learned how to navigate myself around the cities of a foreign land, helped make a difference in a few people's lives, made very good friends, and learned how to make an impact on the world. I understand that education does not simply consist of going to classes and reading books: practical experience is as vital. In the one month spent in Guatemala, I was able to test the theories and concepts I have learned in class. The results further motivated me to continue being involved in development work outside of Guatemala. My experiences were great and the personal as well as educational lessons I have learned were many.

After our one-week orientation and intensive Spanish classes came to an end it was time to get to work! We travelled back to Antigua to spend two weeks doing field work and designing sales strategies and our last week was in Panajachel. Since our organisation focused mostly on the rural areas, our new focus was to come up with strategies to help expand the products to the urban settings. We worked with two highly-trained micro-consignment entrepreneurs who sell the products by campaigning. Prior to each campaign, the entrepreneurs would travel to a village to talk to the people and the village leaders to advertise that the organisation would launch a campaign in their town on a specific date starting at a specific time. For example, the campaigns to sell glasses offer free eye exams as a way to attract people, since many Guatemalans experience eye problems due to too much sun exposure for people that work in the field, or due to smoke for mothers that work in the kitchen.

Our two main goals when helping to sell water filters were to come up with sales strategies and to help expand product sales to the urban areas. We decided one of the best marketing tools would have to be education; if people understand that their water is dirty and the potential consequences of using that water, they are more likely to want a filter. We came together as a team and made educational flyers for each of the products. They were designed as a problem-solution format. For example: the main problem with dirty water is disease: boiling water is inefficient, garrafones are expensive. The solution, our water filter. To meet our second goal we decided to go to different stores to do a product presentation and demonstration to stores that offer water to their customers or make use of water. We then scheduled a follow-up meeting if they were interested in purchasing the product. We left Guatemala before the follow-up meetings, so we don't yet know whether the owners actually bought any water filters.

What made the trip truly memorable was the people I worked, lived and interacted with. There were people from Australia, China, Hong Kong, England, Romania, Singapore and the US. We had many interesting characters and different personalities. Nevertheless, we all had one mission in Guatemala and we related well to each other through our shared interest for human rights. We came from different directions, worked together and got to know each other, and then we all went our separate ways. Secondly, the experiences of living with Guatemalan families further enriched our understanding of the culture and the Guatemalan people. I spent my first week living with a family in Xela and then two weeks with a different family in Antigua. Through my families and stories I heard from my colleagues about their families, I became aware of how friendly and fun the Guatemalan people are.

Finally I experienced a lot of personal growth, enhanced my perspectives of life, and gained a better understanding of how to make a difference in the world. I first heard about the project as I was browsing my school's website. What attracted me to the organisation was the word 'entrepreneur'. One of my goals is to become an entrepreneur and I thought this programme might be a great resource or opportunity. However, as I researched I learned that it was a different kind of entrepreneurship – it had the goal of social change attached to it. I saw this programme as a way to experience the business side of an organisation as well as to work to make a difference. This programme had a great impact on me and I would encourage every student to participate in similar programmes.

Lhens Vilson  
University of Connecticut

[www.universitas21.com/link/SEC](http://www.universitas21.com/link/SEC)

.....From the Field.....From the Field.....From the Field.....From the Field.....From the Field.....From the Field.....



Members of the Student Mobility Network at their meeting in Mexico

## Student Mobility Network

The Student Mobility Network (SMN) bid farewell to Louise Kinnaird, U21 Student Mobility Co-ordinator in 2012. The role has been expanded to include all student experience activities in the network and the SMN thanks Louise for her hard work, flexibility and dedication over the past years. Sue Dengate took on the new role of Student Experience Manager in June 2012.

The Student Mobility Network has been very active in 2011/12. Statistics for this period indicate that there has been an increase in student exchange of 4.5% on the previous year. While the Delhi Accord set a target of 5% growth, the growth of 4.5% was significant, given world events, including significant natural disasters and civil unrest during this period. Feedback from students indicates that they value the opportunities provided by the network and acknowledge the assistance from the dedicated SMN staff. In addition, many institutions in the network are increasingly focusing on the learning outcomes of mobility experiences.

Simon Wetterling, President of the Student Union at Lund University, delivered an impressive speech at the President's Meeting in May, highlighting the need to engage actively with students and to stay in touch with the needs and requirements of students, which is something the group is actively pursuing.

Short-term mobility programme statistics show that growth was limited over the previous year – a growth of 0.88%. Statistics are sometimes difficult to capture, with a great deal of mobility occurring at the school/department level but remaining unrecorded. There is still limited range of short-term mobility opportunities and the financial limitations of the students and issues around awarding credit have proved challenging, but efforts are being made to overcome these and develop a wider variety of short-term mobility experiences.

