



U21  
**Impact Review**

# Contents

## Network-wide Projects

- P 03 From the Chair
- P 04 Provost's Update
- P 05 Gilbert Medal & U21 Awards
- P 06 U21 Ranking of National Higher Education Systems 2018
- P 07 U21@21 Anniversary Funding
- P 08 New Website & Branding Launch

## Educational Innovation

- P 09 Educational Innovation Review
- P 10 U21 Annual Educational Innovation (EI) Symposium
- P 11 U21 SOC (Shared Online Course)
- P 12 Position Papers and Open Resources 'What is Teaching Excellence in a Contemporary Research-Intensive University?'

## Researcher Engagement

- P 13 Researcher Engagement Review
- P 14 3MT<sup>®</sup> Report
- P 15 Graduate Research Project Report
- P 16 ECR Workshop Participant Review

## Student Experience

- P 17 Student Experience Review
- P 18 Global Ingenuity Challenge
- P 19 U21 Searchable Student Mobility Database
- P 20 U21 Undergraduate Research Conference

## Collaborations

- P 21 U21 Health Sciences Group
- P 22 U21 | PwC Innovation Challenge
- P 23 DS<sup>3</sup> Collaborative Group
- P 24 Closing Statement

## Network-wide Projects



## From the Chair

I am very pleased to introduce U21's Impact Report, which brings the work of the network up to an important key milestone ahead of its 21st anniversary of its founding in Melbourne in 1997. The U21 Secretariat recently shared with me some of the original U21 documents dating back to the foundation of the network and it is heartening to see that, despite the passage of time, U21 has remained focused on the network's founding principles.

The minutes at the first meeting of U21 at the University of Melbourne in 1997, chaired by the late Alan Gilbert, record:

“ This is a highly ambitious international enterprise. ...The underlying idea is that a small, tight-knit association of kindred institutions has immense potential to empower, improve and secure international opportunities and positioning for the participating institutions... At the U21 meeting in Melbourne... there was a common conviction that systematic internationalisation is now critically important for all the mainstream activities and programmes that preoccupy good universities. An essential aim of the new association will therefore be to create a capacity for developing highly coherent solutions, at once strategic and systematic, to the fundamental challenge of internationalising the contemporary higher education environment. ”

Looking through the activities in this current report they are all designed to utilise the collective power of the U21 network to ‘...internationalise the contemporary higher education environment’ within our individual member universities, across the many bi-lateral and tri-lateral relationships that have developed between members and across the network as a whole. It is a testament to those members who have been with the network since its inception, and those who have joined over the intervening years, that the shared vision of ‘internationalised higher education’ articulated at that very first meeting in Melbourne in 1997 is still pertinent, coherent and ever more relevant today.

One of the biggest global changes since the foundation of U21 has been the growth in social media and international digital communications. I want to pay a particular debt of gratitude to the U21 Secretariat, under the leadership of the U21 Director of Operations, Jade Bressington, for the very considerable work that they have undertaken in the last year to re-build U21's technical and communications infrastructure. I also want to thank U21's first Provost, Professor Bairbre Redmond for the energy, experience and foresight that she has brought to her role, overseeing the overall strategic direction of the work of the network.

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



## Provost's Update

Welcome to U21's first Impact Report, which replaces the previous Annual Report. The work showcased in this report covers my first year as Provost of U21, a period of considerable review and change for the network. The move to the new title of 'Impact Report' for this publication is significant, as it reflects the importance that we place on demonstrating the impact and value of the work of the network to its members.

To remain effective and responsive, every organisation needs to reflect, revise and renew; the past year has been just such a time for U21. Jade Bressington joined U21 shortly after me, as the network's first Director of Operations. Working together, Jade and I spent time reviewing how well U21's infrastructure allowed the Secretariat to function effectively and, above all, we listened to U21 members to understand what they wanted and needed from their collaborative network. This extensive consultation led us to undertake a major enhancement of the network's organisational and communications structures.

Implementing these changes has resulted in months of background work by the U21 team; work which, up to now, has been largely invisible from our members' perspective. However the outcome of this major project will become increasingly obvious to our members in the coming year as U21's new infrastructure will enable the team to offer members a more efficient, responsive and professional service. This includes a fresh brand image for U21, a new website, new customer relationship management system and improved technical capabilities to store and share data and resources across the network.

As well as undertaking these major infrastructural changes, U21 has continued to work closely with the Senior Leaders in our member universities, without whose help and support it would be impossible to achieve any of our aims and ambitions. The

three U21 Cluster Managers have also been working with the Chairs of the three clusters and their steering groups during the past year as they reviewed their past achievements and set out new, innovative goals for Educational Innovation, Researcher Engagement and Student Experience for the next five years. The work of cluster steering groups remains central to the delivery of relevant and responsive projects, which benefit the network's staff and students.

I am particularly pleased to have worked with colleagues in PwC to establish U21's first collaboration with industry, creating mutually beneficial links between U21's global student community and PwC's top clients across its international network of companies. This unique partnership aims to give U21 students early exposure to global work opportunities, and a unique opportunity to communicate their specialist knowledge, skills and talents directly to potential employers.

