

## KEYNOTE

### Universities and 2030: A new global research agenda

*The Sustainable Development Goals (SDGs) represent a call-to-arms for the Academy, researchers and students to propose the relevant actions and directions needed to meet the world's most pressing issues for humanity today. Free from political dogma or corporate incentives, the institutional autonomy and academic freedoms that form the foundations of university research and learning are critical for ensuring that effective, creative and agile solutions are at the fore front of achieving the SDGs for the collective good of local and regional communities the world over. International cooperation between institutions of higher learning has thus never been as important for ensuring a global approach to global problem solving.*

**Peter J. Wells** - Chief, Higher Education, UNESCO. Prior to taking up his present post, Peter was a Higher Education Specialist and Director of the Organization's European Centre for Higher Education for ten years. He is author of strategy papers and monographs on the topic of higher education reforms, quality assurance, and inclusion in national HE systems. Originally from London England, Peter has lived, worked and undertaken academic research in Germany, Poland, the UAE, Romania, and the USA.

## SESSION ONE: The Need for Liberal Education

### Liberal learning and the art of democratic conversation

*The democratic process can be understood as a special kind of conversation. It requires citizens to think of the common good, understand the interests of others, and negotiate differences of perspective. Being able to have this conversation does not happen naturally. Rather, it needs to be taught. That is why any democratic society needs a higher education system that fosters students' ability to have this special type of conversation. This presentation will explore how liberal education can contribute to this important goal and present results from an ongoing research project that illustrate this.*

**Teun J. Dekker** is Professor of Liberal Arts and Sciences Education at University College Maastricht – Maastricht University, where he teaches courses on the intersection of the Social Sciences and the Humanities. He conducts theoretical and philosophical research concerning the nature of Liberal Arts education in the European context, as well as its social, political, and educational significance. He did his Bachelors' degree at University College Utrecht, and went on to do his Master's degree and Doctorate in Political Theory at St Antony's College, Oxford University. He has worked as Senior Policy Advisor in the Higher Education Quality Team at the Dutch Ministry of Education, Culture and Science, and, between 2011 and 2018, he was Vice-Dean of Academic Affairs at University College Maastricht.

## Does a liberal education equip students for the modern world of work?

*The session will utilize the results of the QS Global Skills Gap Report to explore the relationship between graduate skills and employer expectations in today's global labor market. Key findings from this report will be presented, including: the top 3 global skills gaps and the mismatch between students' expectations and employers' attributed importance on skills. Delegates can pre-request a copy of the 2019 Global Skills Gap Report at [www.qs.com/globalskillsgap](http://www.qs.com/globalskillsgap). The report will then be emailed to the recipient when it becomes available in June 2019. The 2019 edition of this report will highlight key industries and countries.*

**Amie Edwards-McLean** works within the higher education sector as the B2B Marketing Manager at QS, based in one of their London offices. Leading on key internal projects, she manages the distribution of content and campaigns to a wide and diverse external audience. She has a keen interest in international student recruitment and graduate skills, regularly attending global events within the industry.

## The future of liberal education through partnership between staff and students

*The learning process at education institutions is evolving. Students' inputs are shaping courses through end-of-module evaluation processes and other feedback mechanisms, however there is potential to engage students at course design and delivery stage, not just evaluation. Using partnership tools to shape the learning and independent research paths of students is crucial to further liberalising education. It is an incredibly effective and exciting approach to teaching and learning, and to inspiring students to pursue research and critical analysis in topics that they feel passionately about. It is the voice of students, and the partnership between students and staff that must be at the centre of this process, in a meaningful way. This presentation will explore staff student partnerships, examples of collaboration between these partners in shaping course content, delivery and assessment and how this will feed into further evolution of higher education and training.*

**Joanna Siewierska** has just finished her undergraduate studies in Law and Social Justice at University College Dublin and has over 5 years experience in the student union movement, as Education Officer and Deputy President of the Irish Second-level Students' Union in 2014-2016, as a peer trainer at a European level for both second and third level national student union leaders, and as lead trainer of the National Student Engagement Program in Ireland, up until her election as President in UCD Students' Union. She has a great passion for human rights, inclusion and education.