The SMN held two meetings in 2012 – one prior to NAFSA in Mexico in May, hosted by Tecnológico de Monterrey, and one prior to the EAIE Conference at UCD in Dublin in September. Andrew Everett, U21 Manager for the University of Queensland and lead of the Student Experience cluster was welcomed to the meeting at Tecnológico de Monterrey, leading the discussion and providing a useful summary of U21 activities. Feedback indicated that the group appreciated a senior staff member's presence at the meeting. One of the main topics discussed at the May meeting was the formation of Working Groups to draw on the expertise of individuals in the SM group and to enable mobility staff to focus on topics of importance to the group and the network as a whole. Working Groups proposed included: short term mobility programmes; UG research opportunities; collaborative student mobility programming; Curriculum Integration/Teaching and Learning.

The nominated leader for each Working Group will form the membership of the SM Executive Group, a small group that will act as the key liaison with the U21 Student Experience Manager. These groups will contribute to the agenda at future SMN meetings, with a formal presentation/update on the status of key projects and changes to the membership of the working groups.

In Dublin the new U21 cluster approach was introduced and mobility staff at the meeting discussed the proposed goals for the Student Experience cluster. There was lively discussion, with constructive feedback on the new direction and goals for the coming years. Other topics discussed were document sharing and best practice; the tools used to enable students to reflect on the development/enhancement of attributes/intercultural competences; student mobility software; exchange agreements; and undergraduate research exchange programmes with U21 partners.

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

Sue Dengate  
U21 Student Experience Manager  
*Universitas 21 Secretariat*

[www.universitas21.com/link/SMN](http://www.universitas21.com/link/SMN)



Summer School participants getting a feel for Mexican traditions

# Student Experience

## Summer School

Tecnológico de Monterrey's Querétaro campus hosted the 2012 U21 Summer School, which took *Shaping the Global Future Entrepreneur* as its theme.

For twelve days, students from nineteen different member universities of the *Universitas 21* network took part in this programme. More than 100 students were given the opportunity to work on an innovative and creative project, helping to boost their knowledge and business spirit. Those taking part were immersed in an academic programme co-ordinated by outstanding lecturers from the campus in Querétaro, not to mention being given the opportunity to learn more about Mexican culture and take part in visits to the campus's own Technology Park and a variety of external companies.

In order to complete their project, the students had access to the all facilities on campus, which meant they had the chance to make their projects into something remarkable, thanks to the new technologies available on site.

To complement this summer programme, extracurricular activities were also offered, including beach volleyball and soccer tournaments, not to mention the popular Salsa dance classes. A weekend trip to Teotihuacán, Peña de Bernal and Tequisquiapan was also organised to help the students learn more about Mexico's culture and traditions.

We would like to thank all of the teachers and the team at the International Programs office in Querétaro for their support in making this summer programme a great success.

Mayra Rodríguez & Osiris Medina  
Vice-Presidency for International Affairs  
Tecnológico de Monterrey

[www.universitas21.com/link/summer](http://www.universitas21.com/link/summer)



Evgeniya Chalakova with new-found friends on the way to one of the Summer School experiences.

# Student Experience

## Summer School

.....From the Field.....From the Field.....From the Field.....From the Field.....From the Field.....From the Field.....

In July 2012 I attended the U21 Summer School in Querétaro, Mexico. The rare opportunity for a social science student to gain more knowledge in the business sphere was why the Summer School was so great for me. For ten days more than 100 students from around the world gathered together to learn more about entrepreneurship and starting a business. There were short lectures every day followed by workshops where we developed our eco-friendly products. We had to come up with the design for our creations and compare them with the other market alternatives; make a real-life business plan including the manufacturing, distribution and selling aspects of the project. A logo, motto, TV advert and radio slot were a must, too. Finally, we rounded off the project with a pitch.

These activities developed our planning and organisational skills in international teams of five people. The flow of ideas was endless but we had to compromise and reach decisions. Everyone also had their own task in addition to the collective brainstorming. Funnily enough, the latter would occur all over the place, not only in the classrooms. One of our best ideas was born during a field trip to a vineyard! This was the beauty of the programme, it was so interesting and engaging that our brains kept working on the project even in our free time.

On a personal level, the experience was absolutely amazing as the Summer School fostered a real multicultural spirit. Meeting so many adventurous and aspiring young people from all over the world resulted in many good friendships. Our hosts were extremely kind and helpful too and showed us some of that famous Mexican hospitality. I won't forget the taco break we had with a few of the local students who took us in their cars to 'the best street stall' in town during our 15 minute break! The Summer School offered us many events we could get involved in, like the Salsa classes which uncovered some hidden natural talents!

