

OECD - Singapore Conference

# HIGHER EDUCATION FUTURES

**14-15**

**OCTOBER 2015**

## Conference Program and Speakers

Organised by:



Ministry of Education  
SINGAPORE

In Partnership with:



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# WELCOME MESSAGE

Mr Ong Ye Kung, Acting Minister for Education  
(Higher Education and Skills), Singapore

Welcome to the OECD-Singapore Conference on Higher Education Futures 2015. Singapore is proud to be co-organising this inaugural conference with the OECD.

As we look back in history and forward into the future, we see our societies changed from feudal to democratic to great empowerment of the individual as a result of technology. Energy sources changed from wood to coal to fossils and diversified into renewables. Transport changed from carriages to rail to automobiles to perhaps driverless cars and telecommuting. People are urbanising around cities for economic opportunities, and now cultural nodes for lifestyle. Production systems evolved from workshops to factories with precise divisions of labour, to multi-tasking by individuals using powerful technologies and computers. Our youth have multiple-layers of identities and characters – based on their locality, nationality, ethnicity, and often a global community they are connected to and can relate to.

The system of higher education exists and evolves within these larger social, economic and technological contexts. Education has to adapt to these changes, and is often expected to lead and catalyse them.

Singapore is grappling with these changes. We have grown and diversified our higher education landscape over the years, both to meet current needs and to position ourselves for the future. We are placing twin emphasis on academic and applied disciplines within our system. We have launched a movement called SkillsFuture, to provide Singaporeans with the opportunities to develop to their fullest potential and advance based on their skills, regardless of their starting points.

In this context of dynamic change as we look ahead, it is timely for us to come together in this conference to discuss the future of higher education and consider how each of us – our countries and institutions – will respond to the forces that will repaint our respective canvasses. We have a strong slate of speakers and participants from a wide range of countries and expertise, and I look forward to an energetic and vibrant exchange of views on how we can take higher education into the future.

I wish you a pleasant and fruitful conference.



# OPENING MESSAGE

Mr Stefan Kapferer, Deputy-Secretary General, OECD

I would like to congratulate Singapore for generously hosting this exciting event on Higher Education Futures. I would also like to thank Professor Peter Coaldrake, Chair of the OECD's Institutional Management in Higher Education (IMHE) programme for all his work in organising the conference. Conferences such as these provide an excellent opportunity for higher education institutions, governments and others to come together and discuss current and future challenges and how we can best address them.

And they are important because higher education matters. It is an important part of national education systems contributing to economic and social outcomes for countries as well as global benefits. Higher education produces the advanced skills and expertise countries need for their economies. Lifelong learning through higher education allows people to continue to up-skill and re-skill over their working careers and remain active members of the labour force. Higher education also produces new knowledge and generates innovation – both of which are vital for greater productivity and economic growth. Our research at the OECD also shows that higher education has important social benefits such as enhancing people's employability, health and social outcomes; facilitating social mobility; and strengthening societal cohesion. Higher education also helps us better tackle global challenges through both research and teaching and learning. As higher education itself becomes more internationalised, its staff and students are becoming global citizens and building networks across the planet. Higher education institutions importantly serve as the guardians of the world's knowledge.

But higher education is facing many challenges. Over recent decades, higher education has evolved from a mostly nation-based and state-controlled public service in many OECD countries to what has become, today, a dynamic 'global higher education marketplace'. And there are no signs that the pace of change in the sector is likely to slow in coming years. This conference is addressing these and other challenges facing higher education and we are fortunate to have such high calibre speakers from all over the world with us for the two days. I am sure the sessions will be thought-provoking and I look forward to the discussions.



# ABOUT

## The Conference

While higher education and research are widely recognised as crucial for social and economic development, those responsible for planning and delivering these vital services will face formidable challenges in coming years. These include scarcity of public funding, demographic changes, heightened competition for students and research funds, growing expectation of cost containment of higher education, and challenges to the traditional modes of education delivery.

To address these challenges, the joint OECD-Singapore Conference on Higher Education Futures will explore forward-looking themes in the global higher education landscape. Plenary sessions and parallel discussions will focus on mapping and meeting future demand for higher education, the rise of higher education in Asia, challenges to traditional modes of education, and how higher education can stay relevant in the face of resource challenges. The Conference will bring together some 500 participants from over 40 countries, representing senior government officials, higher education administrators, academics and practitioners, for an engaging exchange of ideas and best practices.

# CONFERENCE CONVENOR

Professor Peter Coaldrake AO, Vice-Chancellor and President of Queensland University of Technology (QUT)

Peter Coaldrake is a dual Fulbright Scholar; as a Postdoctoral Fellow in the field of politics/public policy (1980 – 1981), and as a Senior Scholar in the field of higher education policy and management (2001 – 2002). Professor Coaldrake is the author or editor of a number of books and monographs including, as co-author (with Dr Lawrence Stedman), of *Raising the Stakes: Gambling with the Future of Universities* (UQP, April 2013), *Academic Work in the Twenty-First Century* (DETYA, 1999), and *On the Brink: Australia's Universities Confronting Their Future* (UQP, 1998). He is also the author of *Working the System: Government in Queensland* (UQP, 1989).



Peter Coaldrake served as Chair of the peak body representing Australian universities, Universities Australia (UA), between 2009-2011, and in 2014 he rejoined that Board. He has also recently served as the Chair of the Australian Technology Network (ATN). Professor Coaldrake chairs the governing board of the OECD higher education group (IMHE). He is also the Chair of the Queensland Heritage Council, and National Chair of the Fulbright Scholarship Selection Committee.

# ABOUT

## Ministry of Education, Singapore

The Ministry of Education (MOE) directs the formulation and implementation of education policies in Singapore. At the pre-tertiary level, it oversees the development and administration of the Government and Government-aided primary schools, secondary schools, junior colleges, and a centralised institute.

The MOE also oversees the development of the higher education sector through policy oversight and resourcing of the post-secondary education institutions (PSEIs). These include the Institute of Technical Education, five polytechnics, the five autonomous universities – the National University of Singapore (NUS), Nanyang Technological University (NTU), Singapore Management University (SMU), Singapore University of Technology and Design (SUTD) and the Singapore Institute of Technology (SIT) – and other publicly-funded private institutions such as SIM University, the LASALLE College of the Arts, and the Nanyang Academy of Fine Arts. By developing a high-quality post-secondary education sector, the MOE aims to provide opportunities for all Singaporeans to realise their potential, while meeting Singapore's social and economic objectives.



Ministry of Education  
SINGAPORE

# ABOUT

## Organisation for Economic Co-operation and Development (OECD)

The mission of the Organisation for Economic Co-operation and Development (OECD) is to promote policies that will improve the economic and social well-being of people around the world.

The OECD provides a forum in which governments can work together to share experiences and seek solutions to common problems. We work with governments to understand what drives economic, social and environmental change. We analyse and compare data to predict future trends, and set international standards on a wide range of things, from agriculture and tax to the safety of chemicals.

We look, too, at issues that directly affect the lives of ordinary people, like how much they pay in taxes and social security, and how much leisure time they can take. We compare different countries' policies and their results to try to find what works best.

The common thread of our work is a shared commitment to market economies backed by democratic institutions and focused on the wellbeing of all citizens. Along the way, we also set out to make life harder for the terrorists, tax dodgers, crooked businessmen and others whose actions undermine a fair and open society.



# MAPPING AND MEETING THE FUTURE DEMAND FOR HIGHER EDUCATION

## Plenary Session 1

14 October 2015, 9.50AM – 11.15AM (Leo)

Moderator: Professor Tan Tai Yong, Executive Vice-President (Academic Affairs), Yale-NUS College

As the global job market becomes more complex, there is increased demand for higher education and growing expectations of what it should offer. With the increased focus on skills-based competencies, coupled with demographic changes in many countries, we will re-visit the role of Higher Education Institutions in meeting the aspirations for individuals to upgrade themselves, while producing competent graduates with the necessary skills to meet the demands of the economy.

## Higher Education in Singapore: The Road Ahead

Ms Chan Lai Fung, Permanent Secretary (Education), Ministry of Education, Singapore

Higher education in Singapore has undergone major reviews in recent years. What were the key drivers of change? What will the changes mean for the individuals? How will they be supported to keep up with the demands of the economy? What role can employers and industry play in the new landscape? What will be the changes to the funding and provision of higher education opportunities? How will higher education institutions in Singapore evolve?

## Higher Education in the Broader Skills System

Mr Stefan Kapferer, Deputy Secretary-General, OECD

Skilled and resilient individuals are central to responding to the challenges of today and tomorrow. The OECD has developed a Skills Strategy framework to help countries develop skilled and resilient individuals and responsive skills systems. Higher education has a major role to play in national skills strategies. Higher education is critical for developing high quality and relevant skills that drive economic growth and underpin social wellbeing and cohesiveness. Higher education makes a major contribution to activating skills supply by engaging with the employer community to better understand their needs. Higher education also plays an important role in making effective use of skills through their research and teaching functions. When higher education institutions see themselves as part of a broader network of actors who have a mutual interest in developing highly skilled and resilient individuals, they contribute to strengthening the entire skills system.

## The Future of Education in a World of Accelerating Information Technology

Professor Tyler Cowen, Professor of Economics, George Mason University, USA

What are the major trends and problems in higher education today? What kind of impact will on-line services offer? Perhaps most importantly, how will changes in labour markets and social outcomes feed back to influence the content and structure of higher education opportunities? Currently higher education is on the verge of quite significant changes, but too much of the sector is highly bureaucratized. How will this interact with the dynamism of the information technology world? With globalization? Today is both a scary and an exciting time to be working in higher education.

**Ms Chan Lai Fung** assumed the appointment as Permanent Secretary (Education) in 2012. Prior to her current appointment, Ms Chan was Permanent Secretary (Finance)(Performance) at the Ministry of Finance from 2009 to 2012; and served as Permanent Secretary at the Ministry of Law from 2006 to 2010. She has also served in various portfolios in the Ministry of Communications and Information, Ministry of Health, Public Service Division of the Prime Minister's Office, Ministry of the Environment, and the Ministry of Trade and Industry. Ms Chan is Chairman of the National Institute of Education Council and is also a member of Nanyang Technological University (NTU) Board of Trustees. She is also a board member of PSA International Pte Ltd. Ms Chan joined the Singapore Administrative Service in 1986 after graduating from Monash University in Australia with a Bachelor of Economics degree on a Colombo Plan Scholarship.