### A 21st century liberal education - at scale

*The focus of this talk is the impact on the evolving notion of a liberal education of increased rates of participation in higher education. These increased rates of participation are being experienced in the higher education system in Australia and elsewhere, and are coupled with increasing international mobility of the student body and changing expectations of the value of higher education. I will trace the impact of these changes on curriculum and the nature of learning and teaching in our universities, including at the University of Sydney. I will draw out the strategic challenges for universities of this changing landscape and the choices we have made at the University of Sydney in response. I will then briefly describe what I see as the possible consequences of these changes for the nature of universities themselves.*

**Philippa (Pip) Pattison** AO FASSA has been Deputy Vice-Chancellor (Education) at The University of Sydney since 2014. She gained her PhD in psychology and spent much of her earlier academic career at the University of Melbourne, where she held a variety of academic roles, including from 2011-2014 Deputy Vice-Chancellor (Academic). At the University of Sydney, Pip is responsible for educational strategy, ranging across curriculum renewal, new thinking in pedagogy, quality assurance and the student experience.

The primary focus of Pip's research is the development and application of mathematical and statistical models for social networks and network processes. Applications have included: studies of organisational and political processes; the transmission of infectious diseases; learning in MOOCs; and community recovery following bushfires. Pip was elected a Fellow of the Academy of the Social Sciences in Australia in 1995, and was awarded AO in the 2015 Australian Honours List.

### AI in the workplace: preparing graduates to lead

*The field of AI is advancing rapidly, providing powerful new ways to make sense of the flows of data that define our physical and mental worlds. Some of the things people do that we regard as requiring intelligence and insight, are now becoming possible in machines – for example, making predictions from sensory data, spotting anomalies in complicated situations, and generating novel media. For the workplace of the future, there is the potential for radical change. The challenge for universities is to equip graduates entering different career paths to be agents of this change, with a deep understanding and hands-on experience of the key ideas from AI.*

**David Hogg** is Professor of Artificial Intelligence at the University of Leeds. He is internationally recognized for his work on computer vision, particularly in the areas of video analysis and activity recognition. He has served as Pro-Vice-Chancellor for Research and Innovation at the University of Leeds (2011-2016), Chair of the ICT Strategic Advisory Team at the Engineering and Physical Sciences Research Council (EPSRC) in the UK, and Chair of an international review panel for Robotics and Artificial Intelligence commissioned by EPSRC (2017). Until 2018, he was Chair of the WUN Academic Advisory Group.

### The Idea of a University: A 21st century perspective

*In the world of the 21st century, the idea of a university, its role and purpose is subject to intense debate. Universities – more than ever – have to create and curate their own canons, or risk becoming the servants of would-be masters who do not necessarily fully comprehend universities and their role as Global Civic Institutions.*

*The “canonical” is, as it has always been, open to interpretation and adaptation; construction, deconstruction and reconstruction.*

**Dawn Freshwater** is Vice-Chancellor of The University of Western Australia, having formerly served as Pro-Vice-Chancellor and Head of the School of Healthcare at the University of Leeds. She is the Deputy Chair and Director of Group of Eight (Go8), Board Director of PerthUSAsia Centre, Vice-Chair of the WUN Partnership Board. A health professional by training, her leading contributions to the field of Public Health (specifically Mental Health and Forensic Mental Health) and her research on Leadership practices won her the highest honour in her field - the Fellowship of the Royal College of Nursing (FRCN).