As U21 celebrates its 21st birthday, it is important to acknowledge all the individuals who have worked for U21 since 1997, and their contribution to making U21 one of the world's leading global university networks. I welcome those who have joined the U21 Secretariat in the last year; Claire Mancini, Dr Connie Wan, Caroline Hetherington and Sally-Ann Cockcroft as well as paying a debt of gratitude to our long-serving colleagues Lavinia Winegar-Gott and Tarlok Singh. I particularly want to acknowledge the work of Jade Bressington, whose enthusiasm and drive has contributed much to the achievements that you will read about in the following pages. Thank you to all.

Professor Bairbre Redmond  
Provost  
Universitas 21



## Gilbert Medal & U21 Awards

Professor Bruce Chapman has been awarded the Universitas 21 2018 Gilbert Medal, U21's most prestigious award, which recognises outstanding contribution by an individual to international higher education. Professor Chapman is celebrated for designing the world's first national Income Contingent Loan (ICL) scheme for student fees and has contributed to international higher education by expanding opportunities for millions of students around the world to gain access to higher education.

We are also pleased to announce the winners of the 2018 U21 Awards as Dr Jane Wellens of the University of Nottingham and Dr Chongsheng Peng of Shanghai Jiao Tong University. Professor Bairbre Redmond, Provost of Universitas 21, congratulated the winners:

“The U21 Awards were designed to recognise and celebrate the work of individuals within the network who have made a significant contribution to cross-network internationalisation in higher education. Our 2018 winners exemplify such contributions.

The work of Dr Jane Wellens as part of the Deans and Directors of Graduate Schools group (DDoGs) represents a sustained contribution in the field of international doctoral education, including a successful proposal to the Newton-Picarte Institutional Skills Call, part of which allowed the University of Nottingham to host a group of colleagues of the Pontifical Catholic University of Chile.

Not only have over 60,000 students from around the world successfully participated in Dr Chongsheng Peng's Massive Open Online Course (MOOC) on "Traditional Chinese Medicine and Chinese Culture", but this engaging online course also became an initial part of the U21 Summer School 2016 at Shanghai Jiao Tong University, thus allowing U21 students to experience a blended learning experience in this important topic.”

Both the Gilbert Medal and U21 awards will be presented at the U21 AGM taking place at the University of Melbourne in May 2018.

# U21 Ranking of National Higher Education Systems 2018

The Universitas 21 Ranking is the only one in the world to assess national higher education systems, and meets a long-standing need to shift discussion from the ranking of the world's best universities, to the best overall systems in each country. Developed as a benchmark for governments, educational institutions and individuals, the ranking aims to highlight the importance of creating strong conditions for higher education institutions to contribute to economic and cultural development, provide a high quality experience for students, and assist institutions to compete effectively for overseas applicants.

The first Ranking report was published in May 2012 and this is the seventh year of reporting. The 2018 report includes the same 50 countries as in the 2017 report, which have again been ranked separately in four areas (Resources, Environment, Connectivity and Output) and overall. The main ranking compares a country's performance against the best in the world on each measure. The top five countries, in rank order, are the United States, Switzerland, the United Kingdom, Sweden and Denmark. The only change from the 2017 rankings is that Denmark and Sweden have swapped positions.

A subsidiary ranking compares how nations perform relative to countries at similar levels of GDP per capita. The top ranked countries are now Finland and the United Kingdom where the scores imply an overall performance of 20 per cent above the average level of achievement for countries at their income levels. Next in rank order are Serbia, Denmark, Sweden, Portugal, Switzerland and South Africa.

In 2018, the Ranking has been extended in two ways. First, through examining the concentration of research: the median level of publications attributable to the top 10 per cent of institutions in each country is 43 per cent. Secondly, by investigating the importance of research training as measured by the number of PhD graduates, the income premium earned by those with a graduate degree, and the throughput of PhDs relative to the existing stock of researchers in higher education.

The U21 online platform now also provides a new, enhanced search and comparison capability for the current and previous years' data, making this an invaluable tool for policy makers, journalists, and university leaders.



## U21@21 Anniversary Funding

To celebrate the 21st anniversary of the founding of Universitas 21, extra funding was offered on a competitive basis for projects, initiatives and events, to be held in 2018, which would help to demonstrate the value of U21 to students, staff, academics and broader external audiences across the wider international Higher Education community.

In all, twenty-nine applications were submitted for funding. Following a highly competitive round of judging, funding was awarded to eight exceptional projects, all of which will help to celebrate U21@21 across our member institutions. We look forward to seeing the outcomes of their projects:



### Virtual Museum Exhibition:

#### Cultural Exchanges through the U21 Network

Alistair Kwan | University of Auckland



### Teaching Education and Migration

Dr Joanna McIntyre | University of Nottingham



### Geography of Human Rights

Debanuj DasGupta | University of Connecticut



### Beyond Fake News:

#### News Literacy Joint Workshop & Student Symposium

Dr Masato Kajimoto | Hong Kong University



### Thinking Through and Against Borders

#### (Two-Part Global Webinar Series)

Dr Ligia Lopez | University of Melbourne



### The 3rd Asian Junior linguistics Conference

Dr Youngah Do | Hong Kong University



### Teaching Practice and Attitudes

#### Towards Teaching Across U21

Professor Simon Bates | University of British Columbia



### UNSW & SJTU: Sydney & Shanghai -

#### U21 Knowledge Partners for the Future

Rhys Palmer | UNSW Sydney

## New Website & Branding Launch

As is evident from this new Impact Report, U21 has rebranded. Following extensive consultation, we now have a new visual identity, logo and brand framework. Details of the new brand were shared with Senior Leaders at their meeting at Korea University; there was unanimous support for the essence of the work and useful feedback on its execution, which has informed the final design.

