



The leading global network of research universities for the 21st century

# The Newsletter

Issue 22, October 2011

www.universitas21.com

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**PHOTOGRAPHY COMPETITION**

**1ST PRIZE US\$400!**

Universitas 21 is running a competition to find the best photo which represents "The International Campus".

If you think you've taken the perfect photo to show this, send it with your name and email address to [u21@contacts.bham.ac.uk](mailto:u21@contacts.bham.ac.uk), stating which U21 campus it was taken on, by Wednesday 30 November 2011 to be in with a chance of winning. 1st prize is US\$400, with two runners up prizes of US\$200 (paid in your local currency!)

Winning photos will be displayed at the 2012 Universitas 21 Annual Presidential Meeting, and will be used in future U21 publications.

Small print: Photos must be high resolution (at least 300dpi). By submitting your photo you agree to it being used by Universitas 21 for publicity purposes, even if not a winning entry. Photo credits will be given. The Judges' decision is final.

See page 2 for details!

## From the Secretariat...

Over the past three months, three major worldwide rankings of higher education institutes have been published. Inevitably each time a new league table is released, universities across the world celebrate those which place them highly. Each university knows in which rankings they want and are likely to succeed.

Universitas 21 members find themselves in the enviable position of having good news to report regarding each ranking as the majority of members feature in the top half of every table. In the

Times Higher Education (THE) ranking, published in October, 19 of U21's 23 members features in the top 400, with 16 in the top 200; the QS World University Rankings published in September placed 19 members in the top 300 universities in the world, with 15 appearing in the top 100, and 21 members appeared in the top 400 in the Academic Ranking of World Universities (popularly known as the Shanghai Jiao Tong rankings), with 13 in the top 200.

The best placed member in the THE ranking is the University of British Columbia, ranked at 22 in 2011 (up eight places from the previous

year). The QS ranking put McGill University as the highest placed Universitas 21 member at 17th, up two places from the previous year. The dominance of the Canadians continued in the Shanghai Jiao Tong ranking where UBC was the highest placed U21 university at 37th. However, the variety in placements of members underlines the differing methodologies of these rankings, the resulting places in the ranking varying by up to 100 places.

The one constant is the consistently high overall placings of U21 universities across all these major rankings - testament to the breadth, depth and excellence of our members as a whole.

Universitas 21  
c/o Strathcona 109  
University of Birmingham  
Edgbaston  
Birmingham  
B15 2TT  
UK

T: +44 121 415 8870  
F: +44 121 415 8873  
[u21@contacts.bham.ac.uk](mailto:u21@contacts.bham.ac.uk)  
[www.universitas21.com](http://www.universitas21.com)

# Undergraduates Share Their Inspirations

**51** students and thirteen faculty from sixteen member universities attended the 2011 U21 Undergraduate Research Conference at Fudan University from 13 to 18 July which took *Share Your Inspirations* as its overarching theme.

This year's URC began with some excursions instead of serious business, so that students and staff in China for the first time could have a gentle introduction to the programme and the local lifestyle. Seven Fudan students and two faculty members accompanied the student and staff cohort alongside two professional tour

guides, to give everyone a chance to interact and get the most out of the events. The participants went to the Shanghai Museum to have a taste of China's history, to Yu Garden and the local bazaar market to experience the Shanghai style of daily life, on a Huangpu River cruise to enjoy the mixture of modern high-rise and colonial architecture, to watch a Chinese acrobatics

One of the student presentations at this year's URC



The eye-catching URC 2011 logo

show for the breathtaking excitement, and to Su Zhou City to understand Chinese garden design and the fine tastes of the traditional scholars.

The latter half of the URC week was dedicated to research and poster presentations. Faculty members from related disciplines at Fudan were invited to comment on

and rate all presentations. Those who came with posters were given the opportunity to present their projects to fellow students during coffee breaks, lunch breaks and after each day's sessions were completed. The students were very committed to the presentations and were enthusiastic in their discussion.

All participants voted for the best and most imaginative oral presentations and the best and most imaginative poster presentations.

The week was wrapped up with an awards ceremony and farewell dinner, where students volunteered to put on a talent show to thank fellow students and staff for their work. The participating students also created a Facebook group after the event to keep in touch.

Ann Tang  
Deputy Director, Foreign Affairs Office  
Fudan University

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

## A picture paints 1,000 words...

At the Managers' Meeting in October, Professor Glyn Davis, Chair of the Network led a half-hour discussion about what *Universitas 21* is all about. How can this be summed up easily? Perhaps in a photo...

*Universitas 21* is on the hunt for the best photograph to represent 'The International Campus', showing what it means to be part of a global network. With 23 members who have 128 campuses between them, the network is surely a prime example of internationalism and so we are looking to find photos which capture the essence of life in a U21 university among colleagues

from across the world. Which one image can show to the casual observer what it means to study or work on a campus that makes up such an exciting international network?

There are three prizes - first prize is US\$400, with two runners up prizes of US\$200 each, all paid in the local currency of the three talented winners. The winning photos, along with some of those which come close, will be displayed at the U21 Annual Presidents' Meeting in Lund in 2012.

The competition is open to anyone at a U21 university, the only stipulation being that

the photo must be taken on a U21 campus and any people should ideally be members of a U21 university. The competition closes at midnight (local time) on Wednesday 30 November and the winners will be announced the following week.

To enter the competition, send your high resolution photo to [u21@contacts.bham.ac.uk](mailto:u21@contacts.bham.ac.uk) with your name, email address and a description of where the photo was taken.

Good Luck!

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



# Finding International Solutions to Conflict

The 2011 *Universitas 21* Summer School, hosted by University College Dublin from 11 to 19 July with the theme *Conflict Resolution*, attracted 71 students from seventeen U21 partner universities.

There were six principal learning objectives for the Summer School:

- To gain a detailed knowledge of the dynamic of conflict, its causes and manifestations;
- To gain insights into how conflict is expressed and played out in individual, social, cultural, geopolitical and global contexts;
- To understand and assimilate strategies and techniques that may be used to resolve conflict;
- To understand how conflict and conflict resolution varies between individuals, cultures, societies and nations;
- To gain detailed knowledge of the historical, social and political circumstances relating to some of the world's most visible contemporary conflicts, with a particular emphasis on the Irish case study;
- To learn group-work skills necessary for constructive negotiation and mediation strategies in the resolution of conflict.

The academic programme, which was delivered by a combination of visiting U21 academics, UCD staff and invited speakers, included a mixture of seminars

and workshops touching on Conflict Resolution-related topics as diverse as German reunification, media ethics, inner-city housing estates, military intervention, labour conflict, restorative justice, policing, the European Union approach to crisis management and post-conflict strategies.

There was a particular emphasis on understanding and learning from the Irish experience. An especially poignant session brought together senior Republican and Loyalist representatives for an exploration of the journey from violence to community engagement.

The students had the opportunity to witness the experiences of the two communities in Northern Ireland first-hand during a weekend trip to Armagh and Belfast. In Armagh the students were given a political and historical tour by former Republican political prisoners, and in Belfast the students were led on a mural and peace wall

"I learned a lot, I feel that I can use what I learned in my own life, like seeing the better side of people. I had fun and made friends from over the world! Thank you!"

tour by members of Youthworks, a community organisation that promotes the interaction of young people from both communities.

The Northern Ireland weekend finished with a rather wet visit to the Giant's Causeway (Northern Ireland's only UNESCO World Heritage Site) in County Antrim on the northeast coast.

The Summer School culminated in a negotiation simulation facilitated by the Glencree Centre for Peace and

"I interacted with a lot of people from all over the world. It was very intellectually and socially satisfying. Particularly enjoyed talks by people who were actively involved in the struggles."