The multicultural interaction was so much fun: although we were the same age and had similar interests, we kept surprising each other. For instance, I loved how Mexicans start hugging you from the second time you meet onwards as a sign of friendship. It was quite funny to see some of the Swedes struggle to cope with it! But I was also shocked to find out that digestive biscuits were outdated in Australia and only old people snack on them. You can imagine my surprise given that that is my main meal during exams! Also who would have thought that German was a relatively popular language to study in Hong Kong? Or that in every club in Mexico there are only live performances? They don't really like sticking to the original song either!

Furthermore, on the many field trips we discovered even more about the fascinating Mexican culture. The visits to the Mayan pyramids, a few UNESCO-protected towns and a vineyard showed us the typical Mexican lifestyle, making us all more culturally aware. We were so engrossed in the rich history and traditions of this hot-blooded people. It seems that the constant reminder of the inevitable human mortality makes the Mexicans truly appreciate and enjoy life, unlike the Westerners who often see money as the greatest virtue. Hence we saw a different perspective to the essence of life and how one could live it, drawn upon the different cultural norms and values.

Travelling and living abroad pushes you out of your comfort zone and develops your abilities on many levels: interpersonal, academic, even your self-perception. Therefore, I strongly recommend doing a Summer School or even a year abroad. Although the application process and the interview might seem a bit daunting, the price you have paid is nothing compared to the once-in-a-lifetime experience you will receive in return. After all, living abroad (even for a short while) makes you realise how small the world is and how quickly the word 'impossible' can make its way out of your dictionary.

Evgeniya Chalakova  
University of Birmingham

[www.universitas21.com/link/summer](http://www.universitas21.com/link/summer)

.....From the Field.....From the Field.....From the Field.....From the Field.....From the Field.....From the Field.....



2012 URC participants at the start of the event

# Student Experience

## Undergraduate Research Conference

The Undergraduate Research Conference (URC) 2012, held at the beginning of July at Waseda University, brought together 58 students and eight supervising faculty and staff from nineteen universities representing twelve countries and regions. Participants and staff who gathered at this event represented a total of twenty nationalities, creating a rich international environment.

Registration was completed at the hotel where students stayed, followed by an excursion and welcome reception. Interchange among the participants, who met one another for the first time at registration, was facilitated through sightseeing in metropolitan Tokyo and through opportunities to dine together.

At the conference, students from a wide range of fields in the humanities and sciences presented their research at the Ono Auditorium, or participated in a poster session held at the Waseda Gallery. The presentations and posters grouped into research fields such as the humanities, social sciences, science and engineering, medicine, and so on, which assured that there was a certain amount of relevance and continuity in the discussions. The presentations promoted understanding among participants of specialised research fields other than their own and facilitated active interdisciplinary exchanges of opinions. Enthusiastic discussions and exchanges of ideas took place throughout all programmes over the three days of the conference. In wrap-up sessions following the students' research presentations, the supervising faculty gave their own comments and feedback. These daily wrap-up sessions provided students with guidance and advice, heightening the educational impact of the conference.

Prior to the opening of this conference, which was designed to be student-led from the start, a group composed of ten volunteer students from Waseda University was put together. This group devised the conference theme *Connecting to the Future* and designed its poster, and engaged in activities ranging from registering attendance to acting as master of ceremonies at the conference and receptions.

Although it has often been held during the summer vacation, a significant feature of this year's URC was that, in consideration of differences in academic calendars, Waseda University hosted the conference during a semester. We believe this provided a good opportunity for participants from overseas to observe our campus as it usually appears, with the presence of students both inside and outside the conference and because it was held during a semester, many non-participating students and faculty members also dropped by the conference venue and engaged in discussions with the participants.

This year's URC was selected as a grant provision programme by the Ministry of Education, Culture, Sports, Science and Technology of Japan, and each participant from overseas was given 80,000 yen (about US\$1,000) after completing the conference programme, which was a substantial bonus. The participants were required to submit a report in order to receive this grant, which greatly benefited us as the host university, as we received detailed feedback regarding the conference. We are highly honoured to have received a great quantity of positive feedback.

At the farewell reception on the last day, the best presenters were announced and each participant received a certificate of attendance. Generous and enthusiastic cheers greeted each of the participants and student staff members as they mounted the platform. This international conference "of the students, by the students, for the students" was a great success thanks to the combined efforts of the conference administrators and participants. Although the conference was for a short time, a sense of solidarity has emerged from the intense interchange among participants. It continues even now, through, for example, the U21 URC 2012 Facebook group that was established by a Waseda student participant. We believe that the greatest outcome of this conference, as a proof of its success, was the establishment of "kizuna" (a Japanese word for a common bond) connecting the present to the future, which supported the theme of this conference, *Connecting to the Future*.