The suite of materials aims to reflect that U21 is a truly global network that empowers universities to share excellence and collaborate, highlighting that we all achieve more when we work together. Our primary colour will be a navy-grey coupled with a selection of accent colours that complement the brand and add more dynamism to our web presence and marketing materials. A key feature of its creative execution will be the use of 'cause and effect' statements, which articulate the key aims and objectives of the network.

In addition, we have now completed the redevelopment of [www.universitas21.com](http://www.universitas21.com), launching in parallel with our new branding at the 2018 AGM. The new U21 website will offer increased functionality, improved navigation and a fresh design. A full brand kit is available for our members and the Secreteriat will be actively supporting our members to transition any U21 branded materials to the new brand during 2018. We look forward to seeing the positive impact our new website and branding will have on our members and beyond.



## Educational Innovation

### Educational Innovation Review

For 21 years, the Educational Innovation (EI) cluster has played a key role in working with U21 member universities to explore the complex, interconnected factors that influence how research-intensive universities design and deliver their educational initiatives and how best to support the sharing of educational best practices and new collaborative resources with the common objectives of enhancing student learning in the environment of the research-intensive university.

By ensuring that EI activities are focused on agreed priorities and are coherent and effective in their design, the cluster seeks to add value to both network and individual institutional efforts by widening the circle of knowledge available to our members, sharing our experience with the higher education establishment beyond U21, and becoming recognized as a leader in international educational innovation in a contemporary, research-intensive environment.

The EI cluster offers U21 institutional leaders in teaching and learning significant opportunities for networking and skills sharing. These senior members of management meet annually at the U21 Educational Innovation Symposium to discuss "hot button topics" in educational innovation and curriculum design. These meetings cover contemporary issues, ensuring that cluster projects and activities remain relevant and timely.

An example of the evolving nature of EI activities is the Teaching Indicators Framework project. The EI Cluster commissioned a research paper from the University of

Auckland to identify a set of criteria which members could use in promotion and recognition of teaching excellence. Following on from that initial paper, the cluster developed a common framework which can be used to guide practice across the network for evaluating teaching as part of academic promotion processes. Using that framework, the EI Steering Group will be training a pool of individuals within and across U21 institutions who could act as expert peer assessors of evidence submitted in relation to teaching in promotion and award applications. This also provides an opportunity for professional development of staff involved in teaching and learning in our member institutions. Resources developed during the evolution of this project are available as an Open Educational Resource, adding U21 brand recognition to the outputs of this valuable initiative.

#### Academic Lead and Chair of the EI Steering Group

Dr Simon Bates, Senior Advisor, Teaching and Learning, & Academic Director, Centre for Teaching, Learning and Technology, University of British Columbia

#### EI Cluster Manager

Lavinia Winegar-Gott

#### Core Activities and Projects

- Annual Educational Innovation Symposium
- Network of Expert Peer Reviewers of Teaching
- U21 Shared Online Course (SOC)
- Position papers on issues relevant to teaching and learning in a research-intensive university

## U21 Annual Educational Innovation (EI) Symposium

The keynote event in the Educational Innovation cluster is an annual Symposium which enables practitioners and senior educational administrators to come together to discuss issues of importance, share best practice and exchange ideas and suggestions for ways in which teaching and learning practices and policies can be enhanced and improved around the network.

### Past conferences include:

- 2017, Tec de Monterrey  
"Challenging Traditional Thinking: Technology Enhanced Learning + Design Thinking".
- 2016, University of Birmingham,  
"What is Teaching Excellence in a Contemporary Research-Intensive University?"

The 2018 Symposium will be hosted by the University of Hong Kong around the theme of "Future directions in curriculum design in undergraduate education for research-intensive universities". Asked about the value of the symposium for professionals in the field, as well as the value of hosting the event to the member institution, local organizer Dr. Susan Bridges, HKU, said

“ U21’s annual EI Conference / Symposium not only provides a global scoping of trends and issues in teaching and learning portfolios relevant to our global network of research intensive universities, it also creates a much-needed space for us to share with our challenges, strengthen our collaborations and incubate new joint initiatives to move us forward in enhancing our students’ learning experiences. ”

## U21 SOC (Shared Online Course)

During 2016, colleagues at University College Dublin and the University of Hong Kong collaborated to develop a new online course to be delivered exclusively to students from U21 institutions. The course, "Planetary Urbanisation: Global Challenges in a Changing World" was delivered two different times in 2017 in order to accommodate students in both hemispheres.