**Mr Stefan Kapferer** was appointed Deputy Secretary-General of the OECD on October 6, 2014. He will be promoting OECD's work specifically in the areas of Human and Social Capital, Skills Strategy, SME's and Local Development, Gender Strategy, Health and Inequality, and the Centre for Entrepreneurship. Prior to joining the OECD, Mr Kapferer, a German national, was State Secretary at the German Federal Ministry for Economic Affairs and Energy. He was responsible for the Department of Industrial Policy, the Department of External Policy, the Department of Innovation and ICT as well as the Department of Small and Medium Sized Companies' Policy. He previously served as State Secretary at the Federal Ministry of Health and the Ministry of Economics, Labour and Transport of Lower Saxony. Mr Kapferer holds a Diploma in administrative science from Konstanz University. After graduating, he contributed to the research project at the Treuhandanstalt, an agency responsible for the privatization of the former German Democratic Republic state property.



**Tyler Cowen** is Holbert L. Harris Professor of Economics at George Mason University and also Director of the Mercatus Center. He received his PhD in economics from Harvard University in 1987. His book – The Great Stagnation: How America Ate the Low-Hanging Fruit of Modern History, Got Sick and Will (Eventually) Feel Better, was a New York Times best-seller. He was recently named in an "Economist" poll as one of the most influential economists of the last decade and Bloomberg BusinessWeek dubbed him "America's Hottest Economist". "Foreign Policy" magazine named him as one of its "Top 100 Global Thinkers" of 2011. His latest book – Average is over: Powering America out of the Great Stagnation, focused on implications of growing inequality. He also co-writes a blog at [www.marginalrevolution.com](http://www.marginalrevolution.com) and he has recently initiated an on-line economics education project, MRUniversity.com.



# MAPPING AND MEETING THE FUTURE DEMAND FOR HIGHER EDUCATION

## Parallel Session 1A

14 October 2015, 11.45AM – 1.15PM (Virgo 3 – 4)

Topic: Changing demographics as a driver of change: anticipating future needs in higher education

### Malaysia Higher Education Blueprint: Preparing for Future Needs

YBhg Professor Dato' Ir Dr Mohd Saleh Jaafar, Advisor on Higher Education Blueprint, Ministry of Education, Malaysia

Malaysia's higher education system has made significant gains over the past decade, which serves as a testament to the drive and innovation of the Malaysian academic community, the support of the private sector, as well as the deep investment by the Government. Nonetheless, the Ministry of Higher Education recognised that the system will need to keep evolving to stay abreast with global trends, current and future challenges, and thus developed the Malaysia Education Blueprint 2015-2025 (Higher Education). The blueprint outlines system and student aspirations to create a higher education system that ranks among the world's leading education systems. Building on the current performance, major changes are proposed to enable Malaysia to participate in the global economy.

### The Growing Need for Transparency in Higher Education

Professor Frans van Vught, High Level Policy Advisor to the European Commission and Former Rector and President, University of Twente, The Netherlands (**MODERATOR**)

The two basic trends of demographic changes and globalisation have major impacts on the developments of higher education systems worldwide. These systems are becoming increasingly privately (co)-funded, less 'public good oriented' and further internationalised. As a result, higher education systems are becoming 'hybrid quasi-markets', in which some crucial market failures occur, in particular the failure of information asymmetry: the information gap between the suppliers and the clients of higher education is growing. The current quality assurance systems in higher education do not address this problem. They tend to ignore some of the most influential developments in higher education and therefore fail to address the interests of their various external stakeholders. As a result, there is a growing need for new transparency tools which are client-driven, independent, and multi-dimensional in their focus. Examples of these new transparency tools will be presented.

### Changing Students, Changing Workforce: Innovating for Student Success

Mr Roger Nozaki, Senior Policy Advisor, Office of the Under Secretary, Department of Education, USA

In the U.S., both the student population and the demands of the workforce continue to evolve. The diversity of students continues to accelerate, not just in terms of race and ethnicity, but in terms of educational background, age, work experience, financial resources, and educational goals. Graduates must be prepared for jobs whose requirements may change even before they complete their educational program, and for careers that may span many jobs in many work environments. All graduates must be prepared for informed and effective participation in a diverse workforce and society. What are the opportunities and challenges for traditional institutions and new educational providers in this context? What are the implications for federal policy, and how has the federal government been working to address these changes?

**Mohd. Saleh Jaafar** received BSc (Civil Engineering) from Michigan State University, MS (Structures) from the University of Michigan at Ann Arbor and PhD (Structures) from the University of Sheffield. Saleh has been with Universiti Putra Malaysia since 1985 and earned his Professional Engineer status in 1992. Saleh was Head of Civil Engineering Department 1999-2006, Deputy Dean (Academic) 2006-07, Dean of Engineering 2007-2010 and DVC (Research and Innovation) 2011-2013. Saleh is a professor in Civil Engineering, specializing in materials and structural engineering. He currently serves the Ministry of Higher Education, Malaysia as consultant and special advisor to the Malaysia Education Blueprint 2015-2025 (Higher Education). He is now the Director for University Transformation Program, a major initiative from the Malaysia Education Blueprint. The task requires him to affect changes and transformation of the Malaysian public universities. Saleh can be contacted at msj@upm.my or msj@mohe.gov.my.



**Frans van Vught** (1950) has been in higher education research, management and policy for most of his life. He is co-project leader of U-Multirank, the multi-dimensional and user-driven global higher education ranking tool. He was President and Rector of the University of Twente, the Netherlands (1997 – 2005) and founding director of the Centre for Higher Education Policy Studies (CHEPS) (1984 – 1997). Currently he is President of the Netherlands' House for Education and Research in Brussels and acts as a high-level policy advisor to the European Commission. Frans is a sought-after international speaker and advisor. He published 30 books and more than 250 articles on higher education policy, higher education management and innovation strategies. Frans is honorary professorial fellow at the universities of Melbourne and Twente and holds several honorary doctorates. Recent publications include: National Innovation and the Academic Research Enterprise, the John Hopkins University Press, 2010 (together with David Dill) and Multidimensional Ranking, Springer, 2012 (together with Frank Ziegele).



**Roger Nozaki** joined the Department in May 2014 and works on a number of issues, including innovation and quality in higher education, teacher preparation, and minority-serving institutions. Roger spent nearly nine years at Brown University as an undergraduate academic dean; oversaw Brown's centers for public service, careers, and study abroad; and held an appointment as a lecturer in Sociology. In this role, he led or oversaw the development of a number of strategic initiatives related to undergraduate education and engaged scholarship. Prior to this role, Roger served as executive director of the GE Foundation, where he worked to develop the Foundation's \$100 million initiative on college access, and co-founded the national Pathways to College Network. Roger previously worked with The Hitachi Foundation and Campus Compact. He has served on the boards of Independent Sector and Innovations in Civic Participation, the ACE Commission on Minorities in Higher Education, and the Council on Foundations Corporate Committee, among others. Roger holds degrees from Princeton and Brown Universities and spent two years as a full-time volunteer in a community of adults with developmental disabilities.



# MAPPING AND MEETING THE FUTURE DEMAND FOR HIGHER EDUCATION

## Parallel Session 1B

14 October 2015, 11.45AM – 1.15PM (Gemini 1 – 2)

Topic: Graduate capabilities in the workforce tomorrow – what employers need, and what higher education institutions can provide

### Squaring the Circle: The Specialised Graduates for a VUCA World?

Professor Tan Thiam Soon, President, Singapore Institute of Technology, Singapore (MODERATOR)

With advancing technologies, routine and predictable jobs will disappear and new entrants to the job market have to deal with more complex tasks, almost immediately. Increasingly, employers are looking for more people with specialised skill sets. Many universities face the conundrum that the job market needs more specialists, yet learnt skills become obsolete rapidly, with a need to unlearn and relearn to stay current. Education institutions have to provide the right education for more students with a wider spectrum of talents and strengths so that their graduates are not trapped with irrelevant skills in the future. This presentation discusses Singapore Institute of Technology (SIT)'s response to the challenges outlined: to train adaptable specialists who will return for upskilling and reskilling in their professional lives; and to be organised in a nimble and responsive manner to meet industry's changing needs.

### Transferable Skills: The Fundamental Challenge

Professor Nick Lieven, Pro Vice-Chancellor (International), University of Bristol Chair, Global Higher Education Group, Worldwide University Network, United Kingdom

In an increasingly competitive market for talent, the requirements for graduates entering the job market are becoming more prescriptive. Employers are now insisting on a skill base beyond academic studies, relating to interpersonal attributes, explanation and implementation of ideas and self-management. Evidence from the Chartered Institute of Professional Development (UK) suggests that graduates often require generic skills to enter the market place, rather than specific vocational skills. At the same time, findings from the National Student Survey (UK) show that the most important factor in receiving graduate level employment is the entry tariff into university. It appears that although the adjectival attributes espoused by employers assert softer skills, the underlying requirement of high level graduate employment is intellectual capacity.

### Learning in the 21st Century

Professor Ranga Krishnan, Former Dean, Duke-NUS Graduate School of Medicine Chairman, National Medical Research Council, Singapore

This talk explores the world that we and our children are entering into. The skills that were once deemed to be enough to do well appear to be inadequate. The skills that are needed maybe different both qualitatively and indeed in complexity. What are the skills that are needed? And how should we help policy makers, parents and students cope with the emerging reality. The talk will discuss many of these issues and builds a framework for learning. The talk outlines the key principles that will help improve learning for everyone: children, students, adults, and in fact anyone that has to learn any subject, anytime and anywhere.

**Professor Tan Thiam Soon** is the President of Singapore Institute of Technology (SIT). Prior to joining SIT, he was with National University of Singapore (NUS) for more than 26 years and was a Professor of Civil Engineering. His last appointment in NUS was the Vice-Provost for Education. Professor Tan's main research interests are in land reclamation, deep excavation, soil improvement and soil characterisation. In particular, he has played a leading role in the development of alternate fills for land reclamation purposes, such as the reuse of unwanted soils from underground construction activities. Professor Tan is a registered Specialist Professional Engineer (Geotechnical) in Singapore. He is a member of the Board for Singapore Workforce Development Agency and a member of the Skills Future Council.



**Professor Nick Lieven** is Pro Vice-Chancellor and Professor of Aircraft Dynamics. His particular area of responsibility is for international activities within the University. Previously he was the Pro Vice-Chancellor for Education before moving to his current role in September 2013. He was awarded his first degree in Acoustics and Vibration from the Institute of Sound and Vibration Research in Southampton (1982-1986) and then went to Imperial College London and gained a PhD in Mechanical Engineering supported by Rolls-Royce (1986-1990). He stayed at Imperial College as a lecturer before joining Airbus on a Royal Academy of Engineering Industrial Fellowship, then taking up a lectureship at Bristol University. He was made a professor and Head of Aerospace Engineering in 2002 and became Dean of Engineering in 2007. He is visiting professor at the Los Alamos National Laboratories in the US and was the founding director of the Agusta Westland University Technology Centre in Rotorcraft Vibration which maps onto his continued research interests.