Shiro Ashimoto  
International Office  
Waseda University

[www.universitas21.com/link/urc](http://www.universitas21.com/link/urc)



Casey McDermott delivering her presentation



Abbey Mawby having fun with other URC delegates

# Student Experience

## Undergraduate Research Conference

I participated in this year's U21 Undergraduate Research Conference, where I presented my original research in post-conflict development entitled *A Necessary Evil: The Stabilizing Effects of Corruption in Post-Conflict Societies*.

My experience at Waseda University was incredible. The organising committee, staff and fellow presenters from the host university were more than accommodating; they went above and beyond to make sure the participants had the most fulfilling experience possible. It only took this short, week-long visit to Tokyo to fall in love with both the beautiful city and the kind people it holds.

While the organising committee should be commended for running a flawless event, I truly believe it was my fellow conference participants that made it possible for a conference spanning an enormous number of subjects to be so accessible. Above intelligence, drive, or commitment, every single participant at the conference was passionate about their research. It was this thirst and enthusiasm for knowledge that made every presentation engaging; every person was a window to a new topic.

Presenting my research in front of an audience with a diverse background, and watching the presentations of others, was an eye-opening experience. Having engineers question my scientific methodology and law students pick apart my case studies was an invaluable experience; I came away having strengthened my arguments and made my work accessible to a broader audience. I hadn't realised how feedback from researchers outside my field could contribute to my work to such a degree; having so many differing perspectives analyse my presentation was amazing.

*Universitas 21* has stepped up and tapped in to a new resource of original research. While experience can only be gained with time, passion stems from the individual. Introducing and encouraging individual research in undergraduate education helps push students to innovate; training students to question widely-held assumptions and think outside the box early on in an academic career allows for greater growth of the individual and an increase in quality of research being produced. Although I can't speak for my peers, it is certainly what I took away from the event. I want to thank *Universitas 21* and Waseda University for making this conference possible and McGill University for giving me the opportunity to present my research.

Casey McDermott  
McGill University

For too long, the words 'your study' have denoted something very specific – a particular area of knowledge sharply cut off at either end by the concept of a 'discipline'. Looking down over the sprawl of lights that is Tokyo, outside the aeroplane window, the day after the U21 Undergraduate Research Conference had drawn to a close, I couldn't help thinking that we had been rewarded with a glimpse into the future of learning.

My research, which was focused on international human rights law, was challenged and enhanced in the most colourful and exotic ways through perspectives coming from anthropology, sociology, biology; fresh viewpoints were offered by physicists, new questions asked by mathematicians. Where else is such a unique setting created? Interdisciplinary, intercultural, and passionate are three words that immediately spring to mind. Especially passionate. Nothing about the whole week was dull – my knowledge was improved, but more importantly, so was my intelligence. So whilst the URC enhanced my study, it did much more; it made me question the traditional model of 'study' as a whole. I am convinced that the separation barriers between disciplines are dangerous – they should be quelled, and it is movements such as the U21 Undergraduate Research Conference that are pioneering this realisation.

Abbey Mawby  
University of Queensland

[www.universitas21.com/link/URC](http://www.universitas21.com/link/URC)



## Introduction to the cluster

International collaboration is one of the key tenets of the *Universitas 21* network and has featured in our strategic plan from the very beginning. With the restructuring of the network's activity over the past year, many of our collaborative activities have been grouped together to fall under one of our three cluster headings, but there were a number of important activities which were not obviously or strongly linked to any one particular cluster. We therefore now have a separate cluster, simply called Collaborations, under which fall all the collaborative projects and groups which operate within the network, but which do not easily sit within one of the new clusters of activity, often crossing cluster boundaries, or focusing on multiple areas of academic interest.

While being thematically diverse, all the groups within the Collaborations cluster have a similar aim, namely to encourage the sharing of ideas and the development of collaboration in a particular field, encouraging benchmarking, cross-disciplinary co-operation and the exchange of experiences, best practice and knowledge in an international context.

With such an eclectic mix of activity, the Collaborations cluster has no single academic lead, but each group reports directly to the U21 Managers, while also liaising individually with the leads of the other clusters to ensure fruitful crossover of ideas and to avoid duplication of activity.

The groups and projects which fall into this cluster are:

Health Sciences group  
Human Resources group  
International group (formerly the International Directors' group)  
UN Millennium Development Goals initiative  
Museums and Collections Award  
Research Universities and their Regions  
Water Futures for Sustainable Cities project

[www.universitas21.com/link/collaboration](http://www.universitas21.com/link/collaboration)

# University Auckland



Dr Robert Aseltine, University of Connecticut, speaking at the 2012 Health Sciences group meeting

## Health Sciences group

Twelve years after its creation, the U21 Health Sciences group continues to stir up interest among U21 universities. In 2012, the group counted fifteen active member universities and six health sciences disciplines. Close to 350 faculty and staff receive our regular updates and are invited to take part in our discussions and activities. In September 2012, the group held its annual meeting at the University of Auckland's Faculty of Medical and Health Sciences. More than 100 delegates attended the meeting that was structured around the three main themes presented below. For the first time, the themes for the meeting were developed by a scientific committee formed of members of the host university and representatives from all the disciplines in other U21 universities. The experience was very successful and will be repeated to define the themes for the meeting in Dublin in September 2013.