Recognising that by 2050, 70% of the world’s population will be urban and that means that whether living in cities or not, most of the world’s 7 billion population are affected by processes of urbanization. The five-week online course focused on this intensifying large-scale planetary change. Through readings, discussion, videos and other activities, U21 students were introduced to how humans are experiencing and being challenged by this major global shift.

Each of the 16 participating universities decided how to use the course – either offering it as a stand-alone course offered for credit, embedding it as part of an existing module or making it available for certificate of completion on student’s transcript.

Dr. Niamh Cheery-Moore, lead educator for the course from University College Dublin, produced a video which provided an excellent introduction to the course. Speaking about her experience, she said,

“ The development of the SOC was an incredibly rewarding process bringing together both academic and educational development specialists from UCD and Hong Kong. As well as collaborating across the U21 network, we also got to meet new colleagues in UCD in the process. What was perhaps the most edifying part of the experience was to see how students from a range of different cultural and academic backgrounds grasped the opportunity to engage with one another online and learn from each other’s experiences of living in different cities around the world. This made the experience of learning about planetary urbanisation more authentic as students learnt from each other through real-world experiences. ”





## Researcher Engagement

### Position Papers and Open Resources ‘What is Teaching Excellence in a Contemporary Research-Intensive University?’

In October 2016, the University of Birmingham hosted the annual U21 Educational Innovation Conference.

The purpose of the Birmingham conference was for U21 colleagues to come together, with international experts in the field, to design a ‘Position Statement’ on the unique features of research-led teaching/education in a contemporary research-intensive university. The Position Statement which emerged from the conference has made an important contribution to the ongoing work of the U21 Educational Innovation Cluster in developing, enhancing, recognising and rewarding teaching excellence in a research-intensive context.

U21 delegates at the conference had the opportunity to reflect on existing evidence about teaching excellence in higher education, situate this evidence in the challenges facing contemporary research-intensive universities, revisit the meaning of ‘research-led teaching/education’ and ensure their views, and those of their institutions, formed part of U21’s work in educational innovation. The position statement can be used by U21 members to underpin teaching excellence developments

in their own countries. It was presented to U21 Presidents at their Annual General Meeting in May 2017.

Said Professor Kathy Armour, Pro Vice Chancellor (Education) at the University of Birmingham

“ This U21 Position Statement was developed collaboratively by participants who attended the Birmingham EI Conference (2016). We recognised a political imperative to articulate more clearly the distinctive features of education at a research-intensive university. Having framed the dimensions of the challenge in our own countries, we engaged with expert speakers and refined our thinking in a series of workshops and follow-up discussions online. This Position Statement is the outcome. It should be regarded as a dynamic document that will be refreshed at regular intervals. Comments welcome. ”

### Researcher Engagement Review

For 21 years, U21 has been at the forefront of facilitating global collaborations and fostering best practice in international research. Established during a period when higher education institutions were focusing on their national profiles, U21 sought to strategically develop a framework that created international opportunities for its member institutions.

Today, Researcher Engagement (RE) thrives to support the development of a global perspective in emerging researchers through facilitating opportunities for international knowledge and skills sharing. Focusing on the graduate and post-graduate communities across U21’s growing network of universities, RE assists early career researchers in developing meaningful partnerships through a series of core activities including workshops and competitions. Value and impact of the cluster is demonstrated through instilling these fundamental skills, ensuring that U21 builds a capable and confident cohort of researchers for years to come.

The cluster is also an essential network for the Research Leaders and Deans and Directors of Graduate Studies

(DDoGS) who meet once each year to discuss key themes affecting the current research environment. These meetings assign time for networking and experience exchange so that institutions can learn from each other.

**Researcher Engagement Co-Chairs  
Research Leaders group:**

Professor Andy Hor, Pro Vice Chancellor and Vice-President (Research), University of Hong Kong

**Deans and Directors of Graduate Studies:**

Associate Professor Caroline Daley, Dean of Graduate Studies, University of Auckland

**Researcher Engagement Manager**

Dr Connie Wan

**Core Activities**

- U21 3MT®
- Early Career Researcher Workshops
- Graduate Collaborative Research Awards
- Joint PhD programme

## 3MT<sup>®</sup> Report

2017 saw U21 run its fifth 3MT<sup>®</sup> competition which involved doctoral candidates from 17 members, with over 800 doctoral students participating in heats across the network. The competition offers research students the chance to develop their academic, presentation, and research communication skills by explaining their research to an intelligent but non-specialist audience. The growing emphasis placed on public engagement with research makes this an essential part of any research academic's training.

In 2017, U21 awarded Samuel Ramsey from the University of Maryland first prize, and the People's Choice award, for his thesis 'Varroa destructor: The Curious Case of the Bee Mite's Bite' – a presentation on his PhD research into how honey bee parasite varroa destructor is affecting the bee population. His presentation has since been recognised by industry professionals in Latin America who are using his video as an educational resource.