Reconciliation, an Irish NGO dedicated to transforming violent conflict within and between divided communities by providing leadership and support in practical peace building. The Glencree Centre has trained groups from countries as diverse as Haiti, Sri Lanka, Israel/Palestine and Colombia. The Centre facilitated a full-day negotiation simulation where the U21 students, divided into groups, completed a range of negotiation-based tasks involving hypothetical resources.

The academic programme was complemented by a busy social and cultural programme; this included a visit to Dublin's famous Kilmainham Gaol, an introduction to Gaelic Games, a visit to the Leopardstown Racetrack, an Irish cultural show in Temple Bar, and an enthusiastic exploration of Dublin's nightlife. Students were also able to make use of UCD's brand new UCD Global Lounge, which provides a relaxing hub for internationalisation on the campus and features a twelve-screen video system with a choice of over 400 international TV channels accessed through wireless headphones.

Erik Lithander  
Director, International Strategy & Operations  
University College Dublin

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



A pictorial snapshot of the 2011 Summer School theme

# MA Module Covers Three Continents

The universities of Birmingham, Melbourne and Delhi have recently designed and delivered a new intensive MA module entitled *Security in a Globalised World: New and Emerging Challenges*.

Taught for the first time earlier this year at the University of Delhi by academics from all three universities, this intensive MA module explored the evolving international security agenda and encouraged students to consider if security and insecurity have fundamentally transformed in recent decades. It considered the relevance of the traditional 'national security' paradigm – based upon military defence of territory against external threats – and explored how challenges such as weak and failed states, environmental degradation, terrorism, underdevelopment, and migration have come to change the way we think about, and respond to,

insecurity. The module drew upon the diverse backgrounds of participants, and it explored the South Asia experience – as well as other regions – to illustrate the topics discussed.



Participants in the new MA module

The module is accredited and assessment is based upon a group presentation, an individual learning log, and a written assignment. A reading compendium was supplied to students well in advance so that essential reading could be undertaken before the module began.

In addition to the class teaching, a guest speaker from a reputable local think tank and cultural visits were arranged, and a University of Birmingham alumni gathering was organised which gave the students an opportunity to meet and exchange ideas with Birmingham's active alumni in Delhi.

The module was a great success. The students from all three of the participating universities enjoyed the experience tremendously; the academic and cultural aspects all worked very well indeed, and students provided positive feedback. In particular, students found the experience of exchanging ideas with participants from other universities, and the Delhi setting, very rewarding. A number of the participating students indicated that this was a unique educational and cultural experience that they could never hope to get from a regular on-campus module.

The module will run again in 2012, hosted once more by the University of Delhi.

Beena Anderson  
Student Mobility Officer  
University of Birmingham

# Managers Meet in Malaysia

In October the U21 Managers met on the University of Nottingham's Malaysia campus to discuss how to turn the visions and aims of the network, as confirmed at the 2011 AGM held in Sydney, into an operational plan for the future. What emerged from two days of meetings was a proposal to 'cluster' activity around five main themes: enhancing the student experience; teaching and learning in a research-intensive environment; opportunities for researcher development; leadership and management; and collaborative activities. The skeleton of a plan was accepted in outline, though it was acknowledged that it needed further development, not least the clear identification of strategic leadership of each 'cluster'. The Secretariat will be leading further consideration of this over the coming months as we work towards AGM 2012 in Sweden.

We also took the opportunity to share experiences of internationalisation from two of our members – Professor Stephen

Doughty, Vice Provost at the Malaysia campus presented on the University of Nottingham's experience of branch campuses, focusing on the experience in Kuala Lumpur and Anne Pakir of NUS shared her views on intra-institutional programmes, in particular on the joint development of the NUS-Duke Graduate Medical School and the Yale-NUS Liberal Arts College. Although there were many similarities in the initial reasons for seeking to internationalise established universities in this way, there were also several differences, not least the regulatory and financial environments in which both institutions operate. There was lively discussion about both approaches – the



U21 Managers in Malaysia

opportunity to have a setting in which such a wealth of views and experience is able to be shared is just one of the benefits of familiarity which accrue from an established network such as ours.

Managers heard about some of the experiences U21 students had enjoyed this year and also heard presentations on the exciting opportunities in 2012. Enhancing the student experience is a flagship of the network's activities, from encouraging student mobility to offering high-quality and innovative experiences such as the Global Issues Programme. The meeting endorsed a proposal to put additional resources into supporting these activities, recognising that for some of our members the opportunities to expand traditional mobility, such as semesters abroad, are now limited. The network is committed to looking creatively at new ways to offer opportunities to students which builds on the trust and experience that we have developed in the years since the original U21 declaration on student mobility was signed in 2005.

There are interesting opportunities for the network ahead and the Managers' meeting in Malaysia provided an excellent platform for the identification of these. We are grateful to our colleagues in Malaysia, in particular Stephen Doughty and Irene Hew, for all their efforts in making the meeting so successful.

Jane Usherwood  
U21 Secretary General



# Developing Researchers Develops Research

I am quite sure all readers must have heard something about U21's new strategic focus, agreed at the 2011 AGM in Sydney. If you haven't, please take a look at it online via the newly launched U21 website at: [www.universitas21.com/about](http://www.universitas21.com/about).


Not only do we have a new strategic focus and website, there are further exciting new initiatives which *Universitas 21* has committed to develop further in the coming years – one of which is 'research and researcher development'.

My first year working at U21 covering Clare Noakes's maternity leave provided a wide-ranging overview of the variety of activities that the network supports, and stood me in good stead to focus my time and efforts on researcher development. In July I was tasked with supporting the Research Leaders and Deans and Directors of Graduate Studies (DDoGS) Groups, but my role also encompasses reaching out to U21's other research-focused groups and support of larger one-off projects.

Over the past months I have become intrigued by the delicate nuances, complications and rewards associated with the U21 Joint PhD Programme, established under the MoU signed by fifteen members, which shows their willingness to collaborate and create joint PhD opportunities for aspiring students. Currently, eight of the fifteen members have finalised Joint PhD Agreements, with students either already enrolled or due to do so shortly. By working on this project, I aim to assist members in the establishment of joint agreements, to facilitate the sharing of best practice, guidelines and legislation, and also to publicise this programme to both potential students and the international higher education community – resulting in more joint PhD agreements, more participating members, more enrolled students and a greater awareness of U21's range of activities! Students already enrolled on this programme have noted that any extra effort during the application process was well worth it, as they will have resources, periods of study and supervision from two world-class research universities culminating in a jointly awarded PhD. When aiming to create global citizens for the future, what better way to start!?


My new role has also led me to become heavily involved with early career researchers (ECRs), especially the ECR

*Looking for  
PhD inspiration?*



*With Universitas 21,  
the world's your oyster...*

*Experience a world of choice with a U21 Joint PhD  
and explore research, training and life in two diverse  
research-intensive university communities while  
undertaking a tailor-made PhD programme.*



U21 Joint PhDs - one of the network's flagship projects

workshops which take place on an annual basis – the first was hosted by UNSW in 2011 and further workshops will be hosted by Birmingham in December 2011 and Shanghai Jiao Tong in 2012. As well as the Research Leaders and DDoGS groups, initiatives also include online modules for research students, Graduate Research Conferences, research student mobility and more – all of which I will be supporting across the network to encourage greater awareness and participation in these fantastic opportunities for early researchers.

In September, I attended the *Vitae: Realising the potential of researchers* conference which took place in Manchester, UK. Participants came from a number of UK institutions, including all of U21's UK members, as well as institutions from nine other countries. Interactive sessions and

papers focused on initiatives to enrich and internationalise researchers; workshops provided the opportunity to learn how other institutions are dealing with common problems and also for me to share what U21 is doing for researcher development. Suffice to say, U21 and its members can hold their heads high in the knowledge we are at the top of our game and truly making steps to develop and internationalise our graduate and early career researchers.