### Leadership in health care, the role of the university

The University of Auckland shared how it has undertaken clinical leadership development in large scale health delivery systems over the last few years, and invited delegates to share their own experiences. The different discipline groups took this opportunity to discuss and compare how leadership and professionalism are integrated in the curricula of health sciences degrees.

### Relating research to clinical activity

In a joint keynote presentation, faculty members from the University of Auckland and the University of Connecticut presented two separate research programmes that integrate health research with clinical activity. They showed that, despite very different research settings, their translational research programmes shared several common themes such as the challenge of translating new discoveries that are linked to complex technology into the clinic and the need for clinical practice and research to be smoothly intertwined.

### Developing a clinical academic workforce

Most developed countries face an increasing mismatch between the demand for health services and both the ability to supply and to afford those services. The university sector is well placed to lead the development of the essential intelligence processes needed to bring a shift in planning logic to address this problem. The University of Auckland presented how the recent New Zealand experience in leading innovations of extant service configurations and models of healthcare had proved encouraging. Delegates from other U21 universities were invited to share their experiences.

Prior to the main meeting, the University of Auckland also hosted the sixth U21 Nursing Doctoral Student Forum. Twelve nursing PhD students from Auckland, Hong Kong, Queensland, UBC and Korea took this opportunity to present their research. Delegates agreed that this forum was very valuable and recommended that it should be open to PhD students from other health disciplines in the future. The U21 HS Executive Committee approved this recommendation and University College Dublin will host the first Health Sciences Doctoral Student Forum in September 2013.

Also during the meeting in Auckland, delegates expressed their support for the establishment of a U21 Health Sciences Summer School, on the model of the U21 Summer School. A working group formed by representatives from different disciplines as well as the U21 Student Experience Manager has already had a teleconference to work on the project and the first U21 Health Sciences Summer School is intended to take place in July 2014.

Student and staff mobility remains an area of great interest for all the disciplines within the group, and very good progress has been made by the U21 medicine group. Eleven Deans of Medicine have signed a Letter of Intent under the Delhi Accord on U21 student mobility to provide clinical placements for U21 medical students. The programme will begin in 2014. An another important focus for discipline groups is around benchmarking in areas such as staff and student statistics, student recruitment or clinical research methodology.

Caroline Voisine  
U21 Health Sciences Executive Officer  
*Universitas 21 Secretariat*

[www.universitas21.com/link/healthsciences](http://www.universitas21.com/link/healthsciences)



## Human Resources group

Following a decision in late 2011 to revitalise the U21 HR group, this year has seen good progress in identifying key areas and undertaking work beneficial to the group and the wider U21 network. The University of Glasgow has taken a lead in co-ordinating activity in 2012, with a decision to rotate responsibility around group members in subsequent years.

In April 2012, we published the U21 Benchmarking Report on Performance and Development Review (P&DR) which is available on the U21 website. Eleven U21 universities participated in the survey and shared HR policy documentation to illuminate good practice in performance management.

We found that participating organisations shared common goals in aligning individual performance to institutional purpose, and viewing performance and development review as a key means of impacting on the culture of their organisation. The survey highlighted areas of considerable expertise and good practice including leadership training and development, one-to-one coaching, training in international issues, and career planning. Common challenges included ensuring the quality of conversation between managers and staff, how to set goals effectively and how to ensure a consistency of approach across different departments.

The U21 HR group met in London in July to discuss the Benchmarking Report findings in more depth and to explore future areas of work. The group spent a fruitful day exploring questions around increasing compliance in P&DR, key approaches to consistency and quality of P&DR conversations and effective ways to link individual objectives to institutional strategy.

The next piece of work identified is on the topic of Academic Workforce Planning. The group has decided against another benchmarking report and instead opted to commission a report on the topic which will form the basis of a 'thought leadership' piece which they hope will be a useful tool in assisting U21 Presidents with staff planning. The group is currently shaping the research proposal and will present this to the U21 Managers in early 2013. Glasgow will continue to lead on this particular area of work for continuity.

For 2013 the University of Nottingham has offered to co-ordinate group activity and the group is looking forward to the new year's programme of activity.