### The value of education outside the classroom

*Activities outside the classroom have the potential to provide students with a variety of the skills that are generally thought to be among the most valuable for their careers after graduation. Appropriately designed activities can provide students with opportunities to interact with community members beyond their campuses, to develop valuable organizational and interpersonal skills, and to apply what they’ve learned in the classroom in “real-world” settings.*

**Richard Feldman** has been a professor of philosophy at the University of Rochester since 1975. He specializes in epistemology. He served as the dean of the undergraduate college at Rochester from 2006-2017. Since January 2018, he has been president of the university.

### Shifting sands in UK Universities - assessing quality and effectiveness in undergraduate education

*The UK's enduring reputation for high quality undergraduate education is being tested by the introduction of the Higher Education and Research Act 2017 and the Teaching Excellence Framework (TEF), also introduced in 2017. The former has created a new regulatory framework for higher education with a focus on competition, student choice and value for money; the TEF - which is only partly formed - is intended to raise teaching standards, provide a stronger focus on graduate employability, and help future cohorts of students to make good decisions about their higher education. Thankfully, the UK Quality Code overseen by the Quality Assurance Agency (QAA) has been improved and updated in collaboration with the sector with the aim of protecting the public and student interest, and promoting high academic standards. This short talk will draw on current UK experience to take on the challenge of 'How to make it (all) work' in a way that reduces complexity and achieves the best outcome for students.*

**Alan Langlands** is the twelfth Vice-Chancellor of the University of Leeds. He was previously the Chief Executive of the Higher Education Funding Council for England (2009-13), Principal and Vice-Chancellor of the University of Dundee (2000-09) and Chief Executive of the NHS in England (1994-2000). He has also Chaired the Boards of UK Biobank Ltd. (2004-12) and The Health Foundation (2009-17). Alan was Knighted in 1998 for his services to the NHS and is a Fellow of the Royal Society of Edinburgh and an Honorary Fellow of the Academy of Medical Sciences. A science graduate of the University of Glasgow, he has been honoured by a number of major universities and five Medical Royal Colleges for his contributions to education and the scientific basis of health services.

### Embracing the challenges of academic structure reform: CUHK experience

*The academic structure of university studies in Hong Kong was reformed from three to four normative years in 2012. The Chinese University of Hong Kong (CUHK) embraced the challenges posed by the reform and grasped the golden opportunity to revamp the undergraduate curriculum, to improve pedagogy and to enhance its quality assurance system. The transition was smooth and the changes have brought positive impact to students' learning.*

**Isabella WY Poon** obtained the BSc in Mathematics (1983) and MPhil in Statistics (1985) from CUHK, and Ph.D in Biostatistics (1987) from the University of California at Los Angeles. Professor Poon joined the Statistics Department of CUHK in 1987 and served as the Associate Dean (Education) of the Faculty of Science in 2004-2014, the Director of the Centre for Learning Enhancement and Research in 2012-2015, and the Associate Vice-President in 2014-2015. She is at present the Pro-Vice Chancellor of CUHK.

## Policy to improve the labour market relevance and outcomes of higher education: an international perspective

*The OECD is conducting work with countries on how to assess, and improve, the labour market relevance and outcomes of their higher education systems. After Norway and Mexico, the OECD is now working with four American states to assess the alignment of the supply and demand for graduate skills, explore the extent to which higher education policy can help improve this alignment, and recommend specific actions government can take in areas ranging from the provision of information, quality assurance, and funding. The presentation will provide an overview of the study and highlight key policy issues facing countries.*

**Patricia Mangeol** is the Project Lead for the OECD review of labour market relevance and outcomes of higher education in the United States. Patricia worked at the OECD in 2013-2014 conducting research on higher education financing. Since returning in 2016, she led a review of adult learning in Portugal and contributed to forthcoming skills publications (Skills Outlook: Thriving in a digital world; Skills Strategy). Patricia previously worked as a senior advisor in the government of Ontario (Canada), developing policy on higher education access, quality, funding and governance as well as employment and training policies for adults. A native of France, Patricia earned an MA/MSc degree in Political Science and International Relations from the University of Toronto.