Gemma Marakas  
Research & Project Co-ordinator  
U21 Secretariat

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

# Shaping the Learning Environment

Colleagues from around the *Universitas 21* network convened in September to attend the fifth Learning Environment Design Forum, this year organised and hosted by the University of Birmingham.

Eighteen delegates from ten institutions attended including eleven colleagues new to the event, and we were particularly delighted to welcome our first delegates from Shanghai Jiao Tong University.

At a time when institutions are investing large sums of money in their physical infrastructure to improve and enhance the student experience, this event is a rare and valuable opportunity for delegates to step away from their normal duties and spend five days investigating the principles of learning space design and applying those principles to design challenges identified at the host institution. The design challenges presented to the groups are projects that will become live in the near future, and also give the chance to develop knowledge and skills that can be applied at each participant's home university.

The week started with a 'get to know you' session which allowed the delegates to meet each other and understand their different roles and therefore their different perspectives and priorities, something which is key to working in multi-disciplinary project teams delivering successful projects. The delegates, from a range of backgrounds including teaching, library, facilities and educational technology, were then put into multi-disciplinary teams and introduced to their projects. The design challenges involved two very different buildings, one only twelve years old of modern construction and materials and the second a traditional red brick building built in the 1950s. Both require refurbishment to provide new and appropriate formal and informal learning environments and both have a lot of external spaces to be incorporated into the final design responses.

With such a large group of new delegates, Professor Peter Jamieson from the University of Melbourne led a range of activities specifically designed to

introduce them to learning space design principles while the 'returners' worked on other tasks, with the groups coming together on Wednesday. During the week, presentations were given by staff from the Estates and Learning Space divisions at Birmingham. Roy Highfield, Head of Capital Projects and Maria Romero Navarro, Senior Project Manager, gave an excellent presentation detailing how project design and management for the development of new learning spaces has changed over the last four years and how this is evidenced by the large number of new and exciting learning environments at the university. Matt Sherlock and Ben Phillips talked about Birmingham's Learning Spaces Division and the Learning Spaces Strategy which is intended to act as the driver for creating appropriate and sustainable learning environments through the use of design and innovation, supported through high-quality management and services. These sessions were well received and

to an invited audience of University of Birmingham staff. The presentations, which included some clever designs and interesting ideas, were extremely well received and provoked a great deal of discussion and debate among the audience.

Speaking at the end of the week, one delegate commented:

*"The focus of the workshops is always on live development areas, but we have the luxury of thinking beyond budgets and constraints. The ideas presented at the workshop leave something behind for the host institution to consider, but also enable us to take them back to our own developments, enriched by the concentrated five day focus of such a variety of colleagues... The opportunity to meet, work alongside and network with like-minded people from around the world in this manner cannot be matched anywhere."*



clearly demonstrated to the delegates the value that Birmingham has gained from attending the forum since it began in 2008, and the potential value for their own institutions.

The week concluded with the groups presenting their design challenge solutions to each other, and later they also presented

It is proposed that the next Learning Environment Design Forum will be held in late November in 2012 and details of the event and the location will be announced soon.

Toni Kelly  
Head of Learning Spaces Development  
University of Birmingham



# A Healthy Collaboration

*International Collaboration on Educational Program of Medicine and Health Sciences within the U21 Health Sciences Group* was the main theme of the 11th Health Sciences Group (HSG) annual meeting, which took place in Korea University from 25 to 30 September 2011. Korea University's Dean of Medicine, Professor Sung Ock Suh and his wonderful team did the group proud with amazing organisation and beautiful locations. The event benefited from excellent attendance with the participation of 150 faculty members and students from sixteen U21 universities. The interprofessional nature of the group had pride of place with a representation of six disciplines: dentistry, health and rehabilitation sciences, medicine, nursing, pharmacy, and public health. For the first time this year, international managers from four faculties of medicine and health sciences attended the meeting, together with our colleague Louise Kinnaird, U21 Student Mobility Co-ordinator.

The main meeting spread over three days. Two mornings were dedicated to interdisciplinary sessions with keynote speakers who addressed topics on the global standard of medical education and accreditation; international student collaborative programmes; principles and training for participation in clinical trials; the relation between research and teaching; the humanities in medicine and health sciences. Many comments came from the audience, especially around quality assurance, accreditation challenges and the research-teaching nexus. The U21 network was pointed out as the ideal forum to carry out benchmarking activities and set common curricula around current and future crucial developments in health sciences education. Over two afternoons, members divided into discipline groups to discuss ongoing projects and initiatives. A major focus was placed on defining and elaborating concrete projects able to deliver tangible outcomes in the coming years. Also on day two, Professor James Angus, University of Melbourne, led a workshop on the future of the U21 HSG to enable members to share their views on the strategy and objectives of the group. Members divided into four groups to discuss the mission of the U21 HSG, strategic focus areas, the format of annual meetings and communication

tools. Discussions were rich and lively and reports from each group were presented on day three, together with reports on the discipline group meetings and U21 HS associated events. As a result of the workshop, a working group of four faculty members was created to work virtually on developing focus, and it was decided to form a group to work on the revision of the



*Nah-Mee Shin and Dorrie Fontaine at the MDG workshop*

current U21 HSG mission.

Deans of Medicine and Deans of Nursing met separately over lunch on day one, and the U21 HSG Executive Committee held its annual face-to-face meeting over lunch on day two. Deans discussed the importance of agreeing on three or four major areas of focus to ensure the sustainability of the group. The Executive approved the budget and the relocation of the HS secretariat to UBC under the supervision of Dr Gavin Stuart. After nine years in the Executive, Professor James Angus announced he wished to step down from his role as co-chair. Members acknowledged his invaluable and decisive contribution to the U21 HSG Executive.

Prior to the main meeting, events started with the now well-established United Nations Millennium Development Goals (UNMDG) workshop which ran over two

and a half days. Participants in the UNMDG initiative highlighted the numerous activities carried out in 2011, in the form of workshops in U21 universities and sessions during international conferences to use U21 UNMDG cases with interprofessional groups of students. The initiative's website was redesigned and should be fully completed by the end of the year. A short presentation on the project was presented during the AMEE conference in Vienna in August 2011 and was very well received. The strategy for the future was also discussed and it was agreed that a larger focus on evaluation and research would be given, through the funding of PhD students or fellowships. New cases will also be developed and existing ones updated. The group also made a clear statement that it would support student-led UNMDG projects to increase student involvement and leadership in the initiative. Korea University was especially supportive of the students by generously giving six best presentation awards of US\$500 to students from Melbourne, Monterrey, Nottingham and Queensland who attended the meeting, in addition to three U21 UNMDG Photography Competition awards from the U21 HSG.

Also prior to the main meeting, Korea University hosted the fifth U21 Nursing Doctoral Student Forum, a one and a half day workshop to share research progress and stimulate dialogue between nursing doctoral students and nursing faculty around the U21 network. Ten PhD students from Queensland, Singapore and Hong Kong took this opportunity to present their research and faculty members from Korea, Queensland and Hong Kong provided the group with special lectures on topics related to PhD studies.

After a very successful and energising meeting, U21 HSG members are willing to maintain the dynamics of the group throughout the year until they meet again for the next annual meeting in the University of Auckland in September 2012. The U21 HSG is also very pleased to announce that the 2013 annual meeting will be hosted by University College Dublin.