**K. Ranga Rama Krishnan**, MB ChB, is the former Dean at the Duke-NUS Graduate Medical School Singapore (Duke-NUS). He was appointed Professor and, was the Chairman of the Department of Psychiatry and Behavioral Sciences, Duke University Medical Center, Durham, North Carolina for eleven years, until June 30, 2009. His department of psychiatry had more than 490 faculty members, conducted more than 270 human-subject studies a year and a similar number of in-vitro and in-vivo animal studies, and received approximately US\$40 million of research funding annually. Dr. Krishnan earned his medical degree and completed a rotating internship at Madras Medical College in Madras (now Chennai), India. He then completed his residency and held a fellowship in neurobiology at the Duke University Medical Center. Dr. Krishnan has created a translational research center for depression in the elderly, the only such center in the United States funded by the National Institutes of Health. Dr. Krishnan is an elected member of the Institute of Medicine – the world's foremost national resource for independent, scientifically informed analysis and recommendations on human health issues. As a further recognition of his contributions to biomedical science, Dr. Krishnan received the 2007 Distinguished Scientist Award from the American Association for Geriatric Psychiatry. More recently, Dr. Krishnan was the 2008 recipient of the C. Charles Burlingame Award, which recognizes his outstanding leadership and lifetime achievement in psychiatric research and education. In 2010, Dr. Krishnan was presented with the Award for Research in Geriatric Psychiatry by The American College of Psychiatrists. He has also received multiple awards – the Rafaelsen Award from the Collegium Internationale Neuro-Psychopharmacologicum, the Laughlin Award from the American College of Psychiatry, the Distinguished Investigator Award from the National Alliance for Research on Schizophrenia and Depression and, the Klerman Award from Depression and Bipolar Support Alliance. He has over 400 peer reviewed publications and numerous books and book chapters. Dr. Krishnan serves or has served on many editorial boards of scientific journals and on multiple research review panels for the National Institutes of Health.



# MAPPING AND MEETING THE FUTURE DEMAND FOR HIGHER EDUCATION

## Parallel Session 1C

14 October 2015, 11.45AM – 1.15PM (Aquarius 1 – 2)

Topic: Multiple education pathways in a volatile, uncertain, complex and ambiguous world

### Creating Opportunities through Multiple Pathways: the Canadian Experience

Ms Christine Tausig Ford, Vice-President and Chief Operating Officer, Universities Canada, Canada (**MODERATOR**)

Today's students need to be prepared for a complex and ever-shifting world – one where knowledge is global and interconnected, and where people's economic, social and personal success will depend not on what they know, but on how well they can learn. Universities are being called on to educate resilient global citizens, ready to make meaningful contributions throughout their careers and lives. Universities Canada's Vice-President Christine Tausig Ford will describe how post-secondary education in Canada is meeting that challenge, with increasing pathways, new forms of collaboration and innovative programs for non-traditional learners.

### Between the Global and Local: Education Pathways in the Contemporary World

Professor Murat Orunkhanov, Graduate School of Education, Nazarbayev University, Republic of Kazakhstan

Transformations of the Soviet educational modes after the collapse of the Soviet Union in 1991 appear to be inevitable and complex issues of processes of mapping and meeting demands for higher education. In post-Soviet countries, as well as in Kazakhstan, the 'borrowing policy' is tending to be the core of transformational changes. How do local practitioners and policy makers mediate local and global forces in the processes of reforming national system of education is the main question of the research presented to the conference. The study argues that indiscriminate international educational transfer is not likely to be the solution to a wide array of challenges. The data includes interviews with higher education leaders and educational practitioners and secondary data analysis. Findings are based on the cases of transformations of doctoral programs as well as of research and development in Kazakhstan which are explored.

### The University & Beyond: Why Liberal Education Matters

Professor Tan Tai Yong, Executive Vice President (Academic Affairs), Yale-NUS College, Singapore

What must a young person learn to function effectively in the 21st century? How do we prepare university graduates for a life of careers, instead of a career for life? These questions have been the main drivers behind two of National University of Singapore's (NUS) most significant educational initiatives in recent years: the creation of University Town and, in collaboration with Yale, the establishment of Yale-NUS College, the first liberal arts college in Singapore. These two major innovations underpin the university's commitment to equip students with the necessary intellectual, social and emotional skills and instincts to thrive in an increasing complex and uncertain world. This presentation focuses on the thinking behind the creation of University Town and Yale-NUS College, and explains how experiential programs and inter-disciplinary curriculum contribute to developing qualities of creativity, ingenuity, flexibility, innovation and cultural sensitivities, all critical factors for work and life in the 21st century.

**Christine Tausig Ford** has more than three decades of experience in higher education and association management. She is Vice-President and Chief Operating Officer of Universities Canada, the national organization representing Canada's 97 universities. In her role as COO, Ms. Tausig Ford serves as internal leader of the organization, with oversight of governance, public affairs, communications, member relations, international relations, research and policy development. She provides the president and Board of Directors with high-level advice on strategic issues, and motivates, mentors and coaches staff to achieve their individual goals and to develop a nimble and high-performance work culture open to change. Her work includes the anticipation of future trends in higher education, research and innovation. She has a special interest in developing and supporting a new network of university women presidents in Canada. Previously, Ms. Tausig Ford served in a number of positions at Universities Canada (formerly the Association of Universities and Colleges of Canada), including corporate secretary, director of communications and publications and editor of the award-winning magazine *University Affairs*. Ms. Tausig Ford began her career as a journalist, and has written for the *Times Higher Education Supplement* and the U.S.-based *Chronicle of Higher Education*. She holds an honours bachelor of journalism from Carleton University and a bachelor of arts in English from the University of Toronto's Trinity College.



**Dr. Murat Orunkhanov** is a senior researcher of Nazarbayev University Graduate School of Education in Astana, Kazakhstan. Dr. Orunkhanov focuses on globalization's effects on higher education, transformational changes of education and science in post-Soviet area. Currently he is engaged in research of evolution of universities' governance and institutional autonomy in Kazakhstan. He has extensive professional experience in higher education and research. By background a mathematician, after graduation from the Novosibirsk State University in the Soviet time, he obtained his first doctoral degree in Novosibirsk Research Center. Subsequently, he taught in Al-Farabi Kazakh National University where he started his career as Associate Professor which was followed up by Professor, Dean of School. Murat Orunkhanov has extensive administrative experience in higher education. He has held senior educational posts including Vice president of Al-Farabi Kazakh National University, Deputy Ministry of Education and Science of Kazakhstan. He has extensively served in the Ministry and engaged with issues of higher education and science developing in transition period.



**Professor Tan Tai Yong** is a historian and Executive Vice President (Academic Affairs) (EVP (AA)) at Yale-NUS College. As EVP (AA), he oversees the academic and co-curricular aspects of the liberal arts experience at Yale-NUS College. Prior to this, Professor Tan was the Vice-Provost (Student Life) at the National University of Singapore (NUS) from 2010 to 2014. He also served as Dean of the Faculty of Arts and Social Sciences from 2004 – 2009 and Director of the Institute of South Asian Studies, an autonomous university-level research institute in NUS from 2004 to 2015. Professor Tan is honorary chairman of the National Museum of Singapore and board member of the National Archives of Singapore. He is also a member of the governing board of the East Asia Institute, and the Board of Trustees of the Institute of Southeast Asian Studies. A graduate of NUS, Professor Tan completed his doctorate at Cambridge University. He has been a faculty member of the NUS Department of History since 1992. Professor Tan is currently a member of the editorial boards of *Modern Asian Studies*, *India Review* and the *Journal of Southeast Asian Studies*. Professor Tan specializes in South and Southeast Asian History and he has published extensively on the Sikh Diaspora, social and political history of colonial Punjab, de-colonization and the partition of South Asia, and Singapore history. Professor Tan was also a Nominated Member of Parliament.



# THE RISE OF HIGHER EDUCATION IN ASIA AND ITS IMPACT ON THE GLOBAL LANDSCAPE

## Plenary Session 2

14 October 2015, 2.15PM – 3.45PM (Leo)

Moderator: Professor Lily Kong, Provost, Singapore Management University, Singapore

Higher Education in Asia is gaining increasing prominence as the number of quality of higher education institutions increases, and the number of graduates also grows in tandem. We will examine the unique value proposition of Asian Higher Education, the comparative advantage that Asian models of higher education bring to the table, and its implications on the global higher education and research landscape.

## Major Trends in 21st Century Academia – Globally Developing from Bipartite to Tripartite and Going from Gutenberg to Gates

Professor Bertil Andersson, President, Nanyang Technological University, Singapore

The academic world is changing rapidly with the rise of new centres of expertise, especially in Asia. We can no longer think in terms of an Atlantic academic excellence axis between Europe and North America but we must now take into account the rise of Asia. Japan has had a long record of academic expertise but we are also seeing the rise of new intellectual powers in China, Korea and Singapore. This rise follows the changes in socio-economic development and expansion in the East and South-East Asia regions, which have been particularly rapid over the past two decades. It is expected that the East will start to influence Western academia, with more Asian universities elevated into the Ivy League category.

## Higher Education in India – Vision 2030

T.V. Mohandas Pai, Chairman, Manipal Global Education Pvt Ltd, India  
Chairman, FICCI Higher Education Committee

The Asian economy including India is undergoing an epochal transformation with a predominant shift to services and capital –intensive manufacturing from labour-intensive manufacturing and agriculture. By 2030, India is expected to be the fastest growing economy touching a GDP of USD 10 trillion and one of the youngest nations in the world with a median age of 32. My presentation gives an overview of the Asian higher education along with a brief on the Indian economy. It also talks about the glorious past of Indian higher education in the form of Taxilla and Nalanda Universities of the 6th century BCE. There is a mention of the various reforms initiated by the Government and the Indian internationalization experience of higher education. The presentation ends with a highly aspirational, futuristic and very much achievable goals for Indian higher education by 2030.

## The Rising Impact of Asian Higher Education in the World

Professor Song Yonghua, Executive Vice-President, Zhejiang University, People's Republic of China

Prof. Song Yonghua will introduce the history of higher education in China, and provide an overview of China's accomplishments in higher education in recent years, talent cultivation and international co-operation in China's higher education, and the evolution of the international competitiveness of C9 universities in China. Taking Zhejiang University as an example, Prof. Song will elaborate on its strategy and measures to build a world-class university, as well as the vision, goal and roadmap to construct an international campus. Prof. Song will also discuss the potential problems and challenges faced by developing countries, specifically in Asia, in promoting education internationalization, as well as their impact on the global landscape.

Since becoming President of NTU Singapore in 2011, **Professor Bertil Andersson** has led the University to global distinction as the world's fastest-rising young university that is also ranked first among the world's young elite universities and the top Asian university in normalised citation impact. A Fellow of Imperial College London, he was instrumental in Imperial College London coming to Singapore to jointly establish a medical school with NTU. Before joining NTU as its Provost, he was Chief Executive of the European Science Foundation (2004-2007), where he consolidated research efforts across 30 European countries, and was the Rector (President) of Linköping University (1999-2003).