“ I would characterize this experience as challenging but in the best way possible. Ph.D. programs teach us complex technical terms and opaque jargon. Reliance on them can make our entire field inaccessible to the people most in need of our insight. Being forced to explain your work simply, forces you to approach it differently; to understand it better. ”

– Sammy Ramsey, U21 3MT<sup>®</sup> Winner, 2017



## Graduate Collaborative Research Awards

The Graduate Collaborative Research Awards, a relatively new initiative established by the Cluster's Deans and Directors of Graduate Studies group, has also gone from strength to strength. The awards were established to help doctoral candidates develop and implement international research collaborations within the U21 network. These projects encourage doctoral candidates, with the support of their supervisors/advisors, to think innovatively about how their research could benefit from engagement with other members of the U21 network. So far the initiative has distributed over US\$70,000 worth of funding to supporting student projects.

### Case study:

#### Project name:

'Mobility, Migration and the Family: Establishing the U21 Asia Pacific Graduate Student Network on Family Migration'

#### Lead University:

University of Hong Kong

#### U21 Member Universities Involved:

University of Hong Kong, University of Queensland, National University of Singapore, University of Auckland

Alexandra Ridgway (University of Hong Kong) was awarded funding in 2016 to support her project 'Mobility, Migration and the Family: Establishing the U21 Asia Pacific Graduate Student Network on Family Migration'. She aimed to establish a network of doctoral students who are researching issues relating to family-based migration in the Asia Pacific Region in order to provide a platform for the sharing of knowledge between students and open up possibilities for ongoing academic collaboration as well as skills development.

In consequence, she successfully established the U21 Asia Pacific Graduate Student Network on Family Migration; they held their inaugural meeting and symposium in July 2017 and they plan to meet again in 2018. This project encapsulates U21's aim to facilitate global collaboration and foster best practice in international research.

“ I had been searching for an opportunity to expand my network and explore possibilities for collaboration. The opening to apply for the U21 Graduate Research Grants came along at exactly the right time. As the only doctoral student researching family migration in the Department of Sociology at The University of Hong Kong, I was hopeful to meet other scholars in my field from across the globe but was unsure as to how to make this a possibility. The U21 Grants program provided me with the funding to make this a reality.

Upon establishing the U21 Researcher-Practitioner's Network of Family and Migration in the Asia Pacific, I was able to meet other graduate scholars who were in similar positions, all working furiously in an area we were passionate about but without peers with which we could share this passion. The U21 experience changed this for all of us. It provided a wonderful opportunity to share our knowledge and experiences but more importantly it has been fundamental to the creation of long-lasting friendships. ”

– Alexandra Ridgway (University of Hong Kong)



## ECR Workshop Participant Review

“Thank you very, very much for this opportunity. It was really, really well run and special -- a paradigm shifter for my mind and, indeed, heart -- showed me what's possible in terms of social change and ideas, and inspired me to believe in the possibilities of the work that we do. This is something you can lose sight of in the usual run of teaching...”

- Delegate from the Interculturality and Multiculturalism ECR workshop, Pontificia Universidad Católica de Chile, 2017

The Cluster's most impactful activities include the Early Career Researcher workshop which is now in its eighth year and continues to be a success with increasing attendees from a wider number of U21 members. The interdisciplinary event aims to encourage international networking and collaborations, with the addition of skills sessions for developing an academic career. Recent themes have included Interculturality and Multiculturalism (2017), Big Data (2016) and Innovation and Entrepreneurship (2015).

## Student Experience

	Number of Students Participated	Number of U21 members Involved	Key:
<b>Interculturality and Multiculturalism</b> Pontificia Universidad Católica de Chile, 2017			
<b>Big Data</b> University of Edinburgh, 2016			x10    x5    x1
<b>Innovation and Entrepreneurship</b> University College Dublin, 2015			

## Student Experience Review

The Student Experience cluster is distinctive in that it is highly focused on students as its key users and beneficiaries. In the last year, it has continued many of the student-focused projects and initiatives that have been developed over the past numbers of years, including supporting and monitoring 'study abroad' opportunities and patterns within the network. As it continues to embed U21 into the global student experience in member institutions, the Student Experience cluster steering group has a growing awareness of the very real challenge in changing and developing successful projects into equally impactful opportunities that benefit a greater reach of students.

The Student Experience steering group plans to immediately employ a robust impact-focused research approach to the design and delivery of all student-focused projects, in order to ensure that all future initiatives are coherent, effective, and relevant for U21 members. This research will seek to define and refine

the distinguishing characteristics of truly global higher educational experience, for students both on their home campus and abroad. The voice of the student will be at the heart of this investigation; it will also include the views of academic, professional/administrative staff, alumni, and employees.

### Academic Lead and Chair of the SE Steering Group

Professor James Conroy, Professor of Religious and Philosophical Education and Vice Principal, Internationalisation, University of Glasgow

### SE Cluster Manager

Caroline Hetherington

### Core Activities and Projects

- Global Ingenuity Challenge
- U21 Supported Summer School
- Searchable Student Mobility Database
- SE Impact Research Project

# Global Ingenuity Challenge

The popularity of the GIC continued into its third iteration in 2017 with 15 teams tackling the challenge 'Promoting Cultural Inclusiveness in Society'. The joint winners were teams from the University of Amsterdam, who presented their app 'Unify' to improve home and international student integration across the UvA campus, and the University of Nottingham, whose proposed app YOCO (You Only Cook Once) offered a solution to making friends on campus through cultural cooking exchanges.