Caroline Voisine  
Executive Officer  
U21 Health Sciences

[www.universitas21.com/link/healthsciences](http://www.universitas21.com/link/healthsciences)  
[www.u21mdg4health.org/Site](http://www.u21mdg4health.org/Site)

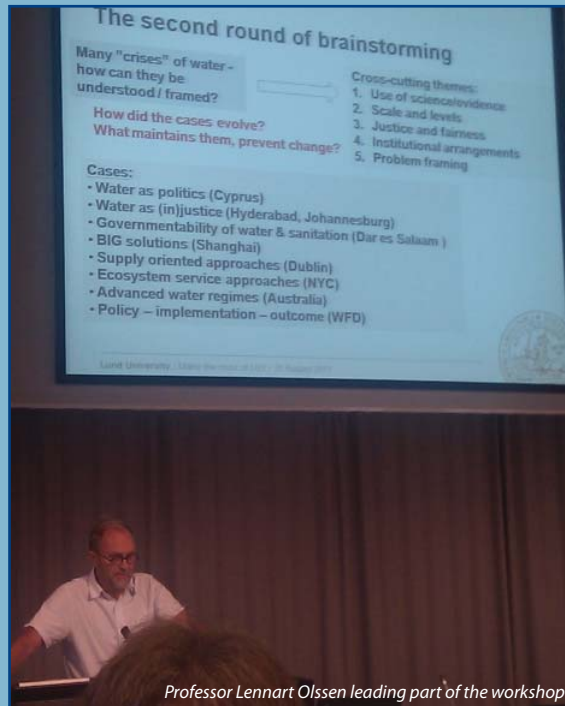
# Lund Leads on Urban Water Governance

The Lund University Centre for Sustainable Studies (LUCSUS) has initiated a U21 water research theme on urban water governance as part of U21's Water Futures for Sustainable Cities project. The first step was to run a theme development workshop, which took place at Lund from 29 to 30 August, that identified:

- ◆ the most important water governance issues relevant to the WFSC objectives;
- ◆ expertise available in the U21 network;
- ◆ research activities that will be required to address the priority issues.

The workshop attracted twenty participants from seven U21 universities and was hosted by the Pufendorf Institute at Lund. In addition to the participants another eighteen U21 water governance experts from nine universities have registered their strong interest in participating in this theme after the workshop.

The workshop discussion focused on defining the important elements that



Professor Lennart Olssen leading part of the workshop

would be included in a first draft Position Paper that would then be used by:

- ◆ this *Universitas 21* group (and those who could not attend the workshop) as a record of our ideas, expertise and research proposals;
- ◆ the 'water governance' audience worldwide for information and comment

- ◆ funding organisations and potential collaborators as a description of our capabilities.

## Workshop outcomes

Several different but successful case studies of water governance were identified and as a first step these will be used as models for current and new research being conducted by this U21 group.

A management team was chosen to lead and manage the activities of the water governance group from now on. The team is Professor Brian Head (Queensland), Professor Lennart Olssen (Lund), Dr Mary Kelly-Quinn (Dublin) and Dr Graham Steed (WFSC Programme Manager). The first draft of the position paper has been circulated and the management team is now leading the development of specific research components.

Professor Denis Fischbacher-Smith (Glasgow) will assess the interest in compiling and publishing an edited collection of water governance case studies.

Dr Graham Steed  
Programme Manager  
Water Futures for Sustainable Cities  
[www.universitas21.com/link/water](http://www.universitas21.com/link/water)

# Directing the International Journey

International Directors from a number of U21 universities met at the National University of Singapore immediately prior to the U21 Managers' Meeting in October.

Also on the agenda was a discussion about ways to raise the network's profile by taking advantage of attendance at international conferences.

The next U21 International Directors' meeting will take place at Lund University on 8 May, directly before the 2012 AGM.

The main area of discussion was the International Student Barometer (ISB), a tool which many universities are using to survey the views of their international students. U21 has a pilot project to use ISB to focus its own benchmarking activities in relation to international students in the coming months and the meeting at NUS focused on the preliminary outcomes of this. This enabled those present to identify areas of good practice as well as areas for collaborative learning in the future.



International Directors meeting at NUS



## We need more cross-group collaboration!

I recently attended the annual meeting of the U21 Health Sciences Group (HSG) which took place at Korea University in late September. It was wonderful to take part in this large gathering of enthusiastic people, all keen to forge U21 programmes and collaborations both within their specific discipline and across the Health Sciences more generally. However it was a little disappointing to learn the majority had no idea of the existence of the U21 Student Mobility Network – an untapped resource, ready and willing to assist with their student mobility programmes. It was very rewarding to be able to introduce the SMN to the HSG, alert them to the resources the SMN can provide, and encourage consultation between the members of our respective U21 collaborative groups.

This experience highlights the need for even more communication between U21's collaborative groups. It is easy to focus only on the specific group to which you may belong, and, admittedly, just doing this takes a decent amount of commitment and concentration. However if we were to periodically take a look at what the other

groups are doing, we may be able to save ourselves some resources and create better U21 programmes which include input from more than one point of view. There is probably scope for all groups to contribute but let's start by encouraging collaboration amongst a few.

With Caroline Voisine, Executive Officer

I am confident our respective members have a better understanding of each other and we will see our groups work together on matters of student mobility within the Health Sciences.

To any member of a U21 collaborative group: If you happen to be in the vicinity of a meeting of a U21 collaborative group



Caroline Voisine and Louise Kinnaird - striving for greater cross-network collaboration

of the U21 Health Sciences Group, having attended the annual meeting of the SMN last May, followed by my attendance at the recent HSG meeting, our respective groups are better informed about the activities and programmes of the other. Furthermore, the SMN is now aware of issues specific to mobility programmes for HS students and the need to resolve these issues in consultation with their HSG counterpart within their own university. Caroline and

(check the U21 website for dates and details), ask if you may sit in and observe any general parts of their meeting – you will most likely see mutually beneficial possibilities and this is a great way to get collaborations started.

Louise Kinnaird  
U21 Student Mobility Co-ordinator  
[www.univeristas21.com/forstudents](http://www.univeristas21.com/forstudents)  
[www.universitas21.com/collaboration](http://www.universitas21.com/collaboration)

## U21's Collaborative Groups - Get Involved!

- Deans & Directors of Graduate Studies
- Deans of Education
- Digital Humanities
- Employability & Careers
- Forum for International Networking in Education (FINE)
- Heads of Administration
- Health Sciences
- HR Directors
- International Directors
- Learning Environments
- Research Leaders
- Research Universities in their Regions
- Student Mobility Network
- Teaching & Learning Network
- Water Futures for Sustainable Cities

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



# Occupying an International Position

The U21 Teaching & Learning Network Steering Group commissioned a position paper on 'Internationalisation' to provide an overview of the research landscape for the benefit of practising educators across a range of disciplines.

The landscape of research on the internationalisation of the curriculum

and further research is needed with respect to meaning and process. In particular, there is a need to construct a broader perspective on the concept, which stretches beyond just curriculum content. Equally, thinking in the area must move away from a narrow focus on international students and provide international experiences to all university staff and students so that they will perform

necessary competencies, knowledge, understandings, and new skills so that they can negotiate the changing nature of work, the labour force, information technologies and cultural identities of people.

## How can we put the international curriculum into practice?

### Problems and issues

- The term 'inter-national' itself is problematic in the process of teaching and learning.
- Teaching-learning sites in the 21st century university are super-diverse and participants bring multiple perspectives, understandings and competencies to the classroom. Knowledge creation cannot be constrained within nationalities.
- Hence, the paper suggests that the term 'international curriculum' should be replaced by the term 'multi-perspective curriculum'.

### Putting the Multi-Perspective Curriculum into practice

- Continuously expose students and staff to multiple views of the world (create different socio-cultural/educational societies, promote interdisciplinary activities, harness experiences of all the students in teaching and learning, value alternative world views, use comparative approaches to teaching);
- Encourage reflective learning and teaching (dialogue, keeping diaries, reflective teaching/learning logs) so that students can critically reshape their approaches and views about learning and teaching;
- Seek to create a culture that makes students and staff feel that the university is a democratic meeting place where the encounter of diversity (in terms of gender, maturity, culture, nationality) creates opportunities to develop new competencies, knowledge and understandings.
- Increase opportunities for collaborative learning (communities of practice, group work, workshops, seminars) which exploit the diversity within the student body.