Professor Andersson has had a longstanding association with the Nobel Foundation. He was a member of the Nobel Committee for Chemistry (1989-1997) and its Chairman (1997). He was also a member of the Nobel Foundation (2000-2006) and held the position of Trustee (2006-2010). A world-renowned plant biochemist, he has authored more than 300 papers in basic photosynthesis covering topics from photosystem structure to biological membranes and light stress in plants. He received the Austrian Wilhelm Exner Medal for his life-changing work, joining a list of laureates that includes Nobel Prize winners, and holds more than 12 honorary doctorates. Professor Andersson has served on the boards of a number of international foundations and learned societies, including the Royal Swedish Academy of Sciences, European Molecular Biology Organisation, Australian Academy of Science, Academia Europaea, Royal Swedish Academy of Engineering Sciences, and Swedish Foundation for International Cooperation in Research and Higher Education.

**Mohan** is Chairperson of Manipal Global Education Services P Ltd. He co-founded AARIN Capital to fund companies in Technology, Ecommerce, Health Care and Life Science. He is based out of Bangalore, India. Mohan is also the Chairman of FICCI Higher Education Committee. Mohan actively interfaces with key leadership in Indian governments and regulators to improve the business ecosystem. He was on the Board of the Securities and Exchange Board of India ("SEBI"). He is currently the Chairman of SEBI Primary Markets Advisory Committee (PMAC). Mohan was a Trustee of the International Financial Reporting Standards ("IFRS") Foundation, the body that oversees the International Accounting Standards Board ("IASB"), for six years. He is currently on the Boards of IIT's – Bhubaneswar and Hyderabad. Mohan was a Member of the Board at Infosys Limited, Bangalore. Was CFO from 1994 and also headed the Human Resources and Education and Research Department. Mohan has a keen interest in education. In 2000, along with others he set up the Akshaya Patra Foundation, Bangalore - a mid-day meal program for school children. This initiative is the largest mid-day meal program in the world. Mohan holds a bachelor's degree in commerce from St. Joseph's College of Commerce, Bangalore, a bachelor's degree in law (LLB) from Bangalore University and is a Fellow Member of the Institute of Chartered Accountants of India.



**Professor Yonghua Song** is Executive Vice-President of Zhejiang University. He is a fellow of the Royal Academy of Engineering, a fellow of International Euro-Asia Academy of Sciences and Vice- President of Chinese Society for Electrical Engineering (CSEE). He received his BEng and PhD from Chengdu University of Science and Technology, and China Electric Power Research Institute in 1984 and 1989 respectively. In 2002, he was awarded DSc by Brunel University for his original achievements in power system research. He was a Postdoctoral Fellow at Tsinghua University from June 1989 to March 1991. He then held various positions at Bristol University, Bath University and John Moores University from 1991 to 1996. In January 1997, he was appointed Professor of Power Systems at Brunel University where he was Pro-Vice Chancellor for Graduate Studies from August 2004. In January 2007, he took up a Pro-Vice Chancellorship and Professorship of Electrical Engineering at the University of Liverpool, holding Executive President position at Xi'an Jiaotong – Liverpool University in Suzhou, China. In 2009 he was appointed Assistant President for International Affairs of Tsinghua University and was Director of Chinese National Office of the Recruitment Program of Global Experts (1000 Talents Program) until December 2012.



# THE RISE OF HIGHER EDUCATION IN ASIA AND ITS IMPACT ON THE GLOBAL LANDSCAPE

## Parallel Session 2A

14 October 2015, 4.15PM – 5.45PM (Virgo 3 – 4)

Topic: The developments of private higher education

### Acting our Age? Challenges, Opportunities and Lessons: Mature Systems of Private Higher Education in a Challenging Global Marketplace

Dr Michael K Thomas, President and CEO, New England Board of Higher Education, USA (MODERATOR)

This presentation considers critical trends and issues related to the world's fastest growing segment of postsecondary education—and the role of private institutions in the ongoing massification of higher education. It will provide a framework for assessing the development of private higher education; incorporate lessons and perspectives from the “mature” sector of private higher education in the United States; address the emergence of for-profit, private institutions and issues of quality assurance; and consider what challenges and opportunities the future holds for private higher education in Asia and other regions experiencing notable growth.

### Developments in Higher Education Sector in Singapore

Mr Brandon Lee, Chief Executive, Council for Private Education, Singapore

Mr Brandon Lee will be sharing his thoughts on the development of Singapore's private higher education sector, as well as its progress-to-date. He will also be sharing some of his views on how the sector can raise the bar on quality to gear up for the new economy and the increasing demand for skills mastery.

### Development of Private Higher Education in Germany

Professor Klaus Hekking, Chairman of the Board, German Private Universities Association, Germany

The demand for private education institutions in Germany has grown rapidly in the recent past. At the moment there are 121 private post-secondary institutions in Germany. Since 2000 the number of private institutions has tripled. Despite recent growth, just seven percent of students go private in Germany, well under the average of 29 percent in the OECD club of economically developed states, according to 2011 figures published by the Federal Statistics Office. Private universities of applied sciences are attracting the most students, hosting roughly 85 percent of all those in private post-secondary education. Law, economics and social sciences are the most popular courses. Private universities in Germany stand for excellent academic training. The students discover new horizons with the optimal mix of theory and practice and benefit from international networks with worldwide businesses. The drop-out rate is also lower, about eight percent compared to 20 percent in the state sector.

**Michael K. Thomas** is the President and CEO of the New England Board of Higher Education (NEBHE) in Boston, Massachusetts, a regional organization created by the U.S. Congress to work with the 260 colleges and universities in the six New England states. NEBHE works to expand education opportunity and services and to address issues related to New England's human capital and economic competitiveness. Dr. Thomas directs NEBHE's policy, research, publishing and programmatic activities, focused on promoting innovative K-12, postsecondary and life-long learning policies and on expanding collaboration among leaders of business, government and education. He works extensively in state political and higher education environments with governors, state legislators, K-12 and higher education executives and with business leaders to address issues of college readiness, access and success. He joined NEBHE in 2002 as director of policy and research and subsequently served as senior director and senior vice president. He previously worked in corporate training and human resources and in multiple roles in public and independent universities, including executive assistant to the president of Lesley University in Cambridge, Massachusetts. He holds a bachelor's degree in philosophy from Brigham Young University and master's degrees in higher education from Teachers College, Columbia University and Harvard University. He earned a doctorate in education and social policy from Harvard University and an M.B.A. from Boston University. He has been a faculty member, adjunct professor and lecturer at several universities and served as trustee and vice chair of the board of Worcester State University.



**Mr Brandon Lee** started his career with the Singapore Armed Forces (SAF) in 1992. After obtaining his Masters in Business Administration from the Massachusetts Institute of Technology Sloan School of Management, Mr Lee was seconded to the Ministry of Trade and Industry (MTI) as Director (Resource Division) where he helped formulate and implement industrial land and manpower policies. He was also involved in the setting up of the National Productivity and Continuing Education Council (NPCEC), the chaired by Deputy Prime Minister Teo Chee Hean. Mr Lee was appointed Deputy Chief Executive of the Council for Private Education in August 2011 and subsequently as its Chief Executive in January 2013.



**Prof. Klaus Hekking** was Chief Executive Officer of SRH (“Stiftung Rehabilitation Heidelberg” Foundation for Rehabilitation Heidelberg) for more than 30 years. The lawyer who was born in Berlin in 1950 joined the executive board of SRH in 1983 and became chairman 2 years later. At the beginning of the 80s Prof. Hekking reorganized the SRH, which had run into financial difficulties. He restructured the organization and under his leadership the SRH became one of the leading companies for education and health-care in Germany with currently 35 subsidiary companies. After studying law at the University of Freiburg, he became Personal Assistant to the ministers of the federal state of Baden-Württemberg, Lothar Späth and Dietmar Schlee. Later he worked as a freelancer at Roland Berger Strategy Consultants. As voluntary chairman Prof. Hekking lead the reform committee “Administration 2000” of the federal state government of Baden-Württemberg at the beginning of the 90s. Prof. Hekking is CEO of the German Association of Private Universities (Verband der Privaten Hochschulen) and a member of the executive board of the hospital federation (Krankenhausgesellschaft) of the federal state of Baden-Württemberg. Furthermore he is a member of other supervisory boards of German companies: SRH Hochschule Berlin, SRH Wald-Klinikum Gera GmbH and Evangelische Kreditgenossenschaft eG Kassel. Prof. Hekking is honorary professor at the Colorado State University in Fort Collins and the SRH University of Applied Sciences Heidelberg. He has also received an honorary doctorate from the Federal Social University of Russia in Moscow and since February 2015 he has been working as a solicitor at H&P Heidelberg.



# THE RISE OF HIGHER EDUCATION IN ASIA AND ITS IMPACT ON THE GLOBAL LANDSCAPE

## Parallel Session 2B

14 October 2015, 4.15PM – 5.45PM (Gemini 1 – 2)

Topic: Beyond competition: collaboration and sustainability in higher education and research, in Asia and beyond

## Beyond Competition: Collaboration in Singapore's Higher Education Landscape

Dr Lily Chan, CEO, NUS Enterprise, National University of Singapore, Singapore (MODERATOR)

Globalization has increased opportunities for collaboration among higher education providers, but also led to a new plane of competition. In this session, Dr Lily Chan will overview the changes affecting universities around the world and discuss innovative new areas in which they can work together. Particular emphasis will be given to the experiences of the National University of Singapore and its efforts to develop an entrepreneurial ecosystem by working with global partners.

## A Bridge that Lasts; Can We Engineer the Organic?

Mr Mike Proctor, Vice President, Global Initiatives, The University of Arizona, USA

Legitimate academic collaboration, like knowledge creation itself, is an inherently organic process built upon the relationships between faculty across political and institutional boundaries. But even the most successful collaborations can be challenged by changing interests or altered funding streams. Universities regularly attempt to support these collaborations through various institutionalized models, with varying degrees of success. In recent years, however, the emergence of globally-recognized grand challenges, the convergence of disciplines to address these challenges, and wider access to information technology and modeling capacity have facilitated the rapid development of critical transnational research teams. Can governments and institutions take advantage of this changing landscape of collaborative tools and models to create stable and sustainable consortia, networks, multi-national laboratories or other structures yielding the benefits of traditional bilateral models? What are key challenges and opportunities to be considered?

