

U21 UNIVERSITIES AND THEIR REGIONS WORKSHOP at the UNIVERSITY OF GLASGOW 14-15 MAY 2012

Summary of Event

1. Purpose of the Workshop

The universities of Glasgow and Auckland jointly chaired this workshop, entitled '*Lifelong Learning driving universities' ambitions? Dare we? Can we? Let's!*' Its purpose was to:

- create opportunities for academics and professionals in this field to come together and reflect on lifelong learning practice, building new connections across institutions
- continue discussions from the U21 AGM at Lund University and the President's Symposium, around the need for universities to recognise their contribution and responsibility to the regions in which they are located.

2. Attendees

50 delegates from seven U21 universities and other invited institutions attended. U21 participating institutions were: Auckland, Glasgow, UBC, UCD, Tec de Monterrey, Nottingham and Queensland.

3. Key Topics Covered

- 3.1 'Perceptions of Lifelong learning' – Professor Susan Geertshuis, University of Auckland
Discussion on the opportunity for Lifelong Learning to locate its activity within university strategy, thereby claiming a central status rather than operating at the margins of academic provision. Discussion around whether a shift towards a more central strategic position would jeopardise adult education's ability to maintain a healthy critical practice. Participants were encouraged to 'refuse, reframe, refine and *refink*' their ideas to ensure the fullest contribution to university and region.
- 3.2 Enriching the Student Body – Alec McKinnon, University of Glasgow
A case study demonstrating a creative and inclusive practice for bringing adults into university degree programmes. Glasgow's Access programme was the first in Scotland and has offered a route into degree programmes for non-traditional learners for more than 30 years, many of whom left school with no qualifications.
- 3.3 Successful Transitions into HE – Martha Del Angel, Tec de Monterrey
The session highlighted Tec's unique example of enabling 'third age' professionals to study and share their experience with young undergraduates, helping them to develop employability skills and networks.
- 3.4 Boilerhouse Community Engagement Centre – Professor Michael Cuthill, Queensland
Professor Cuthill shared his experiences of engaged outreach since 1999, working on a range of initiatives from building social capital and engaging with culturally and linguistically diverse groups to offering after school activity to teenagers within the university campus. The session highlighted the importance of the university co-producing projects, and of responding to what society needs.
- 3.5 Engaging with Business and the Community in Creative Ways – Professor James Powell (Guest speaker) and Professor Josef Konvitz, University of Glasgow
This session asked delegates to consider their university's commitment to society and how universities can actively engage with business and the community in creative ways, such as Salford University's local innovation centre, which offers a local interface for business and community.

- 3.6 Refocusing on Social Commitment – Professor James Conroy, University of Glasgow
An overview of the new ‘impact’ requirements of the UK’s Research Excellence Framework, outlining the opportunity this presents to anchor research proposals within regions by demonstrating benefit to society and community. Professor Conroy explored the contribution that adult education could have to enhancing research impact, identifying a critical role for adult educators within research-intensive universities.
- 3.7 ‘Olympic Dialogue’ Programme at UBC 2010 – Professor Sid Katz, UBC
This session described the creative UBC ‘Olympic Dialogue’ programme during Winter Olympics 2010 in Vancouver, illustrating how major events can provide a vehicle for national engagement, opening dialogue with diverse groups and reaching an audience who may not traditionally engage with HE. Further examples of community engagement through sport were given by Glasgow PhD students Anthony Davis and Oleysa Nedvetskaya.
- 3.8 Impact of New Technologies – John Tibbitt, University of Glasgow
This session demonstrated the need to embrace new technologies to communicate effectively and to achieve greater penetration and outreach within the field.
- 3.9 Strategic, Organisational and Financial Frameworks for Lifelong Learning – Professor Susan Geertshuis, University of Auckland
This session asked delegates to site their work within strategic, organisational and financial frameworks in order to establish their unique contribution to university ambition. These analytical tools enabled delegates to reflect on strategic and financial dimensions of their work, as well as an understanding of the different cultures in which they work.
- 3.10 Summing up by Professor Mike Osborne, University of Glasgow
The final session reflected on the workshop’s key themes, thanking U21 for the opportunity to reflect on lifelong learning practice and forge new connections across the network. Delegates were invited to continue the discussion through the Pascal observatory website.

4. Cost

No central U21 funds were sought for this workshop. All costs were covered by the University of Glasgow.

5. Key Outputs

- A short video of workshop highlights is available on the U21 website and at <http://www.youtube.com/watch?v=1-yEL-LLxaM&feature=plcp>. Full workshop webcasts can be viewed at www.rur.pascalobservatory.org.
- All delegates have been registered on the [RUR website](#) where they can access presentations and webcasts from the Lifelong Learning workshop shortly and will have the opportunity to continue networking.
- More detailed U21 newsletter article to be provided for the next edition.

6. Follow Up

- A future meeting of this collaborative group is to be arranged for 2013.

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11.06.12