Thushari Welikala  
University of Nottingham  
[www.universitas21.com/link/tln](http://www.universitas21.com/link/tln)

Exploring the internationalisation of teaching and learning



in higher education is complex and meanings and practices in the area are vague. This paper, published by *Universitas 21's* Teaching & Learning Network, maps out the meaning and significance of internationalisation of the curriculum and diverse ways of putting an international curriculum into practice. The paper addresses a range of issues, drawing on existing research, to provide expert advice on questions such as "What is an internationalised curriculum (skills versus content and the role of pedagogy)?", "Why does an internationalised curriculum matter?", and "What do we know about how it can be delivered?"

## What is meant by internationalisation of the higher education curriculum?

There is a lack of clarity around the concept of internationalisation of the higher education curriculum and its boundaries,

successfully (professionally, economically and socially) within diverse contexts.

## Why is internationalisation of the higher education curriculum important?

- The 21st century university faces numerous challenges at local, regional and global levels (mass migration, environmental and geographical issues, super-diversity of the student cohorts, as well as the knowledge paradigms, the information overload, and global interconnectedness);
- Problems and issues in the current socio-economic and geo-political aspects demand broader, multi-perspective understanding about the world, life and work;
- As the most visible and significant site of knowledge creation, the university has a social responsibility to equip the members of the society with



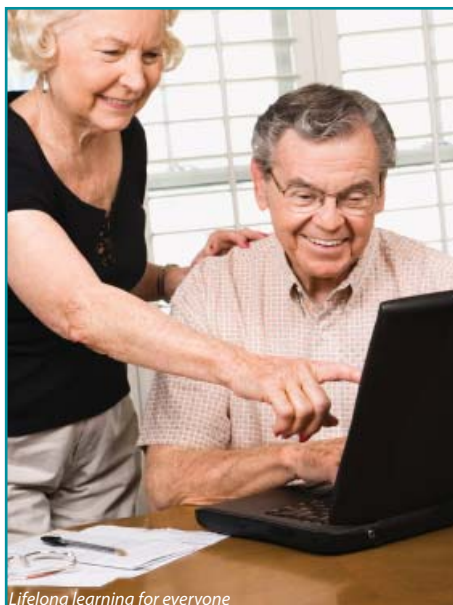
# Lifelong Learning in Research Universities

Within many universities lifelong learning and adult education teeters on the brink of a vicious cycle of low status, poor resourcing, and reducing relevance. Within Europe and the wider world departments devoted to adult education are under threat while universities shift focus from the marginalised to attracting talented researchers and raising their international profile.

A workshop is being held at the University of Glasgow from 14 to 15 May 2012 entitled *Lifelong learning driving universities' ambitions for advanced teaching and research? Dare we? Can we? Let's!* This workshop offers an opportunity to explore and claim for adult education and lifelong learning a prominent role in research-intensive universities. It will identify ways that reaching out into regional and international communities through adult education contributes to our institutions' core activities and it will explore how, having established the strategic relevance of this work, activity can best be delivered.

To benefit from this workshop attendees must be willing to 'let go', to set aside their preconceptions about what lifelong learning or adult education must be. Participants should be willing to be flexible, to respond to emerging trends and to seek alignment between lifelong learning and

the goals and missions of their institutions. A series of sessions will be held. Each will begin with a short contextualising presentation, then a focus group discussion will be held, and the workshop will culminate with an attempt by a facilitator to summarise and pull together emerging ideas. Each session will address an issue



that is of strategic relevance to research-intensive universities and may include exploring the ways that adult education and lifelong learning can contribute to:

- Building institutional relationships and profile
- Universities serving as the critic and conscience of society
- Creating a global reputation
- Building entrepreneurship and innovation
- Disseminating research and advanced thinking
- Enriching the student body
- Revenue generation (or at least being cost neutral and value rich!)

The workshop will conclude with a plenary session where each session facilitator presents back to the wider group. The workshop leaders will write a 'Green Paper' for consideration by U21 members.

Following the workshop a second day of informal collaboration will be available during which participants will take the ideas generated within the workshop and develop individual strategies and plans to take home to their own institutions. Further details will be available on the U21 website in the coming months.

Susan Geerthuis, University of Auckland  
Michael Osborne, University of Glasgow

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

## New Forum for Doctoral Researchers in Business

The University of Connecticut is pleased to announce the inaugural U21 Doctoral Research Conference in Business to be held in Hartford, Connecticut USA from 10 to 13 April 2012.

The purpose of the Doctoral Research Conference is to provide a forum for information exchange and scholarly enhancement for doctoral business students at *Universitas 21* institutions. Toward that end, we will create a global learning and research platform to prepare the next generation of intellectual leaders in the fields of business, commerce and economics. Attendees will receive feedback from faculty experts in the field on their individual dissertation topics. The conference will also provide networking opportunities with representatives of member institutions as well as University of Connecticut local faculty. Panel sessions are also planned to help students further

their theses, submit their work for publication, and succeed in a challenging global academic market. Additionally, this conference will provide an opportunity for participants to meet and share interests and to stimulate future collaborations on a global scale across a number of key topics such as entrepreneurship and innovation, global technology, and economic systems.

The programme will be most beneficial to PhD students who have reached or passed the dissertation proposal phase as well as those involved in inter-disciplinary and global research. Registration will open towards the end of 2012 and U21 members will be informed of the application process in the coming weeks.

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



The University of Connecticut's Graduate Business Learning Centre

# A Superb Visit to Singapore!

I was fortunate enough to be the recipient of a *Universitas 21* Fellowship awarded by the University of Hong Kong. This scholarship provides academic staff an opportunity to visit one of the *Universitas 21* institutions around the world. I visited the National University of Singapore (NUS) during July and August 2011. It was a very fruitful and interesting experience.

My visit was hosted by Dr Anthony Tung, Associate Professor of the School of Computing (SoC) at NUS. The main goal was to share my research experience with teachers and students in SoC. My research

expertise is uncertain data management, which is about the handling of imprecise information. Data uncertainty is prevalent and inherent in emerging applications such as location-based services, social networks, sensor networks, data integration and scientific databases. Thanks to the help of Dr Tung, I delivered seminars giving an overview of uncertain

data management, as well as some recent research results on uncertain database cleaning. I had extensive discussions with Dr Tung and his student, Mr Jingbo Zhou,



Assistant Professor Reynold Cheng

about probabilistic modelling of mobile objects. I also developed some initial results on the cleaning of probabilistic databases with Dr Stephane Bressan and his student, Mr Ruiming Tang. I further visited the Nanyang Technological University (NTU), the ADSC (Advanced Digital Sciences Center) supported by

University of Illinois at Urbana-Champaign, and the Singapore Management University. I learnt a lot during this visit.

NUS, constructed on a ridge, has a beautiful and unique design. Although the campus is big, transportation is convenient with the high availability of free shuttle buses. I also had some fun at NUS, where I played basketball games with colleagues in SoC. Real international teamwork in action!

I would like to thank HKU for granting the fellowship to me. I also thank NUS, and particularly Dr Anthony Tung who organised the visit and enhanced my research in database management. I also had a lot of inspiring interactions with top researchers and diligent students there. The trip helped me to understand and appreciate the culture of Singapore. I would also be glad to share my findings with interested colleagues around the U21 network.