## The Implications of Expanding Graduate Education and Scientific Co-operation in Asia

Ms Chiao-Ling Chien, Assistant Programme Specialist, UNESCO Institute of Statistics, Education Indicators and Data Analysis

Graduate education in Asia has expanded in response to the growth of undergraduate enrolment, demand for more research, and high university rankings. Some national governments believe expanding graduate education may strengthen national research and innovation, which would drive economic development. Such beliefs motivate governments to provide generous funds for university research and designate research universities. However, the presumed link between university-based research and economic payoffs governments expect needs a careful look at evidences. This presentation describes the extent of and reasons for expanding graduate education and cross-country scientific collaboration amongst universities. Additionally, it shows pockets of excellence found across a wide range of universities, not just in those near top in world rankings. Implications for policy and planning are discussed.

**Dr Lily Chan** leads NUS Enterprise at the National University of Singapore (NUS) with the vision to inject an enterprise dimension to NUS teaching and research involving the University's students, staff and alumni. The Enterprise Cluster comprises several divisions dedicated to the implementation of a holistic innovation & entrepreneurship ecosystem, including technology commercialisation, experiential education, and entrepreneurship support. As the Chief Executive Officer, Dr Chan spearheads strategies and initiatives to promote the spirit of enterprise, including: the Lean Launchpad@Singapore programme, which trains researchers in technology commercialisation; the NUS Overseas Colleges programme, which provides start-up internships and entrepreneurship courses in six overseas locations (Silicon Valley, New York, Stockholm, Israel, Beijing, and Shanghai); and the NUS-initiated Blk71, the university's off-campus incubator that has quickly become Singapore's start-up hub. In January 2015, Block 71 San Francisco opened as an overseas launchpad for growth-stage ventures, helping to link the Asian and US markets. Prior to joining NUS in 2006, Dr Chan held the position of Managing Director, Investments, of Bio\*One Capital Pte Ltd, an investment arm of the Singapore Economic Development Board focused on expanding the biomedical science industry in Singapore. Dr Chan has more than 20 years of industry experience, from initiating start-ups and venture investments, to active Board involvements in many start-up companies. She sits on several national-level committees on enterprise and innovation.



**Mike Proctor** is Vice President for Global Initiatives at the University of Arizona. Mike facilitates the implementation of international programs in a wide range of areas, including large research initiatives, faculty mobility, study abroad, student exchange, passports and visas, and strategic multinational collaborations. Mike's office also supports all incoming international students (from 113 countries this year), and over 1200 visiting scholars annually. Mike also has an appointment in the UA's School of Natural Resources and the Environment, has taught in the UA Department of Soil, Water and Environmental Science and the UA College of Education. Mike has a long affiliation with the University of Arizona, including a 1983 bachelor's degree in renewable natural resources, and a 1988 J.D. He has worked in natural resource positions in Arizona and New Mexico, and practiced law for 12 years, including five years in private practice and seven years as a UA attorney; Mike also served as director and assistant vice president for corporate relations for the UA; associate dean for external affairs in the College of Agriculture and Life Sciences; and previously coordinated the UA's distance education and branch campus programs.



**Chiao-Ling Chien**, a researcher and data analyst at the UNESCO Institute for Statistics (UIS). She recently co-edited and co-authored a UNESCO publication Higher Education in Asia: Expanding out, Expanding Up. She has also produced several analyses on equity and access to higher education, internationalization trends, international student mobility, the relevance of scientific mobility to innovation, and graduate skill assessment. In the UIS, Chiao-Ling specialises in developing international indicators to assess higher education systems across countries. She provides consultation to national education statisticians or planners regarding constructing higher education indicator and information systems, and she also advises researchers on national/international databases and methodology on higher education statistics. Chiao-Ling holds a Ph.D. on higher education from the University of Minnesota (USA). She earned a master's degree in adult and continuing education and a bachelor's degree in money and banking in Taiwan.



# THE RISE OF HIGHER EDUCATION IN ASIA AND ITS IMPACT ON THE GLOBAL LANDSCAPE

## Parallel Session 2C

14 October 2015, 4.15PM – 5.45PM (Aquarius 1 – 2)

Topic: What the developments in Asian higher education might mean for the rest of the world

### It All Depends on Asian Creativity and Originality

Professor Rolf Tarrach, President, European University Association (MODERATOR)

Asian higher education is developing quickly. What it will mean to the rest of the world hinges upon it being different and capable of offering new perspectives on the challenges of higher education. If it merges the best of Asian traditions and European/American traditions, creating a coherent “modern” Asian higher education system, the rest of the world will profit immensely. Keeping the exceptional characteristics of a job in academia, the civilizing influence of higher education, the pre-eminence of responsibility over regulation and of societal benefit beyond the individual one are all features that will benefit the rest of the world, which is often struggling with them.

### The Impact of the Rise of Higher Education in Asia on the Rest of the World

Mr Steve Egan CBE, Vice-President (Implementation), University of Bath, United Kingdom

Asian economies have experienced high levels of growth in recent years. Economic success has enabled greater investment in higher education with the prospect of sustainable and continued growth. But what of the impact on the rest of the world? This talk focuses on student mobility, research and innovation and higher education system design. The economy of higher education has changed throughout the world as a result of the rise of higher education in Asia, creating greater potential to address global problems such as climate change or security. Student mobility can promote greater understanding and tolerance across the globe. But as market forces intensify could the impacts of competition change the nature of higher education with league tables creating hierarchies that can be both positive and negative. This talk will survey the scene and discuss the issues involved.

### Asian Universities, Global Aspirations: Homogenization and Differentiation of Higher Education

Professor Lily Kong, Provost, Singapore Management University, Singapore

The 21st century has often been labelled the Asian century. In higher education, Asian universities are on the rise. Part of this has involved emulating established western universities, with aspirations such as being the “Harvard of the east”. Asian universities have sought to become internationally competitive, by which the standards and measures of success have been defined by the achievements of established universities in Europe and North America. Do universities risk become more homogenized in one sense, or can Asian universities, in their global aspirations, help to develop differentiation in the global higher education sector, bringing new insights and practices to education, research and societal impact?

**Dr. Rolf Tarrach** has been president of the new University of Luxembourg from January 2005 to December 2014. He has studied physics in Valencia, has received a PhD degree in Barcelona and has been postdoc at CERN, Geneva. Dr. Tarrach is professor of theoretical physics at the University of Luxembourg, and has served in that capacity at the universities of Valencia and Barcelona. He has published some 100 articles in quantum field theory, quantum chromodynamics and quantum information theory. He has an honorary degree from the University of Saint Petersburg and has received awards and decorations in Spain, Portugal and Luxembourg. He has been Vice-president at the University of Barcelona. He is a former president of the CSIC (the Spanish Scientific Research Council, Madrid), and a former member of EURAB, EUROHORCS, ESOF2004 (in Stockholm, 2006 in Munich and 2008 in Barcelona), former president of ACA (Brussels) and former (2011/2012) and present (2015/2017) Vice-chair of the jury of the French “Initiative d’excellence”. He chaired the committee of international experts EU2015 (2011, Spain). He has been on the EUA Council for 10 years and is EUA’s president as of July 2015.



**Steve Egan** is Vice-President (Implementation) at the University of Bath. In this role he helps to create university strategy and to develop the culture, systems and people to align capability with ambition. The university has been top in the UK for the last two years for student satisfaction and is recognised as one of the highest performing research institutions in the UK (being 12th in the national assessment). Prior to working at Bath, Steve was Deputy CEO at the Higher Education Funding Council for England, a government body that funds and regulates teaching and research. Steve led the council’s work in a number of important areas. He was responsible for the rewarding and developing staff initiative designed to improve the sector’s approach to HR management. He established the Leadership Foundation (providing targeted leadership training and development to the higher education sector) and the Equality Challenge Unit. He introduced a system wide activity based costing system (called TRAC) and was responsible for a 40% reduction in bureaucratic burden. He developed new systems of capital funding and led on new approaches to sustainable development that were recently commended by the United Nations. Before taking up his appointment at Bath, Steve led a project reviewing the approach to the quality assurance of teaching. Steve is the Vice Chair of the IMHE and has been a governing board member for over a decade. He is a trustee of the National Centre for Social Research and a Director for BUCS’s (the UK higher education body that organises university sport). In the 2014 Queen’s birthday honours list Steve was awarded the CBE for services to higher education. Steve is a qualified accountant and has a first class honours degree in banking and finance from Loughborough University and an MBA from the University of Bath.



**Professor Lily Kong** is Provost and Lee Kong Chian Chair Professor of Social Sciences at the Singapore Management University. As Provost, she is the Chief Academic Officer responsible for leading the development of the university strategy and implementing policies relating to academic matters. A graduate of the National University of Singapore (NUS) and University College London, Professor Kong was a faculty member in the NUS Department of Geography from 1991 to 2015. Since 1995, she has held numerous administrative positions, including Sub-Dean, Vice-Dean and Dean in NUS’ Faculty of Arts and Social Sciences; Dean of the University Scholars Programme; Assistant Director, Office of Research; Vice Provost (Education); Director of the Asia Research Institute; Acting Executive Vice President (Academic Affairs), Yale-NUS College; Vice-President (University and Global Relations) and Vice-Provost (Academic Personnel). Professor Kong is widely known for her research on religion, cultural policy and creative economy, urban heritage and conservation, and national identity. She has received five international fellowship awards and an award from the Association of American Geographers. A member of Singapore’s Public Service Commission, she also serves on many local and international boards and committees and is in a dozen editorial boards of international journals.



# TECHNOLOGY, DISRUPTION AND THE ‘UNBUNDLING’ OF HIGHER EDUCATION: CHALLENGES TO TRADITIONAL MODES OF EDUCATION

## Plenary Session 3

15 October 2015, 8.30AM – 10.00AM (Leo)

Moderator: Professor Annie Koh, Vice-President, Office of Business Development, Singapore Management University, Singapore

With the proliferation of technology-enabled learning and other new modes of instruction, higher education offerings are undergoing a rapid transformation. We will discuss how institutions have begun to re-look their traditional models of teaching and learning and are adapting new models to take advantage of these technological disruptions in higher education.

## The Futures of Higher Education

Dr Diana Oblinger, President Emerita, EDUCAUSE, USA

Institutions differ. Students have different skills, goals and motivations. Career paths converge and diverge over a lifetime. Information technology offers many options, such as MOOCs, adaptive learning, game-based environments, competency-based education, badging, intrusive advising and education-as-a-service. The rising cost of education, consumer demand and pressure on time to degree are adding pressure for technology solutions, as well. Information technology is clearly a part of higher education’s future – but there will be more than one “future”.

## Addressing Technology and Globalisation Challenges: Experiences at the University of Tokyo

Professor Masako Egawa, Former Executive Vice President, The University of Tokyo and Professor, Hitotsubashi University, Japan

The rise of MOOC and new technology brought about challenges as well as opportunities for higher education and forced research universities to think more seriously about education and learning. I will discuss the initiatives and experiences at the University of Tokyo, and in particular, how we have tried to address both technology and globalisation challenges by facilitating collaborative education and social learning. I will also introduce a few pioneering projects at various universities and discuss their implications and future trajectories.

