
Annual Review



2018

University of
HUDDERSFIELD
Inspiring global professionals

Welcome



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2018 has been a memorable year in the University of Huddersfield's history, with significant advances in teaching excellence, research with impact, student experience and global links.

As a University we are dedicated to raising our research profile while maintaining our excellence in all aspects of teaching and learning. That formula creates a great environment for our students and staff. Additionally our research has a global and positive impact on the environment and the people who live in it.

This year we have won both the *Times Higher Education* Outstanding Leadership and Management Team award and the Outstanding Strategic Planning Team award. We are the only UK University to win all of their top awards.

We are now the only large organisation in the world where all senior leaders are Chartered Managers. Furthermore, our Flying Start project won a Guardian University Award, because in addition to our ambitions to be major global and national player, we are still an institution that prides itself in offering access to a first-class higher education to all sectors of society.

Our global vision has resulted in a series of Memorandums of Understanding signed with colleagues and institutions across the world and in 2018 we welcomed several distinguished visitors,

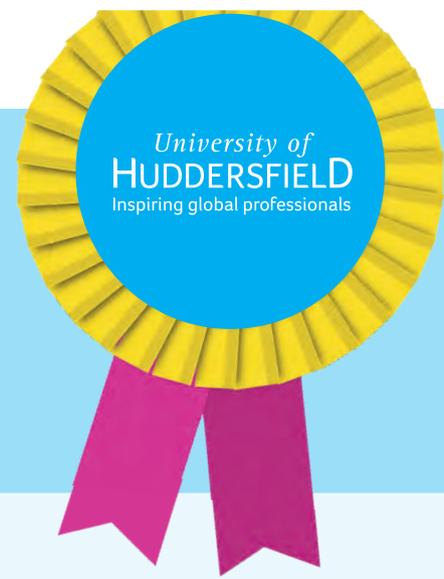
including His Excellency the Chinese Ambassador, and hosted a number of important international conferences.

As the University strategy map 2013 - 2018 has drawn to a close, I am enormously proud of our successes, and I look forward to building on them as we embark on our new strategy plan and the challenges that lie ahead.

Professor Bob Cryan
CBE DL CMgr CCMI FREng
Vice-Chancellor and Chief Executive



Teaching excellence



Flying Start

Judges at the 2018 Guardian University Awards were impressed by an innovative scheme that ensures new students get off to a flying start and make the most of their courses, awarding it the winning prize in the Course and Curriculum Design category.

Described as “an intense, aspiration-building, academically-challenging introduction to undergraduate study”, it consists of a two-week timetable of special sessions designed to stimulate academic interest, develop good study habits and provide

opportunities for students to work and engage socially. Students also get the chance to meet successful alumni and begin thinking about their career goals. The project has led to a significant improvement in their sense of belonging, engagement and confidence.

Innovative teaching

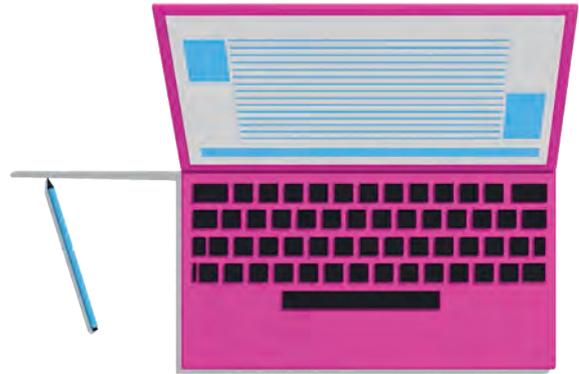
Sarah Williamson from the School of Education and Professional Development was shortlisted in the “Most Innovative Teacher of the Year” category of the *Times Higher Education Awards 2018*.



Sarah’s teaching leaves a powerful impression on students and colleagues. Her teaching goes beyond the traditional classroom and is described as “immersive, sensual and experiential and profoundly challenging intellectually”. She teaches through the arts, using imagery, art techniques, poetry, music, storytelling and performance as part of a socially-engaged pedagogy to develop her students’ professional depth and critical awareness of the world and society. Inside, Sarah creates classroom

‘cabinets of curiosity’ with eclectic displays and artefacts and object-based learning activity. She also teaches outside the classroom drawing upon the landscape and environment, and demonstrated this in a masterclass for University staff. Scholarship and research underpin Sarah’s teaching, and she is an invited member of an international team of teacher-researchers funded by the Canadian Social Science and Humanities Research Council to develop pedagogic and research practice in museums and galleries.

Research with impact



Institute of Railway Research

The Institute of Railway Research (IRR) has become a Centre of Excellence for the new £90m UK Rail Research and Innovation Network (UKRRIN).

As leader of UKRRIN'S Centre of Excellence in Rolling Stock, the IRR will be the conduit for almost £30 million of research funding. Within UKRRIN, the Institute of Railway Research's task will be to develop a new generation of rolling stock that lasts longer, is more energy efficient and is less costly to maintain.

Almost £300,000 was also awarded to the IRR for the investigation of novel materials and manufacturing processes as part of an EU-backed project to develop lighter, more reliable, more comfortable and quieter rolling railway stock.

The aim is to explore the potential or shortcomings of new materials, with possible benefits including the reduction in the weight of bogies, simpler designs and reduced life cycle costs.