Reynold Cheng  
Assistant Professor  
Department of Computer Science  
University of Hong Kong

# Valuable Visit to Vancouver

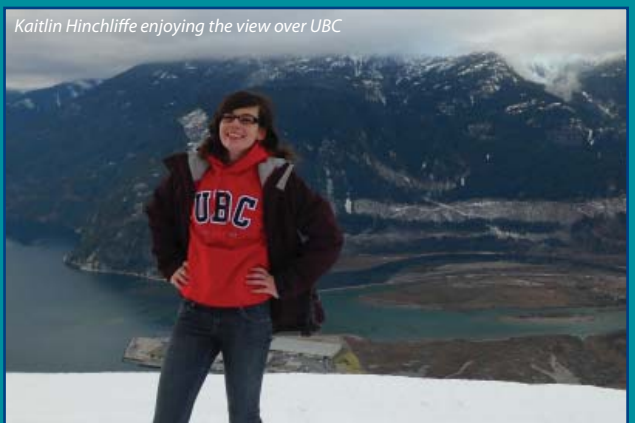
Going on exchange to the University of British Columbia is definitely one of the best decisions I have ever made. I studied there for the first semester of my third year of the Bachelor of Psychological Science. I was able to take psychology electives that are not offered at UQ, and were taught by professors who came from different theoretical orientations, so it was really interesting to view things from an alternate perspective. I also took French 101 for something different and fun. But there is so much more to the exchange experience than just study!

I lived on campus in an apartment-style residence and loved it. It was very convenient, close to everything, and I was lucky enough to have 13th-floor views of the campus and sunsets over the ocean. All the exchange students who were there in our semester became quite close – someone started an informal Facebook group which worked really well - if anyone made plans they would post it and a group

of interested people would always reply.

There are so many things to do in and around Vancouver – exploring the many neighbourhoods, the beaches and mountains, Stanley Park and downtown, weekend trips to Squamish, Vancouver Island, and of course Whistler... the list goes on. Go to Calhoun's, a 24-hour cafe on Broadway; follow the hockey and get behind the Canucks; get involved in campus life and try something new – I picked yoga!

Canadian culture is similar to Australian – the people are laid back and very friendly. It was my first time travelling, and first time living away from home, but it was much easier to adjust than I expected. The biggest shock was the weather – it is worth



Kaitlin Hinchliffe enjoying the view over UBC

investing in a decent ski/rain jacket and gumboots also come in handy! Probably the hardest part of the exchange was saying goodbye to everyone I'd met at the end. The whole experience has made me more independent, more curious and keen to explore other cultures of the world. If I can do it, you can too. Trust me, it's worth it!

Kaitlin Hinchliffe  
University of Queensland



# Promoting U21 the Swedish Way

*In a new feature, we look at what different universities around the network are doing to promote Universitas 21 within their own institution. We start with Lund University.*



Lund's iconic library building

Lund University doctoral students Rong

Cao and Ulrika Gunnerud are researching different aspects of food and nutrition. But it was only when they both happened to attend a U21 conference on the other side of the globe that they met and realised they had something in common. *"The U21 network brings students, lecturers, researchers and administrators together across the boundaries of cultures and disciplines. Take the opportunity to get to know colleagues all over the world,"* urged Jane Usherwood, U21's Secretary General, on her recent visit to Lund.

Although Lund University has been part of the global U21 network for ten years, it is relatively unknown among students and staff. But at the start of the semester a well-attended workshop was held which, it is hoped, will lead to more people becoming aware of the network. Perhaps 2012 will also turn out to be a breakthrough year – as U21's annual meeting will take place in Lund.

Doctoral students Rong Cao (applied microbiology) and Ulrika Gunnerud (applied nutrition and food chemistry) took part in the latest doctoral students' conference which dealt with food security and was held in Kuala Lumpur. *"As a research student you are extremely focused on your own subject area, but in Kuala Lumpur we met colleagues from other subjects and from ten other countries. And so we got to know one another,"* they commented. It was useful to gain different perspectives on research about food, they think. *"Since there were only around forty participants, we got the opportunity to engage in fairly deep discussions with each other,"* says Ulrika Gunnerud.

U21 organises several meetings for students, researchers/lecturers and administrators every year. Sara Goodman, a lecturer in gender studies, travelled to

Fudan University in Shanghai this summer with students Linn Alenius and Louise Lorentzon, to attend the Undergraduate Research Conference. Linn Alenius had earned a place with her essay on gender mainstreaming. *"I am not used to speaking in front of large audiences and even less so in English. It was good practice,"* she says. *"The quality was high,"* says Sara Goodman, *"and the concrete experiences gave people a grasp of what U21 is."*

Over the years, several students from Lund University have taken part in U21's annual summer school. In 2005 it was held in Lund, while the most recent summer school took place in Dublin on the theme of conflict resolution, with examples from Northern Ireland. Several Lund

University students testified that the workshop was an engaging experience.

U21's basic idea is to help its member universities to meet the challenges of the future and to develop within the framework of lasting co-operation and activities. But for more people to benefit from this pool of shared resources, universities need to become better at explaining what U21 is; perhaps through the appointment of special U21 ambassadors in the faculties? Perhaps by profiling and drawing attention to the student and researcher exchanges that take place with other U21 universities? The workshop concluded that the U21 network becomes valuable to the extent that people understand what it is and how one can benefit from it.

To that end, Lund recently organised two U21 activities: first a workshop and then a partners' meeting in connection with the EAIE conference in Copenhagen in September.

## Make the Most of U21!

A workshop about the U21 network, entitled *Make the Most of U21*, was held on 31 August at Lund University. Its objective was to disseminate knowledge about

U21 and raise interest in participating in the network's various activities. Over a hundred people took part. The programme was introduced with Secretary General Jane Usherwood's account of *Universities Collaborating Around the World: Universitas 21*. Pro Vice-Chancellor Eva Åkesson and U21 Manager Marianne Granfelt reported on *Universitas 21, and what is in it for me?* Students and lecturers intervened under the Experiences and Activities section with some examples of best practice from Lund and their experiences. There were also group discussions. The afternoon was brought to a close with a panel discussion. Many good ideas and views emerged from the discussion on how we can work internally to spread knowledge about U21 and make the most of all the opportunities offered by the network.

## U21 partners' meeting



President of Lund's Student Union speaking at the panel session

The meeting with our U21 partners was also a success. It was an informal gathering focused on meeting old and new friends, exchanging experiences and networking. eleven participants from eight partner universities and one representative from the U21 office met the university's management, faculty representatives and officers from External Relations. A short presentation on Lund University was given, followed by discussions in smaller groups. The discussions centered on the Joint PhD, mobility at all levels (students, lecturers and administrative staff), internal marketing of U21 and development within teaching and learning. After the meeting, guests were offered a guided tour of the university area nearby. The day ended with an informal reception. We got positive feedback; both the small format and the informal structure were appreciated and many contacts were established.

Britta Collberg and Anne Messeter  
Lund University

# Nottingham's VC's Life Cycle...

At the end of August, a team from the University of Nottingham travelled to the northern tip of Scotland for a journey that would test them all – a gruelling bike ride of more than 1,000 miles.

Led by Vice-Chancellor Professor David Greenaway, and including staff from the university's campuses in the UK, Malaysia and China, the eleven-strong 'Life Cycle' team set out to cycle from John O'Groats to Land's End in a bid to raise £200,000 for charity.

It was the first time most had attempted such a challenge, which was particularly daunting for those team members who had never cycled more than 50 miles in one day before starting their training earlier in the summer. But the training paid off. Despite strong headwinds, steep climbs, punctures and the odd fall, the 'Life Cycle' team crossed the finish-line at Cornwall's western-most point on schedule, after fourteen days in the saddle.

The team received overwhelming support from both the university and the

community – and from well-wishers along their journey through some of the most beautiful parts of the UK. At a half-way celebration at the university's Sutton Bonington Campus, the team were joined by more than 400 supporters, 150 of whom had also taken to their bikes to support the fundraising efforts in two community rides.

encouraging more PhD students from across the world to study at the Centre and become leaders in the field in their home countries.