## Rumours of Disruption

Dr David T. Barnard, President and Vice-Chancellor, University of Manitoba, Canada

Higher education is under stress with rising participation rates, expectations of quality instruction, increased use of tools and rising costs. Many hope to resolve the tension with IT-based delivery systems, using the model of disruption to shape thinking and planning. Realistically, the prospects are “promising, but also challenging”. How can we achieve the promise without succumbing to the challenges? Does the change we need arise from technology, pedagogy or business models? As past technologies have not been disruptive, we could instead focus on engagement in the learning process and on mediation between materials and learners. Technology can play an important role, but perhaps the conversations about disruption are rumours and – at least, not yet – reality.

**Dr. Diana G. Oblinger** is President Emeritus of EDUCAUSE, a nonprofit association of 2,400 colleges, universities, and education organizations whose mission is to advance higher education through the use of information technology. She served as President and CEO from 2008 – 2015, and as Vice President from 2004-2008. Previously, Oblinger held positions in academia and business: Vice President for Information Resources and the Chief Information Officer for the University of North Carolina system, Executive Director of Higher Education for Microsoft, and IBM Director of the Institute for Academic Technology. She was on the faculty at the University of Missouri-Columbia and at Michigan State University. Oblinger is known for her leadership in teaching and learning. She founded the EDUCAUSE Learning Initiative, and, in collaboration with the Bill & Melinda Gates Foundation, she led the creation of the Next Generation Learning Challenges, a \$65M program focused on improving college readiness and completion through information technologies. Oblinger has served on a variety of boards including the National Science Foundation’s Advisory Committee on Cyberinfrastructure, the board of directors of ACT, the American Council on Education (ACE) board, and chair of the Washington Higher Education Secretariat. Oblinger is a frequent keynote speaker as well as the author or of co-author multiple books. She has received outstanding teaching and research awards, has served as a Distinguished Visiting Fellow in Learning Technologies at the Harvard Graduate School of Education, and holds three honorary degrees. She is a member of Phi Beta Kappa, Phi Kappa Phi, and Sigma Xi.



**Masako Egawa** is Professor, Graduate School of Commerce and Management, Hitotsubashi University. She served as Executive Vice President, The University of Tokyo, from 2009 through 2015, overseeing international affairs, public and external relations, alumni relations, development, industrial relations, and diversity. From 2001 through 2009, she worked as the Executive Director of the Japan Research Center of the Harvard Business School. Prior to joining Harvard, she worked in the investment banking industry for 15 years in New York and Tokyo. She is a member of Global Agenda Council of the World Economic Forum, and the Asia-Pacific Advisory Board of Harvard Business School. In Japan, she serves on the boards of 3 public companies, namely Asahi Glass Co., Ltd., Tokio Marine Holdings, Inc., and Mitsui Fudosan Co., Ltd. She has served numerous councils including the Tax Council, the Financial System Council, and Council on Economic and Fiscal Policy (expert member). Currently she serves on the Planning Committee for Council for Science, Technology and Innovation, and the Advisory Board for Evaluation of Policies of the Ministry of Finance, among others. Her recent publications include “Management with Weak Shareholder Orientation” (2008), “Case Studies of Japanese Companies” (2010), and “Skills to Overcome Six Hurdles” (2014). She received a B.A. from the University of Tokyo, an M.B.A. from Harvard Business School, and a Ph.D. in management from Hitotsubashi University.



**Dr. David Barnard** became President and Vice-Chancellor of the University of Manitoba on July 1, 2008. His career includes serving as the President and Vice-Chancellor of the University of Regina (1998-2005), and as Vice-President (Administration) and Controller (1996-1998). He previously spent 19 years at Queen’s University where he was a Professor of Computing and Information Science and assumed several increasingly senior administrative roles, including Associate to the Vice-Principals Research, Human Services and Resources at various times. In 2005-08 he was COO of iQmetrix. Dr. Barnard holds B.Sc., M.Sc. and Ph.D. degrees in computer science from the University of Toronto and a Dip.C.S. in theological studies from Regent College, University of British Columbia. His research has been supported by the Natural Sciences and Engineering Research Council, the Social Sciences and Humanities Research Council, international agencies and industry. Dr. Barnard has extensive board experience including at the Bank of Canada (lead director), the Saskatchewan Provincial Court Commission (chair), Saskatchewan Power Corporation (chair), Canadian Scholarship Trust Foundation, Ground Effects Environmental Services, Superior Cabinets, Canada West Foundation, Canadian Research Knowledge Network (chair), CentreVenture Development Corporation, and St. Boniface General Hospital. Currently, he is Chair of Universities Canada [formerly the Association of Universities and Colleges of Canada (AUCC)], Chair of the Council of Presidents of Universities in Manitoba (COPUM), and a member of the board of Greystone Managed Investments, and CentrePort Canada.



# TECHNOLOGY, DISRUPTION AND THE 'UNBUNDLING' OF HIGHER EDUCATION: CHALLENGES TO TRADITIONAL MODES OF EDUCATION

## Parallel Session 3A

15 October 2015, 10.30AM – 12.00PM (Virgo 3 – 4)

Topic: Reinventing the 21st Century university: new models for the student consumer

### New Modes of Delivery and the Challenge to Quality

Mr Adam Tyson, Acting Director, Education and Innovation, Directorate-General for Education and Culture, European Commission (**MODERATOR**)

The assumption is that the university needs to reinvent itself, that students are becoming consumerist in their approach to education and that universities need to respond to changing student demands. Digital technologies are changing how, what and when we learn and enable learning to be adapted to the needs of each student. We should be careful about being fixated on the individual perspective. Students should have choice, but society must also ensure that higher education also serves its broader needs. How will the increasing use of digital impact the ability of Higher Education Institutions to ensure the quality of their offer, especially for outsourced and unbundled elements?

### The Opportunities and Challenges of Student-centered, Learning-based Higher Education

Dr Dewayne Matthews, Vice-President of Strategy Development, Lumina Foundation, USA

The sweeping changes underway in higher education institutions and systems throughout the world are truly transformative in that they affect every element of higher education. The global demand for tertiary skills and knowledge, the rapid emergence of new delivery models, the deep interrelationships between labor market shifts and life-long learning, and the desperate need to create new opportunities for students who have not traditionally been well-served by higher education are all connected at a deeper level. All represent the emergence of higher education centered on students rather than institutions, and based on learning rather than time. How do we make sense of these transformative changes when almost all policies and practices will need to adapt to changing realities? The only real way to look at them from the point of view of students and their unique pathways of learning. While the challenges are enormous, progress is being made throughout the world in developing the tools to support student centric, learning based higher education. These include stronger knowledge and skills frameworks, more flexible competency-based delivery models, pathways between technical and academic education and vice versa, and new higher education finance models.

### The Rise of 'Glocal' Students and New Models of Transnational Education

Dr Rahul Choudaha, Chief Knowledge Officer and Senior Director of Strategic Development World Education Services, USA

Expanding consumer class in Asia is giving rise to a new segment of 'glocal' students who are willing to pay for a global educational experience while staying in their home country or region. 'Glocals' represent the emerging segment of students who seek transnational education (TNE) including international branch campuses, twinning arrangements, distance education and even experiment with the technology-enabled models of learning like MOOCs. This session will provide an overview of latest trends and research on unique characteristics of 'glocal' students and discuss its implications for the future of internationalisation through innovative transnational education models.

**Adam Tyson** is acting Director for EU education policy, the education strand of the Erasmus+ programme, innovation, the European Institute for Innovation and Technology and the Marie Skłodowska Curie Actions at the Directorate General for Education and Culture of the European Commission. He has previously held posts dealing with EU higher education policies and programmes, the coordination of EU education, youth, culture and sport policies and has led EU work on issues such as combating social exclusion and fighting discrimination. He has been responsible for communication and speechwriting for various Commissioners. Before moving to the Commission, Adam spent ten years in Brussels working for the UK Government in the field of labour and social affairs.



**Dewayne Matthews** is Vice President for Strategy Development of the Lumina Foundation, the largest private foundation in the United States focused on higher education access and success. In this position, he leads strategy development and planning and directs the Foundation's work on new higher education models. Matthews has served as Vice President of the Education Commission of the States (ECS), Director of Programs and Services for the Western Interstate Commission for Higher Education (WICHE), and Executive Director of the New Mexico Commission on Higher Education. He has been a legislative staff member, university trustee in the U.S. and Japan, co-author of OECD and World Bank higher education reviews in Spain, Chile, and Colombia, and has taught in universities in the U.S. and Mexico. He began his career as a first-grade teacher in Taos, New Mexico. Matthews is a graduate of the University of New Mexico, earned a master's degree in bilingual education at New Mexico Highlands University, a doctorate in educational leadership and policy studies at Arizona State University, and received an honorary doctor of humane letters from Marycrest International University.



**Dr. Rahul Choudaha** is a global higher education strategist. He advises, speaks, researches, and blogs on internationalization trends and insights, with a focus on growth and innovation strategies. He is a recognized thought leader, with expertise on student mobility, strategic enrollment management, transnational education, and academic innovation. Choudaha blogs on DrEducation.com, HuffingtonPost.com, and UniversityWorldNews.com. As the Chief Knowledge Officer and Senior Director of Strategic Development at World Education Services (WES), a New York-based nonprofit organization, he leads a team responsible for research, consulting, innovation, and strategy. Choudaha is a visiting scholar in the higher education program at NYU Steinhardt. He received the Tony Adams Award for Excellence in Research from the European Association of International Education in recognition of his research on international student segments. He serves as a member of the editorial board of the Journal of Studies in International Education. He is also a member of the Board of Directors of InterExchange, Inc., a nonprofit organization promoting cross-cultural awareness through exchange programs. Choudaha has chaired or presented over 100 sessions at professional conferences such as NAFSA, AIEA, APAIE, CACIE, and EAIE. He has been frequently quoted in global media including the BBC, Time, NPR, The Wall Street Journal, The Chronicle of Higher Education, Times Higher Education, Inside Higher Ed, China Daily, and The Economic Times. Choudaha holds a doctorate in higher education from the University of Denver. He earned a master's degree in management and a bachelor's degree in engineering in India.



# TECHNOLOGY, DISRUPTION AND THE ‘UNBUNDLING’ OF HIGHER EDUCATION: CHALLENGES TO TRADITIONAL MODES OF EDUCATION

## Parallel Session 3B

15 October 2015, 10.30AM – 12.00PM (Gemini 1 – 2)

Topic: New curricula and pedagogies for a changing world

### All Aboard! Enabling & Empowering Staff and Students to Flourish in the Digital Age

Dr Iain Mac Labhrainn, Director, Centre for Excellence in Learning and Teaching, National University of Ireland, Galway, Ireland

In an age characterised by the ubiquity of technology and network access, education is faced with new challenges. Embracing new technologies for their potential, without being seduced by technological wizardry, is key. A critical engagement requires knowledge, skills and confidence – none of which can be taken for granted. I will outline a national project in Ireland to develop a Digital Skills Framework for higher education which is taking a distinctive, participatory approach to build a sense of engagement and openness. The project recognises the importance of avoiding naive stereotypes (e.g. ‘digital natives’) and that the digital confidence of all personnel in the educational process needs to be nurtured if we wish to develop more effective and creative approaches to learning, teaching, research and enterprise.