Sarah Ward  
U21 Co-ordinator  
University of Glasgow

[www.universitas21.com/link/HRgroup](http://www.universitas21.com/link/HRgroup)



Members of the International group at their meeting in Lund

## International group

In 2011/12, the U21 International group confirmed its future goals to identify top international practices through benchmarking and share best practice in relation to institutional internationalisation strategies. The group set its direction on themes around the student experience from a service perspective; the recruitment of international students, particularly in relation to common problems faced by these students; language strategies; professional development; and general developments in international education in different geographical regions.

### International Student Barometer (ISB)

The 2012 findings of the inaugural survey were announced at the Annual Presidents' Meeting in May, with Auckland and Edinburgh (3 stars) being identified as strong leaders with respect to student satisfaction. This was followed by Glasgow, Birmingham and Queensland which made the top five based on student feedback on service performance. Being the first of its kind to provide global benchmarking, the Barometer provided the participating U21 members with an invaluable tool to assess their international students' perspectives across student services, overall learning, and the living and arrival experiences.

### U21 Open House Project

Following the findings of the ISB, planning commenced for Auckland to host the inaugural U21 Open House that will enable members to share views and best practice. The University of Auckland plans to host the event in March 2013 and consider aspects of the ISB report including:

- Internationalisation of the learning experience: language support (for incoming non-native speakers or outgoing exchange students); course content, organisation and assessment, and performance feedback; study skills support for students from other cultures; and online support (including library)
- Academic support services: IT; Graduate School; Careers Service etc
- Living support: provision of residential accommodation; worship facilities; environmental sustainability; sport and social facilities; integration of international students with domestic; advisory services (welfare, international office, hardship support); student associations; disability services; and catering
- The university in the region: employability; opportunities to earn money; careers services; internships; transport links; and the cost of living
- International admissions policy and processes

### Joint U21 Papers at Key International Education Conferences

A schedule for targeting key international education conferences was also outlined for the coming year with the view that, where possible, U21 could showcase relevant initiatives through joint panels at conference sessions. Conferences targeted in 2013 include EAIE (Europe), AIEC (Australia), Going Global (UK) and APAIE (Asia).

The group was convened by Jennie Lang of UNSW until May 2012 when Andrew Everett from the University of Queensland took over leadership of the group. The meetings included Directors of International Relations/Strategy, Vice-Presidents of International Affairs or equivalent from U21 member universities and have been invaluable to provide a peer networking opportunity within a truly global consortium of like-minded universities.

Andrew Everett  
Director, UQ International  
University of Queensland

[www.universitas21.com/link/id](http://www.universitas21.com/link/id)



Student participating in the UNMDG Workshop

## UN Millennium Development Goals initiative

**F**ive conference presentations, three student workshops, a scholarship and a video competition... this was a productive year again for members of the U21 United Nations Millennium Development Goals (UNMDG) initiative.

In November 2011, Tecnológico de Monterrey hosted a UNMDG workshop that attracted 120 students from different health science disciplines. Three students from the U21 UNMDG student committee travelled to Monterrey to give presentations on their UNMDG experience in their respective universities, and to inspire fellow students to start similar initiatives. Two U21 UNMDG case studies were also used with small groups of interprofessional students.

In June 2012, Lund University hosted the second U21 European UNMDG workshop. 40 students from Lund University, the University of Nottingham, University College Dublin and the University of Birmingham attended this one-day workshop. Students were from a rich blend of health professions such as Dentistry, Dietetics, Medicine, Midwifery, Nursing, Occupational Therapy, Pharmacy, Physiotherapy and Speech Therapy. They were given an introduction to the UNMDG and the importance of global health, followed by a presentation on the U21 UNMDG initiative and the U21 UNMDG student committee. They were then divided into small groups and were assigned the task of analysing and reporting a case together. In September 2012, one of the U21 UNMDG cases was used with twelve Occupational Therapy students at the University of Queensland. The case was used as part of a course on global international health and OT interventions at community/society/population level, running for the first time, and was very successful.

Also in September 2012, a UNMDG workshop was organised as a pre-event of the U21 Health Sciences annual meeting at the University of Auckland and welcomed participants from twelve different U21 universities. The workshop included a presentation on Māori Health in New Zealand, as well as reports on U21 UNMDG activities since the last workshop in Seoul in September 2011. Students from eight different U21 universities were also given the opportunity to present their experiences and projects on UNMDG in their universities. Two of those students were the winners of the U21 UNMDG Student Video Competition that was launched in May by the group and open to all students within the U21 network.

This year the U21 UNMDG group awarded a six-month scholarship to PhD student Sarah Hanieh from the University of Melbourne. Sarah was asked to analyse and report on the results of the student evaluations done for the last two years as part of the U21 UNMDG case study sessions and workshops. She attended and presented during the UNMDG workshop at the University of Auckland, and produced a paper that will be used by the group for future publications.