Professor Greenaway said: *"The Sue Ryder centre does incredibly important work, affecting so many people's lives. We are blessed to have such a high quality research facility at our university."* He went on to say: *"The university is known globally for the strength and effectiveness of our life-changing research. By taking on this challenge we were not only raising funds for the Sue Ryder Care Centre, but raising awareness of important work in an under-researched area at the same time, which will also have a huge impact."*

In the end the team surpassed all expectations, raising more than £221,000 as a prelude to the launch of the university's biggest-ever fundraising campaign in October 2011.



Professor David Greenaway coming into Nottingham's Sutton Bonington Campus halfway through the Life Cycle ride

'Life Cycle' supported the Sue Ryder Care Centre for Research on the Study of Support, Palliative and End of Life Care, based at the university. The money raised will go towards providing better education in this vital area of research, including

Professor Greenaway's blog of the Life Cycle ride from John O'Groats to Land's End can be read at: <http://blogs.nottingham.ac.uk/lifecycle/>

## Opportunities in Australia

The Australian U21 members, the universities of Queensland, New South Wales and Melbourne, would be pleased to work with U21 partners who are looking to apply for the 2012 Australian Endeavour Awards. The Endeavour Awards scheme is the Australian government's internationally competitive, merit-based scholarship programme, providing opportunities for citizens of the Asia Pacific, the Middle East, Europe and the Americas to undertake study, research and professional



development in Australia. The awards aim to:

- Develop on-going educational, research and professional links between individuals, organisations and countries;
- Provide opportunities for high-achieving individuals from Australia and overseas to increase their skills and enhance their global awareness;

- Contribute to Australia's position as a high-quality education and training provider, and a leader in research and innovation; and
- Increase the productivity of Australians through an international study, research or professional development experience.

More information can be found at [www.deewr.gov.au/International/EndeavourAwards/Pages/Home.aspx](http://www.deewr.gov.au/International/EndeavourAwards/Pages/Home.aspx) or contact Andrew Everett, Director of UQ International and U21 Manager for the University of Queensland.



## Farewell to UQ's Vice-Chancellor

We are sorry to learn that Professor Paul Greenfield, Vice-Chancellor of the University of Queensland is to retire next year. Professor Greenfield has been at UQ for 37 years starting as a Lecturer in Chemical Engineering in 1975 before becoming Professor of Chemical Engineering and Head of Department, Pro Vice-Chancellor, Deputy Vice-Chancellor (Research), Senior Deputy Vice-Chancellor, and then Vice-Chancellor in 2008. UQ's Senior Deputy Vice-Chancellor, Professor Michael Keniger, will also step down at the end of 2011.



Professor Paul Greenfield

The Deputy Vice-Chancellor (Academic), Professor Debbie Terry, known to many around the network, will take on the role of Acting Senior Deputy Vice-Chancellor from 1 January 2012 and a search for UQ's seventh Vice-Chancellor will begin in the coming months.

We wish Professor Greenfield the very best for his retirement, thank him for his work with U21 over the past years and look forward to meeting his successor in 2012.

## HK VC to step down

Professor Lap-Chee Tsui, Vice-Chancellor at the University of Hong Kong, has announced that he will stand down from the position in August 2012.

Speaking on the announcement he said "I firmly believe that HKU, like all other enduring institutions, must have constant renewal, fresh ideas and new perspectives to lead a sustainable development. We must go through successions in evolution in order to achieve the next level of excellence. I also wish to say that it has been a privilege for me to have been able to serve this fine institution for the past nine years. Throughout these years, I treasure the

opportunities to have met and worked with many of you – talented faculty, devoted colleagues, gifted students, loyal alumni and staunch supporters of the university family."



Professor Lap-Chee Tsui

We thank Professor Tsui for his involvement with U21 and wish him

## Amsterdam appoints new U21 Manager

The University of Amsterdam has appointed a new U21 Manager. Anouk Tso, Senior Policy Adviser for International Relations took over the role from Frank van Kampen at the end of October.

Anouk trained as a Sinologist (MA, Leiden University, 2001) and has specialised in international research policy and higher education with a key focus on emerging knowledge economies. As part of her education, she studied and conducted research in Beijing and New York.

From 2003 until 2010, Anouk worked as policy adviser and co-ordinator of the China Desk at the Royal Netherlands Academy of Arts and Sciences (KNAW). In this position, she was responsible for strategy development for Sino-Dutch bilateral research

collaboration, execution of research programmes and management of the China Desk staff.

Anouk joined the University of



Anouk Tso

Amsterdam's Department of Academic Affairs in September 2010, where she manages strategy development for the university's overall policy for internationalisation. Key responsibilities include devising a new university-wide international strategy, developing sustainable alliances with partner institutions abroad and facilitating

UvA's participation in European and international networks, such as LERU and *Universitas 21*.

We look forward to meeting her and her colleagues in Amsterdam soon.

## ITESM welcomes new President

Tecnológico de Monterrey is pleased to announce the appointment of Salvador Alva Gomez as the new President of the whole "Sistema Tecnológico de Monterrey" which includes the university, the virtual university, Tec Milenio and Tec Salud. He took office at the beginning of October

and takes over from Professor Rafael Rangel Sostman who had presided over the system for over 25 years.

We look forward to working with him over the coming years.



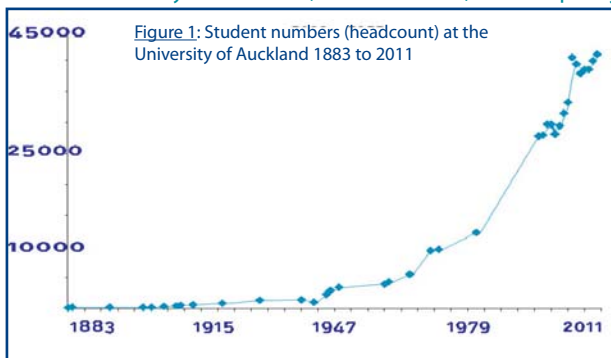
Salvador Alva Gomez

# Challenges and Opportunities

In our continuing series of articles from member universities, Professor Stuart McCutcheon discusses issues of public policy on public universities.

The New Zealand university funding environment, like that in many parts of the western world, has been characterised by a period of rapid growth in student numbers and declining public investment per student in real terms. In our case, the pattern has been somewhat extreme. Growth has been nearly exponential – as Figure 1 shows, it took the University of Auckland 100 years from its founding to reach 13,000 students but only another 25 years to treble that number!

Further, while New Zealand's expenditure on tertiary education is, at 1.5% of GDP, in



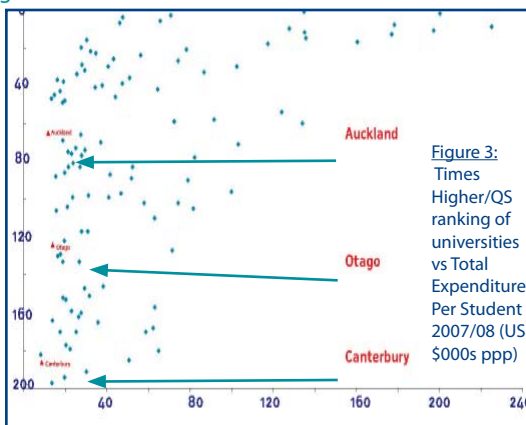
line with the OECD average (about 1.4%), our pattern of expenditure is unusual. Compared to the OECD average, New Zealand's expenditure on student loans (28% vs 9% of total public expenditure) and on student loans plus grants (40% vs 21%) is very high, as a consequence of which expenditure on the institutions is low (60% vs 79% of the total). Such a pattern might be understandable if students paid a high proportion of the costs of their education, but in fact the reverse is true – domestic tuition fees are (in purchasing power parity terms) well below those of public universities in Australia, Canada, the US and the UK.