The winning team from Nottingham was enthusiastic about the process:

“ This was an amazing experience for all of us. We are all from 5 different countries and cultures and we met each other for the first time. We had great team work and the synergy level was always on high level. Starting from idea generating at Ingenuity Online, we had outstanding brainstorming session, with more than 200 ideas. ”

Both teams' projects have had a lasting impact, receiving support from their universities to accelerate the development of their apps.

“ After we won the GIC, our team got the opportunity to move forward with our idea. Since then, I have been working as a student assistant at the UvA's Office of International Student Affairs, responsible for UNIFY. Besides a lot of brainstorming and writing, we have been able to build a network within the university, which we are going to expand in the next months. This way, we want to develop a community app for students, made by students. ”

- Malte Konings,  
University of Amsterdam

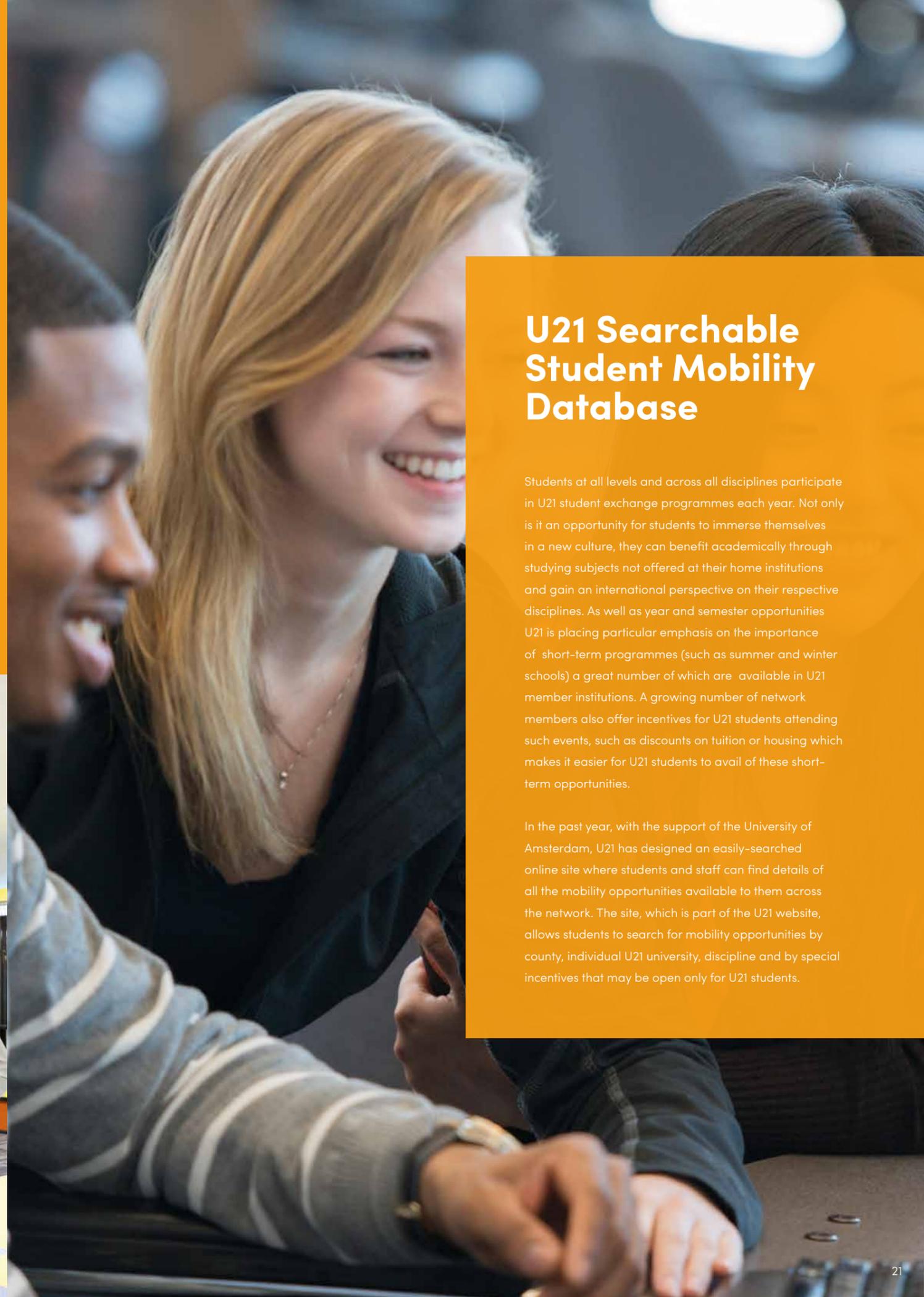
#### Since the launch of the GIC in 2015:

- Over 200 students have participated
- 19 member institutions have put forward a team

## U21 Searchable Student Mobility Database

Students at all levels and across all disciplines participate in U21 student exchange programmes each year. Not only is it an opportunity for students to immerse themselves in a new culture, they can benefit academically through studying subjects not offered at their home institutions and gain an international perspective on their respective disciplines. As well as year and semester opportunities U21 is placing particular emphasis on the importance of short-term programmes (such as summer and winter schools) a great number of which are available in U21 member institutions. A growing number of network members also offer incentives for U21 students attending such events, such as discounts on tuition or housing which makes it easier for U21 students to avail of these short-term opportunities.