### How to be a Differentiated Player in the Higher Education Space – The SMU Experience

Professor Annie Koh, Vice-President, Office of Business Development, Singapore Management University, Singapore

In a recent World Bank study published in 2013 titled “Putting Higher Education to Work – Skills and Research for Growth in East Asia”, the conclusions arising from the study are inevitable. Universities have to play a more strategic role contributing to the economic development and job creation of a country. The study has pointed to two areas of disconnect in higher education: A gap between higher education institutions and the skill needs by employers and a weak research and technology nexus between higher education institution and companies.

Therefore, in Professor Annie Koh’s presentation, she will illustrate some examples of SMU’s role in playing a strategic role to Singapore’s trading sector without compromising the rigour and expectations of being a higher education institution. These special cases will showcase the international trading and maritime concentrations of the undergraduate programs as well as the process to encourage students to be entrepreneurial within and outside the classrooms in the area of technopreneurship. Such curriculum enhancements represent the opportunities for many universities operating in the 21st century, provided they do not succumb to the many challenges ahead.

### Paradigm Shifts in the Knowledge Functions of University in the 21st Century: Implications for Teaching and Learning in Higher Education

Professor Lee Wing On, Vice President, Administration and Development, Open University of Hong Kong, Hong Kong

The learning discourse of the 21st century is characterized by the emergence of the knowledge economy, and the need for lifelong learning for learners to be able to adapt to the fast and ever changing economies of the society. Knowledge creation is being regarded as possible not only by basic and discovery research, but also possible in the process of teaching, clinical practice and multi-disciplinary integration. The concept of knowledge creation requires the learner to create knowledge, rather than to acquire knowledge. Thus knowledge ownership is quietly shifting from research professors to both learners and stakeholders. The purpose of this presentation is to examine these changes and how the changes require adjustments in our pedagogical approaches, especially in providing experiential environments that would facilitate knowledge creation in the learning process.

**Iain Mac Labhrainn** (MacLaren) is Director of the Centre for Excellence in Learning & Teaching and Professor of Higher Education at the National University of Ireland, Galway. A graduate of Edinburgh and Durham Universities, his original academic specialism was in Astrophysics, researching the evolution of galaxies in the early universe. Working as a research fellow, lecturer and Reader in Durham, Edinburgh and the University of the West of Scotland, his interests extended beyond physics towards understanding student learning and curricular innovation. He has led or participated in a number of projects at national and international levels on aspects of learning technologies, reflective practice and curricular design. He has taught at undergraduate and postgraduate levels in physics, mathematics, computing, technology and education. His most recent publication is as a contributor to the collaboratively authored “Reflective Teaching in Higher Education” (P. Ashwin et al, Bloomsbury Press, 2015) and he is the PI/lead partner in the “All Aboard!” project, which is developing a Digital Skills Framework for Irish higher education. He is also a Principal Fellow of the Higher Education Academy and a member of the board of Ireland’s National Forum for the Enhancement of Teaching & Learning.



**Annie Koh** is the Vice President for Office of Business Development, Singapore Management University (SMU). A Practice Professor of Finance, Annie also holds the position Academic Director of The Financial Training Institute (FTI), Centre for Professional Studies (CPS), International Trading Institute (ITI) and Business Families Institute (BFI) at SMU. A notable conference speaker, panel moderator and commentator, Annie serves on a number of councils, advisory boards and steering committees of regional and local economic, government and academic institutions. A recipient of the prestigious Singapore Public Administration Medal (Bronze) in 2010, Annie chairs the World Economic Forum Global Agenda Council for Southeast Asia and the Asian Bond Fund 2 Supervisory Committee of Monetary Authority of Singapore. She was recently appointed as a member of Singapore’s MOE-WDA Skills Development Council, and is a board member and audit committee member of Singapore’s Central Provident Fund, an advisory board member for Indonesia International Institute for Life Sciences (i3L), and a member of the Research and Publications Committee of Singapore Chinese Chamber of Commerce & Industry. Annie is on the investment committee of i-Globe, an independent director on the board of k1 Ventures Ltd, and an advisor to a number of family businesses. A Fulbright scholar, Annie earned her PhD in International Finance from Stern School of Business, New York University in 1988. Her research interests are in Family Office and Family Business, Investor Behaviour, Alternative Investments and Enterprise Risk Management.



**Professor Wing On Lee** is currently Vice-President (Administration & Development) and Chair Professor of Comparative Education at the Open University of Hong Kong. He has over 20 years of senior management experience in the tertiary education sector. Prior to his appointment at the Open University of Hong Kong, he served as Dean of Education Research at National Institute of Education, Singapore. He has also previously served in various capacities at Hong Kong Institute of Education as Vice President (Academic) & Deputy to President, Acting President and Chair Professor of Comparative Education, Founding Dean of the School of Foundations in Education, Head of two Departments and Centre for Citizenship Education. In 2005, he was invited by University of Sydney to be Professor and Director (International). Prior to his service in Australia, he had served at University of Hong Kong as Associate Dean of Education and Founding Director of Comparative Education Research Centre. Prof Lee is a world-renowned scholar in the fields of comparative education, citizenship education, and moral and values education. He has published some 30 books and over 170 journal articles and book chapters. He has served as President of the World Council of Comparative Education (WCCES) (2010-13). He has also served on the International Steering Committee of the 1995 IEA Civic Education Study, and the Project Advisory Committee of the 2009 IEA International Civics and Citizenship Study. He is currently serving on the Expert Group of the UNESCO Global Citizenship Education project and the Expert Group on Global Competences in preparation for PISA 2018.



# TECHNOLOGY, DISRUPTION AND THE ‘UNBUNDLING’ OF HIGHER EDUCATION: CHALLENGES TO TRADITIONAL MODES OF EDUCATION

## Parallel Session 3C

15 October 2015, 10.30AM – 12.00PM (Aquarius 1 – 2)  
Topic: Research and teaching: unbundling or coupling?

### Teaching or Research: Dr Jekyll & Mr Hyde or Bonnie & Clyde?

Dr Josep A Planell, Rector, Universitat Oberta de Catalunya, Spain (MODERATOR)

Teaching and research are often seen as a trade-off, since some academics maintain that too much emphasis in research might damage teaching, and, on the other hand, some others state that allocating time to teaching might damage research abilities. In addition, teaching as a professional activity requires different skills than researching. Nonetheless, the way of looking at the teaching/research binomial is not as a trade-off, but as a balance between those two components of higher education. Rather than substitutes competing for faculty time and institutional resources, the teaching/research balance is a scale of grey colors where integration is definitely possible.

### Higher Education Institutions – Universities or Schools?

Professor Hagit Messer-Yaron, Vice-Chair, Council for Higher Education of Israel, Israel

My talk will refer directly to the question: Research and teaching: unbundling or coupling? I argue that since in the 21st century, universities are expected to be economic engines on top of their traditional role as intellectual engines, research and teaching in higher education institutes must be coupled. I will review the case of higher education in Israel, the “startup nation”, where excellence in research co-exists with innovation. I will focus on the characteristics of higher education in Israel in which research and teaching are highly coupled.

### Styles and Innovations in Technical Education: Relationships of Research and Teaching

Professor Kristin Wood, Head of Engineering and Product Development Pillar, Singapore University of Technology and Design, Singapore

In last two decades, several pedagogical themes and schemas have been explored in higher education. These pedagogies seek to address a number of fundamental educational questions. They also seek to develop a mindset and skillset in students to prepare them for the world’s grand challenges and innovation opportunities. In this presentation, we describe the opportunities and bold initiatives currently being carried out by Singapore’s fourth national university: The Singapore University of Technology and Design (SUTD). As a research intensive university, SUTD explores the boundaries and relationships of scholarly research and teaching. Classical boundaries of educational and research programs are merging and transforming. We consider the dimensions of this transformation for technical higher education, providing basic principles and concrete examples.

**Prof. Josep A. Planell** is the rector of the Universitat Oberta de Catalunya, appointed for a seven-year mandate. Josep A. Planell Estany (Barcelona, 1951) graduated in Physics from the University of Barcelona in 1975, and earned his doctorate in Material Sciences from Queen Mary University of London in 1983. Since 1992 he has been full professor in the Material Science and Metallurgy Department of the Barcelona School of Industrial Engineering at the Universitat Politècnica de Catalunya (UPC). Dr. Planell, who’s main research interests are biomaterials and tissue engineering for regenerative therapies, founded and ran the Institute for Bioengineering of Catalonia (IBEC - established in December 2005, it is linked to the UPC and to the University of Barcelona). In 2001 he was awarded the Catalan government’s Distinction for the Promotion of University Research. In 2006 he received the City of Barcelona Award in the technological research category. In 2013 he was bestowed the George Winter Award, the highest European recognition for outstanding research contribution to the field of biomaterials. He has been member of the Catalan Royal Academy of Doctors since 2006 and is an elected member of Barcelona’s Royal Academy of Arts and Sciences. Prof. Planell has also been Vice President of the European Society for Biomaterials, editor of the Journal of Materials Science: Materials in Medicine and is and has been member of the editorial board of numerous scientific journals, the most recent being Advanced Biomaterials and Devices in Medicine.



**Prof. Hagit Messer-Yaron** received the Ph.D. in Electrical Engineering from Tel Aviv University (TAU), ISRAEL, and after a post-doctoral fellowship at Yale University, she joined the faculty of Engineering at Tel Aviv University in 1986, where she is a Professor of Electrical Engineering. On 2000 - 2003 she has served as the Chief Scientist at the Ministry of Science, ISRAEL. After returning to TAU she was the head of the Porter school of environmental studies (2004-6), and the Vice President for Research and Development 2006-8. She has served as the President of the Open University in Israel (2008-2013). Since October 2013 she is the Vice-Chair of the Council for Higher Education, Israel. Hagit Messer is an active researcher in the field of Statistical Signal Processing. She is also interested in various aspects of higher education and science policy and committed to the advancement of women in science and technology.