Also in 2012, members of the U21 UNMDG group gave five presentations on the group's work at international conferences including the AMEE conference, the European Congress on Physiotherapy Education and the Asia Pacific Academic Consortium for Public Health.

The U21 UNMDG student committee produced a new version of the U21 UNMDG student guide including a case study as well as many recommendations for students to take part in UNMDG projects. The student committee also produced a resource pack that will be made available to new students joining the committee to provide terms of reference with regard to their roles and responsibilities, and provide aids and guides to help them to raise awareness within their institution.

Exciting developments in 2013 include a third U21 European UNMDG workshop hosted by the University of Birmingham in June as well a pre-meeting workshop at University College Dublin in September 2013. The U21 UNMDG group is also planning to work on additional dissemination and publication activities.

Caroline Voisine  
U21 Health Sciences Executive Officer  
*Universitas 21 Secretariat*

[www.u21mdg4health.org](http://www.u21mdg4health.org)

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Emily Millward with one of the items in a collection she was responsible for on her placement in Melbourne

## Museums and Collections Award

The Museums and Collections Award is currently a joint initiative between the Cultural Collections Unit (University Library) at the University of Melbourne and the Research and Cultural Collections team at the University of Birmingham. Supported by the U21 network, the Award, now in its third year, was established to provide student recipients with the opportunity to enrich their studies through a month-long placement with the collections and museums of the partner university.

The Award enables recipients to strengthen their academic and professional skills through projects with curators, collection managers, archivists, conservators and other specialist collections staff from across the university. Through this practical project work they gain an insight into the management of collections and issues that they face. The projects undertaken during the placements may include documentation and cataloguing, research, interpretation and public programmes, exhibition development and preventative conservation.

The University of Melbourne recently hosted the 2012 recipient of the Award, Emily Millward. Studying at Birmingham for her PhD in Egyptology, Emily spent the month of July based in Melbourne where she worked with the university's cultural collections and museums. Given her academic background, Emily was keen to work closely with the Classics and Archaeology collections on campus, which she did with great success. To ensure she had a comprehensive experience she also undertook project work with a selection of the university's thirty other cultural collections. These assignments included applying her specialist knowledge to a group of Egyptian artefacts from the collections at the Ian Potter Museum of Art; curating a display of rare botanical volumes from the Special Collections in the University Library; assisting in a variety of conservation projects under the guidance of conservators from the Centre for Cultural Materials Conservation; and lastly, developing a children's activity for the university's biennial Cultural Treasures Festival.

Along the way she extended her professional development through the learning and application of new skills, from book cradle making and use of electronic museum catalogues, through to exhibition installation and public education. Of her adventure Emily recently commented: "*[The Award] is an amazing experience for students from all disciplines with a wide range of interests. My time in Melbourne was unforgettable and as well as further developing my skills I acquired new ones, all of which I know will be of use to me in the future. The various projects that I undertook during my time at the University of Melbourne introduced me to new and different techniques and the many opportunities for networking allowed me to gain important experiences both professionally and personally.*"

It is anticipated that in future years this Award programme will be expanded to include other universities in the U21 network.

Helen Arnoldi  
Cultural Collections Projects Co-ordinator  
University of Melbourne



Participants at the 2012 RUR workshop on Lifelong Learning

## Research Universities and their Regions

The main activity of this group during 2012 was a workshop, entitled *Lifelong Learning driving universities' ambitions? Dare we? Can we? Let's!* Its purpose was to create opportunities for academics and professionals concerned with external engagement to come together and reflect on lifelong learning practice, building new connections across institutions. 50 delegates from seven U21 universities and other invited institutions attended.

The workshop began with a presentation entitled *Perceptions of Lifelong Learning* from Susan Geertshuis, University of Auckland. The discussion centred on the opportunity for lifelong learning to locate its activity within university strategy, thereby claiming a central status rather than operating at the margins of academic provision. Participants were encouraged to 'refuse, reframe, refine and refink' their ideas to ensure the fullest contribution to university and region.

There followed case studies demonstrating a creative and inclusive practice for bringing adults into university degree programmes from Alec McKinnon, University of Glasgow and of *Successful Transitions into HE* from Martha Del Angel, Tecnológico de Monterrey, a unique example of enabling 'third age' professionals to study and share their experience with young undergraduates, helping them to develop employability skills and networks.

Michael Cuthill of the University of Queensland shared his experiences of the Queensland Boilerhouse Community Engagement Centre. The session highlighted the importance of the university co-producing projects, and of responding to what society needs. James Powell and Josef Konvitz of the University of Glasgow tackled the topic of *Engaging with Business and the Community in Creative Ways*. Their session asked delegates to consider their university's commitment to society and how universities can actively engage with business and the community in creative ways, such as Salford University's local innovation centre, which offers a local interface for business and community.