In the past year, with the support of the University of Amsterdam, U21 has designed an easily-searched online site where students and staff can find details of all the mobility opportunities available to them across the network. The site, which is part of the U21 website, allows students to search for mobility opportunities by county, individual U21 university, discipline and by special incentives that may be open only for U21 students.



# U21 Undergraduate Research Conference

In June 2017 the University of Edinburgh hosted the U21 Undergraduate Research Conference on the theme of 'Future Societies, Global Citizens'. This provided a unique opportunity for students at U21 member institutions from across the globe to come together and hone their research, presentation and networking skills whilst sharing their responses to global challenges. Having spent a year preparing for the conference, the delegates were highly attuned to the value of the international perspectives they built and the lasting impact this would have on their futures.

As the cluster reviews student experience activity to focus on high-impact projects that reach greater number of students, it will explore scaleable opportunities for undergraduate students to benefit from equally meaningful global experiences.



“ I was able to capture twenty years' worth of knowledge in this one week. ”

- Muhammadh Aqeel Shums Deen,  
University of Nottingham Malaysia



“ It is very important as young people to get together and think about how to make the world a better place, and what kind of duties and responsibilities we have as global citizens. ”

Ming Kwang Teoh, National University of Singapore



# Collaborations

## U21 Health Sciences Group

The U21 Health Sciences Group is one of the collaborative groups of the U21 network. Set up in 2000, the group aims to offer U21 Health Sciences faculty the opportunity for collaborative research, information exchange and the sharing of resources. Since then the group has grown to include membership from 17 institutions across the network.

The U21 Health Sciences Group Annual Meeting runs every September and, as well as providing networking opportunities, is a forum for sharing updates on key projects and developing future collaborations. Part of the event includes the Doctoral Student Forum where students are invited to present an area of research linked to the overarching theme of the meeting. Winners of the Teaching Excellence Award, an award for two Health Science junior faculty in recognition of exceptional educational scholarship, are also announced.

In 2017, the University of Johannesburg hosted on the theme of Global Health: Challenges, Constraints and Implementation Models. The 2018 meeting, hosted by the University of Melbourne, focuses on Building Healthy Communities. The meeting provides a platform for sharing updates on the many projects and activities that include:

- The UN Sustainable Development Goals initiative, a project group that aims to raise awareness of the SDGs through the development of educational resources and incorporate them into health care programmes. The group also organises the Global Learning Partnership, an interdisciplinary

global health placement experience for U21 HS students and staff. The first GLP in 2016 took place in Nepal in partnership with the University of Kathmandu, and again in Nepal in March 2018. It provides the opportunity to contribute to the SDGs, work as part of an inter-professional team and build ongoing, interactive relationships across the globe.

- The Gender Based Violence (GBV) project is an international study to develop an interprofessional curriculum for GBV. The project is in two parts that include a survey of staff and students across the network to establish their understanding and confidence around GBV, and the development of an interactive online learning resource to help members learn about GBV.

- The U21 Health Sciences Summer School, first hosted by the University of Auckland in 2014, is an annual two weeks interdisciplinary course for undergraduate Health Sciences students. In 2017, the University of Johannesburg hosted on the theme of Global Health and the Social Determinants of Health. The 2018 Summer School, hosted by Lund University, is on the theme of Climate Change and Global Health.

Previous collaborative projects have included the Clinical Simulation project, which included the development of a U21 Field Guide aimed at novice simulation practitioners, and the Social Media for Education project, an interdisciplinary project providing evidence and resources to support the use of social media for health professional education.



## U21 | PwC Innovation Challenge



Universitas 21 and PwC, two globally-focused organisations, are working together to create mutually beneficial links between U21's global student groups and PwC's top clients across its International network of companies. Aimed at Masters and PhD candidates, this unique partnership will give students early exposure to global work opportunities, and the opportunity to communicate their specialist knowledge, skills and talents to potential employers.

The competition consists of 3 separate group rounds, timed to best suit U21 member universities' term dates. Students will submit their proposals in video format; not only does this encourage the borderless exchange of ideas, but it is also designed to develop presentation skills and communication with potential employers. PwC's client CEOs will be selecting the final winner in each group round and PwC will be providing the main prize (1 for each round); an exclusive tailored VIP experience for the winning student in Dubai. Runner-up prizes will include priority access to PwC client CEOs in their area who are looking to hire top talent. There will also be on-line training and job preparation coaching facilitated by PwC.