Furthermore, Dr Adam Bevan and Dr Xiaocheng Ge of the IRR are playing a central role in an EU-funded Shift2Rail research programme worth £680,000.

They are leading the research into the maintenance and systems engineering dimension of the project.

None in Three (Ni3)

According to the World Health Organisation, one-in-three women and girls are subject to physical or sexual violence in their lifetime.



A global, transdisciplinary research centre at the University aims to make this none-in-three, and has adopted this ambition as its title. None in Three (Ni3) aims to better understand and to prevent gender-based violence (GBV) through the development and evaluation of pro-social computer games as educational interventions.

Focusing on prevention, engaging and educating young people is pivotal to its work. None in Three's first project, funded by the EU and implemented in Barbados and Grenada from 2016 to 2018, focused on domestic violence and resulted in the game, "Jesse".

Research showed that the prosocial game Jesse created by the project was effective in influencing young people's awareness of GBV and increasing empathy and conflict resolution skills, not just during and immediately after game play, but for a sustained period.

The game has also been used for the training of professionals. The model was then refined to enable cross cultural knowledge sharing and research capacity building internationally, and has been adopted for the project (2017-2021) that has received £4.5 million from the UK Research and Innovation's Global Challenges Research Fund.



Renewable energy

In the fight against global warming, the research team of Dr Chenyu Du and Dr Abdelrahman Zaky has discovered that the use of seawater in the production of renewable energy source bioethanol significantly reduces its water footprint.

Current methods can have a water footprint of more than 1,000 litres of fresh water (a precious resource in many parts of the world) to produce a single litre of the fuel. The research demonstrates that seawater can substitute freshwater

for bioethanol production without compromising production efficiency and that marine yeast is a potential candidate for use in the bioethanol industry, especially when using seawater or high salt-based fermentation media.

Student experience

Flying Start

Quotes from feedback from Flying Start students

“The benefits of the Flying Start programme were that it introduced us to the basic principles of the course and allowed us to work on skills that, as future scientists, are fundamental to our careers.

“It also enabled us to establish a good foundation for learning for this course. The health and safety test educated us on the general rules and regulations of working in the labs which was useful as the course does involve practical work in the laboratories for subjects such as Biology, Chemistry and Physics. We were also able to broaden our team work skills

through the presentation as this helped us not only become confident working alongside others but to also produce a successful piece of work. Another example is that we were guided on how to produce and write up lab reports, which was important as a large percentage of marks from modules are based on the lab reports.”

“The benefit of this programme was that it allowed students to become familiar with the course lecturers, academic skills tutors and other fellow students.

“Therefore, students already had a support network in place before the course had even started, leading to students being more comfortable and having a more active and engaging approach to their learning. Moreover, the Flying Start programme equipped students with how to use and make the most of the facilities that are at their disposal, for example the Library. In addition, these two weeks have also given students the motivation and encouragement to be focused by showing how students can achieve their desired endpoint by being dedicated and open-minded.”

“The programme has made the University feel welcoming. It brought the students on the course closer together and there was not one point where I felt that I did not belong here.

“The activities we carried out were uplifting and allowed us to settle in whilst having fun at the same time. I participated in all the activities and felt they have benefited me. The programme has developed my ability to work more productively and work well within a team. In effect it boosts one’s confidence allowing one to be more engaged in class and on campus.”



Global links



Chinese Ambassador

The University was delighted to welcome to campus His Excellency Liu Xiaoming, the Chinese Ambassador to the UK.

Accompanied by Professor Dame Xiangqian Jiang, Dr Zhen Tong and Professor Paul Allen, His Excellency visited the University's Centre for Precision Technology, the Ion Beam Centre and the Institute of Railway Research (a key collaborator with Southwest Jiaotong University) on a

fact-finding visit. He then encouraged both the young people of the UK and China to use all of their drive and determination to work together collaboratively for the benefit of both countries and the rest of the world, at the graduation ceremony he attended.



Arctic research

Accomplished Arctic researcher Dr Byongjun (Phil) Hwang will travel to the Arctic as part of MOSAiC (Multidisciplinary drifting Observatory for the Study of Arctic Climate), the biggest single Arctic research expedition ever planned, thanks to almost £300,000 in funding from the UK Government-backed Natural Environment Research Council (NERC).

The project's total cost will be over 100 million euros and will contribute to enhanced understanding of the regional and global consequences of Arctic climate change and sea-ice loss.

The global project includes scientists from 16 countries, including Germany, Russia, USA, China, UK, Norway and Canada, and more than 60 institutions.



Holocaust Exhibition and Learning Centre

The Holocaust Exhibition and Learning Centre was officially launched at the University in September.

The Centre is a £1.2m initiative supported by Heritage Lottery Fund, Pears Foundation, The Association of Jewish Refugees, The Toni Schiff Memorial Foundation and individual donors. The Centre features an intensely moving, informative, permanent display that includes text, photographs, animated maps, artefacts and filmed testimonies from survivors of the Nazis' attempted extermination of the Jews of Europe.

Created by the Leeds-based charity the Holocaust Survivors' Friendship Association in partnership with the University, the Centre is set to become an important visitor destination and educational resource in the North and will provide a wide range of teaching, learning and research opportunities for schools, students and communities to learn about the Holocaust, explore how it happened and its relevance for today.



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