All of this means that New Zealand universities have a very low income and therefore expenditure per student by international standards. And our public policy environment encourages that situation since the government constrains domestic student numbers, limits annual rises in its own funding and domestic student fees to levels well below our realistic costs, and constrains student services fees and our ability to openly compete with government research companies for

research funding. Overall, about 40% of our revenues are controlled by government policy relating to tuition costs – down from over 90% about 20 years ago (Figure 2) but still a major constraint to our future development.

What we do know – and it is hardly surprising – is that there is a positive (asymptotic) relationship between income or expenditure per student and quality. Figure 3 demonstrates this, using the THE/QS world rankings in 2008 as a proxy for quality and total expenditure per student in 2007/8 calculated from the annual reports of those institutions that publish such data and expressed in US\$ at purchasing power parity. Since no universities have a lower expenditure per student, but a higher ranking, than the three leading New Zealand universities, this also argues that we have the most efficient system in the world.

Given the relationship evident in Figure 3, and the major constraints imposed on our income (and therefore expenditure) per student by government policy, our clear challenge is to find ways of working that release us from those constraints and allow us to do what we all want to do – increase the quality of our institutions in the service of our nations and the international community.



Three major opportunities present themselves. The first is philanthropy – although New Zealand does not have a strong history of philanthropic support for its universities, we launched our first

campaign for the whole university in 2006 with a target of \$100m to be raised by 2012. In fact, we expect to reach double that due to the generosity of our supporters and government policy changes intended to

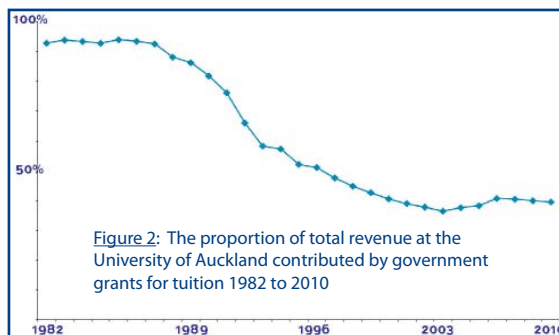


Figure 2: The proportion of total revenue at the University of Auckland contributed by government grants for tuition 1982 to 2010

encourage donations. These are not, of course, large sums by US standards but they represent a welcome source of what one of our professors refers to as

“dream money”.

The second opportunity is growth in commercial research revenues. Although we already have a high proportion of such revenues by the standards of many universities we see an opportunity to grow them further via our very successful commercialisation company, Auckland UniServices Ltd. This accords with the desire of Governments in many parts of the world to see research applied to economic growth, but as a comprehensive university we must also ensure that we generate the resources required to support the arts, humanities and other disciplines that do not have obvious immediate commercial application.

The final opportunity is to seek to recruit quality students, in addition to the capped numbers of government-subsidised domestic students, in groups that are not price- and volume- controlled. The only option for us to achieve this currently would be to grow the proportion of international students at our university from the current modest 12%. Not only would this enable us to generate additional income, it would offer opportunities to strategically move the university in directions that government funding sources alone would not allow. What all these changes would do of course, is to further reduce the proportion of our revenues derived from – and constrained by – central government (Figure 2). This raises the interesting question of what it means to be a public university in an environment where public policy represents one of the major constraints to enhancing the quality of the institution.

Professor Stuart N McCutcheon  
Vice-Chancellor  
University of Auckland



# Forthcoming U21 Events Forthcoming U21 Events

29 - 30 November 2011	Water Reuse Workshop	National University of Singapore
11 - 13 December 2011	Deans & Directors of Graduate Studies Meeting	University of Virginia, USA
13 - 15 December 2011	Early Career Research Workshop on Healthy Living	University of Birmingham, UK
10 - 13 April 2012	Doctoral Research Conference in Business	University of Connecticut, USA
7 - 8 May 2012	Research Leaders' Meeting	Lund University, Sweden
9 - 11 May 2012	AGM and Annual Presidents' Meeting	Lund University, Sweden
14 - 15 May 2012	Lifelong Learning & Research Workshop	University of Glasgow, UK
24 - 25 May 2012	Student Mobility Network Meeting	Tecnológico de Monterrey, Mexico
1 - 6 July 2012	Undergraduate Research Conference	Waseda University, Japan
7 - 18 July 2012	Undergraduate Summer School	Tecnológico de Monterrey, Mexico

Details of all U21 activities and events can be found online at [www.universitas21.com/event](http://www.universitas21.com/event)

## Out and about with U21



*This edition's Back Page Interview is with Andrew Everett, Director of UQ International and U21 Manager for the University of Queensland.*

*What is a typical day in your job as Director of UQ International?*

A typical day could comprise working with a broad range of people including ambassadors, high commissioners and government policy-makers, through to the great bunch of highly talented and committed colleagues I have at UQ, doing what we need to do to develop strategies that will facilitate UQ reaching its international potential.

*What are the key challenges you are facing currently?*

Identifying the correct opportunities to pursue, from the numerous opportunities presented to us.

*What does UQ have to offer U21?*

I would hope it would be that as an institution it has a philosophy of contributing more to the network across the broad range of initiatives currently in place, than it expects to withdraw in benefits from its contributions.

*What do you get from it?*

The benefit of meeting and working with terrific people who share similar aspirations, values and challenges, regardless of their nationality or cultural background. Reassurance that we are not alone in facing some of the difficulties!

*What are your favourite parts of your job?*

Watching bright young people with substantial potential develop skills and knowledge that will assist them fulfil their potential. Meeting people from other countries and cultures. Getting OFF the aircraft at the end of long haul (everything overseas is long haul from Oz)!

*What would you most like to change in higher education?*

Having government understand that public universities should be appropriately supported by relevant policies and funding.



Andrew Everett

*What motivates you each day when you come to work?*

The challenge of successfully moving major initiatives forward and getting outcomes.

*What does 'internationalisation' mean to you?*

If I use only one measure, then having parents of domestic students who are the first in their family at university, understand the value of including an international experience as part of their son's or daughter's degree.

*What has been the greatest influence on your professional life to date?*

Working with a broad range of people that includes global leaders in their fields of research, which is not just influential, but inspirational.

*What are your hobbies/how do you switch off from academic life?*

Immerse myself in family activities.

*What's on your ipod at the moment?*

An eclectic range from U2 (should they be rebranded U21?) through to Vivaldi.

*What or where was your most memorable holiday/business trip/lecture?*

A week in Paris, as part of a month in Europe and the UK, with my wife and daughters; a more considered response might be our daughters saying Euro Disney, with their parents saying the Louvre.

*If you were starting out your career, what might you do differently?*

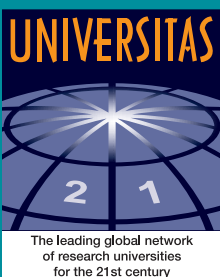
Ensure I was fluent in a second language.

*How would you like to be remembered?*

As a person who somehow (I hope) managed to navigate his way through the maze of being a successful parent to two teenage daughters.

*What is your favourite book?*

Wild Swans by Jung Chang.



Universitas 21

Strathcona 109 • University of Birmingham • Edgbaston • Birmingham • B15 2TT • UK  
 T: +44 121 415 8870 • F: +44 121 415 8873 • E: [u21@contacts.bham.ac.uk](mailto:u21@contacts.bham.ac.uk)  
[www.universitas21.com](http://www.universitas21.com)

The deadline for receiving articles for the next newsletter is Wednesday 14 March 2012.  
 Please send any text, photos or ideas to Clare Noakes ([c.e.noakes@bham.ac.uk](mailto:c.e.noakes@bham.ac.uk))