James Conroy, also of the University of Glasgow gave an overview of the new 'impact' requirements of the UK's Research Excellence Framework, outlining the opportunity this presents to anchor research proposals within regions by demonstrating benefit to society and community. Professor Conroy explored the contribution that adult education could have to enhancing research impact, identifying a critical role for adult educators within research-intensive universities.

Sid Katz of UBC looked at a very specific area of engagement in his description of the creative UBC 'Olympic Dialogue' programme during the 2010 Winter Olympics in Vancouver. This illustrated how major events can provide a vehicle for national engagement, opening dialogue with diverse groups and reaching an audience who may not traditionally engage with HE. Further examples of community engagement through sport were given by Glasgow PhD students Anthony Davis and Olesya Nedvetskaya.

John Tibbitt of the University of Glasgow moved the discussion on to issues concerned with the impact of new technologies, and the need to embrace ICT to communicate effectively and to achieve greater penetration and outreach within the field. The final session from Susan Geertshuis looked at the *Strategic, Organisational and Financial Frameworks for Lifelong Learning* needed in order to establish their unique contribution to university ambition. These analytical tools enabled delegates to reflect on strategic and financial dimensions of their work, as well as an understanding of the different cultures in which they work.

A short video of workshop highlights is available on the U21 website and full workshop webcasts can be viewed at the RUR website at <http://rur.pascalobservatory.org>. Members of the collaborative group are registered on this site and continue to use this as a communication tool, and a further meeting is to be arranged for 2013.

Professor Mike Osborne & Professor Susan Geertshuis  
Group convenors  
University of Glasgow & University of Auckland

[www.universitas21.com/link/RUR](http://www.universitas21.com/link/RUR)



Water - arguably the most important element on the planet

## Water Futures for Sustainable Cities

To form the best possible research teams and to define component projects we conducted a series of theme programme development workshops. Invitations to these workshops were widely circulated in the U21 community and expressions of interest to participate were used to determine a list of workshop invitees. Outputs from these workshops include a position paper that defines the extent of the problem to be investigated and the potential of *Universitas 21* research teams to lead R&D in this field. Some themes have not progressed beyond the initial workshop so have been discontinued. The last of these workshops was on the Recycled Water theme, hosted by NUS in November 2011. All workshop reports are available on the U21 website.

The WFSC research themes are:

- *Water education, literacy and citizenship*: Project leaders: Professor Colin Thorne (Nottingham), Professor Gerard Learmonth (Virginia), Professor Mike Accorsi (Connecticut)
- *Tracking the fate and transport of endocrine disrupting chemicals and pharmaceutical and personal care products in ecosystems*: Project leader: Professor Wu-Seng Lung (Virginia)
- *Sustainable waterfront developments and adaptation to climate change*: Project leader: Professor Jorge Sieweke (Virginia)
- *Potential use of recycled water*: Project Leaders: Associate Professor Jiangyong Hu (Singapore), Professor Gunilla Oberg (UBC)
- *Urban Water Governance*: Project Leaders: Professor Lennart Olsson (Lund), Professor Brian Head (Queensland), Dr Mary Kelly-Quinn (UCD)

Other significant research activities and outputs include:

- The University of Connecticut continued a major US Aid and Higher Education for Development project that brings together U21 water experts to train and mentor new Ethiopian water scientists.
- The universities of Virginia and Melbourne continued to develop and adapt the UVa Bay Game to address Australian water management issues in the Murray Darling Basin.
- Colleagues from the National University of Singapore have met with the World Health Organisation and Philippines water utilities to explore collaboration in the field of water reuse.
- The Urban Water Governance research group undertook to publish a special edition of the *Ecology and Society* Journal. Eight papers were submitted at the end of October 2012. The manuscripts represent different interesting cases of urban water governance approaches dealing with water issues within the cities as well as their hinterlands. The focus is mainly on the social and political issues inherent in water governance practices but with a profound understanding of water as a bio-physical entity. The papers are based on single or multiple case studies, including different cities and regions including Paraty in Brazil, Hyderabad in India, Shanghai in China, Istanbul/Ankara in Turkey, Accra in Ghana, Buenos Aires in Argentina, Vancouver in Canada , Dublin in Ireland and Brisbane/Southeast Queensland in Australia.

The membership of the Steering Committee this year was Professor John Langford (Melbourne, Chair), Professor Winston Lung (Virginia), Professor Van Nguyen (McGill), Professor Kenny Leung (Hong Kong), Dr Chris Bradley (Birmingham), Associate Professor Jiangyong Hu (Singapore) and Dr Graham Steed (WFSC Programme Manager).

Dr Graham Steed  
Programme Manager  
Water Futures for Sustainable Cities

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# *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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