## DS<sup>3</sup> Collaborative Group

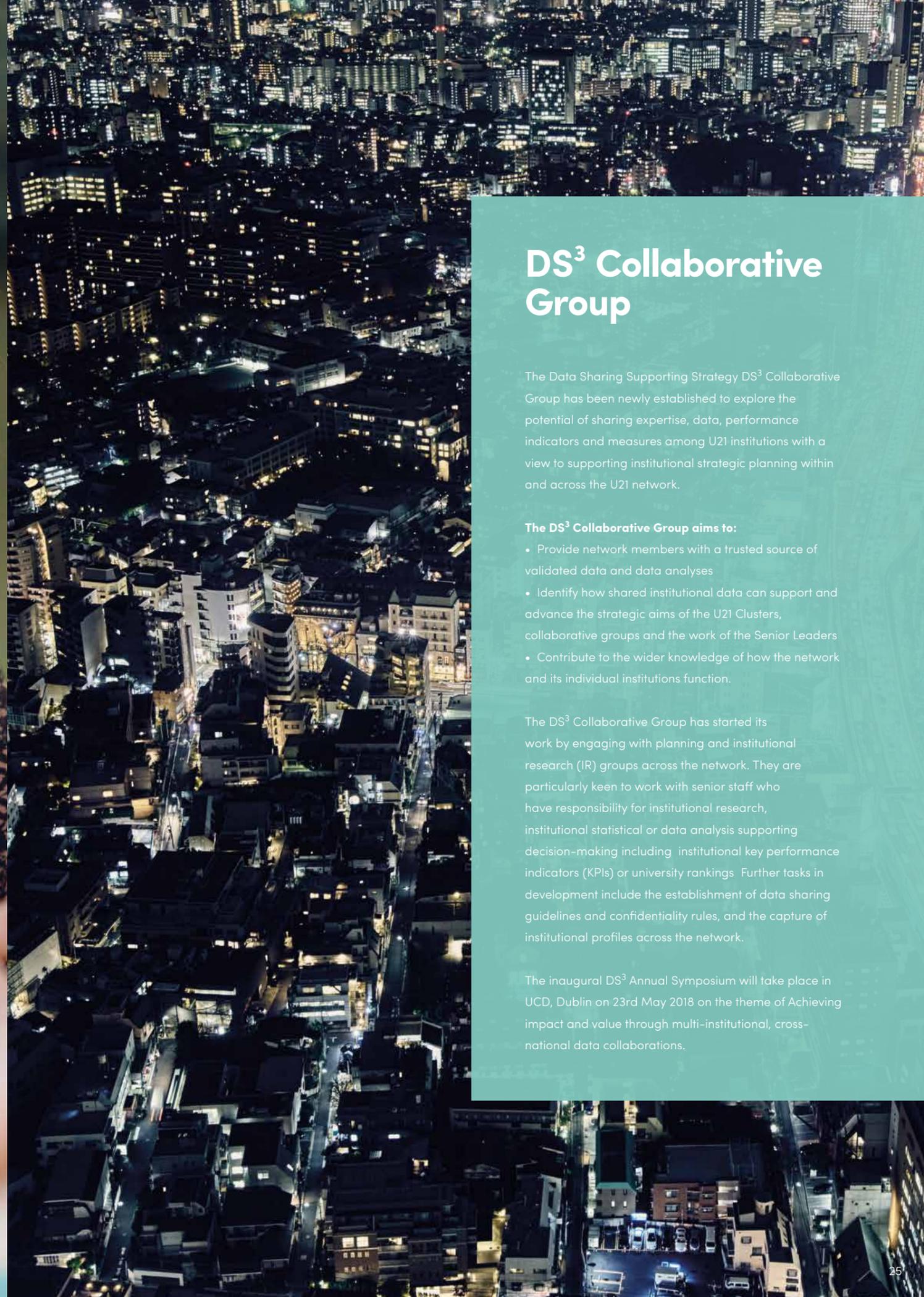
The Data Sharing Supporting Strategy DS<sup>3</sup> Collaborative Group has been newly established to explore the potential of sharing expertise, data, performance indicators and measures among U21 institutions with a view to supporting institutional strategic planning within and across the U21 network.

### The DS<sup>3</sup> Collaborative Group aims to:

- Provide network members with a trusted source of validated data and data analyses
- Identify how shared institutional data can support and advance the strategic aims of the U21 Clusters, collaborative groups and the work of the Senior Leaders
- Contribute to the wider knowledge of how the network and its individual institutions function.

The DS<sup>3</sup> Collaborative Group has started its work by engaging with planning and institutional research (IR) groups across the network. They are particularly keen to work with senior staff who have responsibility for institutional research, institutional statistical or data analysis supporting decision-making including institutional key performance indicators (KPIs) or university rankings. Further tasks in development include the establishment of data sharing guidelines and confidentiality rules, and the capture of institutional profiles across the network.

The inaugural DS<sup>3</sup> Annual Symposium will take place in UCD, Dublin on 23rd May 2018 on the theme of Achieving impact and value through multi-institutional, cross-national data collaborations.



# Closing Statement



Universitas 21 projects, activities and events are only possible thanks to the continued support of our members. We very much appreciate the resources and time that you have contributed over the last few years.

We look forward to working with you all and welcoming new members in 2018 and beyond!



**Image:** Fudan University hosted the U21 AGM in the year 2000 in Shanghai and recently shared images of blossom trees which were planted to mark the occasion, seen here in full bloom as a lasting legacy.

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**Empowering universities to share  
excellence, collaborate across borders and  
nurture global knowledge exchange.**

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