**Dr. Kristin L. Wood** is currently a Professor and Head of Pillar, Engineering and Product Development (EPD), and Co-Director of the SUTD-MIT International Design Center (IDC) at the Singapore University of Technology and Design (SUTD). Dr. Wood completed his M.S. and Ph.D. degrees in the Division of Engineering and Applied Science at the California Institute of Technology, where he was an AT&T Bell Laboratories Ph.D. Scholar. Dr. Wood joined the faculty at the University of Texas in September 1989 and established a computational and experimental laboratory for research in engineering design and manufacturing, in addition to a teaching laboratory for prototyping, reverse engineering measurements, and testing. During his academic career, Dr. Wood was a Distinguished Visiting Professor at the United States Air Force Academy. Through 2011, Dr. Wood was a Professor of Mechanical Engineering, Design & Manufacturing Division at The University of Texas at Austin. He was a National Science Foundation Young Investigator, the “Cullen Trust for Higher Education Endowed Professor in Engineering,” “University Distinguished Teaching Professor,” and the Director of the Manufacturing and Design Laboratory (MaDLab) and MORPH Laboratory. Dr. Wood has published more than 350 refereed articles and books; has received more than 40 national and international awards in design, research, and education; and is currently a Fellow of the American Society of Mechanical Engineers.



# TWO SIDES OF THE SAME COIN: RESOURCE CHALLENGES, THE DRIVE FOR QUALITY AND IMPERATIVE FOR RELEVANCE

## Plenary Session 4

15 October 2015, 1.00PM – 2.30PM (Leo)

Moderator: Mr Steve Egan CBE, Vice-President (Implementation), University of Bath, United Kingdom

Ensuring the quality and relevance of higher education in the face of increasing resource constraints are crucial issues today as we see the uneven distribution of funding in the higher education sector, growing calls for cost containment of higher education and scarcity of public funding. In this context, we will explore new models of funding that could balance cost containment with the drive to achieve the high quality.

## Quality Assessment: New Directions

Professor Madeleine Atkins CBE, Chief Executive, Higher Education Funding Council for England, United Kingdom

This presentation focuses on the rapidly increasing diversity of provision in the higher education system. As the demand for advanced levels of knowledge and skills, and for impactful creativity, continues to increase in virtually all economies, such diversity can be predicted to continue in the decades ahead. How then best to achieve the underlying purposes of quality assessment without stifling the innovation of providers or making it too difficult for them to respond with agility and intelligence to opportunities and changes in their markets? Can we still care meaningfully about comparability of the standard of academic outputs or do we have to accept that reputation and price are the proxies that employers and others will use in future?

## The Move to Shared Services in Large Research-Intensive Universities

Professor Glyn Davis AC, Vice-Chancellor, The University of Melbourne, Australia

Professor Davis will speak on the international movement toward shared services as the basis for university administration. We often place much focus on curriculum but rarely on how we resource and manage the operations of universities. Using brief examples from the United States and Australia, Professor Davis will outline why universities such as Berkeley and Melbourne have chosen to consolidate back-of-house functions, principally as a way to free resources for reinvestment in the academic mission.

## The Quest for Quality Higher Education in China: Retrospect and Prospect

Professor Wei Ha, Professor in Education Policy and Leadership, Graduate School of Education and Institute of Economics of Education, Peking University, People's Republic of China

Higher education in China has experienced unprecedented growth both in terms of quantity and quality since the early 1990s. The annual supply of fresh college graduates has increased seven-fold from less than one million in 2000 to seven million in 2013. The total enrollment size in nearly 3000 Chinese higher education institutions has reached 35 million in 2013, making it the world's largest higher education system and the largest producer of science and engineering graduates. The catch-up on quality has been equally astonishing. China now trails the US as the world's second largest producer of scientific papers and second largest spender on R&D. Some argue that this "great leap forward" was possible due to China's positive response to global opportunities to educate its talent overseas and to form the education and research links with the outside world. However, can China sustain this meteoric catch-up or will it eventually fall victim to the law of diminishing returns in this quest for quality higher education? Can China become a trend setter or leader in the global higher education system or maintain its role as a fast-learning late mover? This talk offers fresh insights into the opportunities and challenges that Chinese higher education system will have to face during this quest in terms of institutional and governance reform; resource allocation and quality assessment; and 'structural adjustment' to meet the demand of the economy.

**Professor Atkins** joined HEFCE as Chief Executive from 1 January 2014 having previously been a member of the HEFCE Board. Her background includes reading Law and History at the University of Cambridge, completing a PhD at the University of Nottingham, and teaching in a large comprehensive school in Huntingdon. Following various senior positions at the University of Newcastle, she was Vice-Chancellor of the University of Coventry between 2004 and December 2013. Madeleine makes an active contribution to public life both at regional and national level.



**Glyn Davis** is Professor of Political Science, Vice Chancellor and Principal of the University of Melbourne, and immediate past Chair of Universities Australia. Professor Davis was educated in political science at the University of New South Wales and the Australian National University, before undertaking post-doctoral appointments as a Harkness Fellow at the University of California Berkeley, the Brookings Institution in Washington DC and the John F. Kennedy School of Government at Harvard University. Internationally, Professor Davis is a past Chair of Universitas 21, a grouping of 24 leading universities from around the globe, a member of the Association of Pacific Rim Universities, and a Director of the Menzies Centre for Australian Studies at King's College London. In 2010 Professor Davis presented the Boyer Lectures published as *The Republic of Learning*.



**Professor Wei Ha** is currently a research professor in Education Policy and Leadership at the Graduate School of Education and a faculty associate at the Institute of Education Economics at Peking University. Prior to joining the Peking University, he worked as policy specialists at UNICEF and UNDP for seven years in the United States and in Africa. During his doctoral study, he also served as a consultant at the World Bank. He has published peer reviewed articles and book chapters in a wide-range of fields including education economics, public health, migration, and development economics. His current research focuses on the impact evaluation of key national education policies in China such as the Rural Compulsory Education Finance Reform, and the Nutrition Improvement Plan for rural students. He also examines the interaction between education and major social transformations in China such as the massive labor retrenchments at State-Owned Enterprises in the late 1990s and rising housing prices in urban China. Dr. Ha received his dual BA in Economics and Political Science and MA in Education Economics from Peking University and his PhD in Public Policy from Harvard University.



# TWO SIDES OF THE SAME COIN: RESOURCE CHALLENGES, THE DRIVE FOR QUALITY AND IMPERATIVE FOR RELEVANCE

## Parallel Session 4A

15 October 2015, 3.00PM – 4.30PM (Virgo 3 – 4)

Topic: The 'new' normal and the cost crisis in higher education

### Managing Costs in an Evolving Funding Environment

Ms Susan Fitzgerald, Senior Vice President, Global Higher Education and Not for Profit Ratings, Moody's Investors Service, USA (**MODERATOR**)

Constrained government budgets and competing priorities are limiting the growth in higher education funding in many countries. Policy debates globally around how the cost of higher education should be shared between individuals and the government will only increase. At the same time, the cost of educational provision is increasing due to aging infrastructure, a highly competitive environment, and increased demands on universities as their role as drivers for economic development expands. Against this backdrop, universities are both exploring new revenue opportunities as well as strategies to become more efficient, limiting growth in expenses and internally reallocating resources to strategic priorities. The United States provides a case study in how universities are coping with these challenges.

### The Recent 'Turbulence' in Australian Higher Education Funding

Mr Mark Warburton, Principal Analyst, Universities Australia, Australia

The Australian budget went into deficit following the Global Financial Crisis. This happened at the same time as a major package of reforms increasing public investment in higher education was being implemented. This presentation examines how various Governments have responded. It examines major changes in policy direction that subsequently emerged but have not been passed by the Australian Parliament. The future is uncertain and it is time to consider whether the proposed change in direction is for the better.

### The 'New' Normal and the Cost Crisis in Higher Education – Irish Universities

Mr Ian Mathews, Chief Financial Officer, Trinity College Dublin, Ireland

Mr Mathew's presentation will discuss higher education sector funding reductions in the Irish context and Government controls over publicly funded bodies since 2008. He will examine the impact on Trinity College and its response both in terms of income diversification and cost management to drive financial sustainability for the long term. He will also speak about current needs of the Irish higher education sector, and how to address these needs in the context of its role in developing talent and human capital to ensure that Ireland's economic recovery is based on sustainable growth.

**Susan Fitzgerald** is an Associate Managing Director in Moody's Public Finance Group and leads Moody's Global Higher Education and Not-for-Profit Ratings Team. The team consists of 30 analysts and is responsible for ratings on close to 800 colleges, universities, and not-for-profit institutions worldwide. Susan originally joined Moody's in 1994 and rejoined in 2013. From 2010-2013, Susan managed the financial advisory practice at a leading boutique investment banking and advisory firm where she worked with some of the largest and most complex universities in the United States, as well as in Canada. Susan holds a Master's degree in International Studies (European Studies and Economics) from The Johns Hopkins University, School of Advanced International Studies. Her A.B. degree in Diplomacy and World Affairs, with a minor in Economics, is from Occidental College, Los Angeles.



**Mark Warburton** has been the Principal Analyst for Universities Australia since February 2015. Prior to that he had over 30 years of experience in the Australian Public Service, including nine years working on higher education funding policy. From 2011 to 2014, he was responsible for implementing many aspects of the Transforming Australia's Higher Education System policy statement, including the arrangements for 'uncapping' subsidies for students undertaking Bachelor degrees at universities. He worked on many of the higher education 'savings' policies developed in response to the Budget pressures that emerged for the Australian Government from around 2012. From 2001 to 2005, he worked on the 'Higher Education at the Crossroads' Review and the implementation of the Government's response to that Review, including the development of the current Higher Education Support Act 2003. Mark has worked extensively on policy, legislation and implementation of major Government social security programs. From 2008 to 2010, he helped develop and was responsible for leading the implementation of Australia's first national paid parental leave scheme. From 2006 to 2009, he was responsible for the Australian Government's family payments system and implemented major elements of the Government's fiscal stimulus package in response to the 2008 Global Financial Crisis. He developed the legal and policy framework for the social security 'income management' arrangements formulated during the National Emergency Response to the situation of Aboriginal communities in Australia's Northern Territory. He was an adviser to Australian Government Ministers for nearly six years during the 1990s.



Having held a number of senior positions in the Financial Services Division during his 21 years in Trinity College, **Ian Mathews** contributes at the highest levels of the College's governance and management structures and brings with him significant leadership and executive skills. As Chief Financial Officer, Ian advises the Provost and Board of the College on all strategic financial matters and supports the University's development objectives through the provision of a robust financial foundation and the resources to ensure the University is financially sustainable. Holding a B.Comm degree and a Diploma in Professional Accounting, Ian qualified as a Chartered Accountant with Pricewaterhouse-Coopers in Dublin and is a Fellow of the Institute of Chartered Accountants in Ireland.



# TWO SIDES OF THE SAME COIN: RESOURCE CHALLENGES, THE DRIVE FOR QUALITY AND IMPERATIVE FOR RELEVANCE

## Parallel Session 4B

15 October 2015, 3.00PM – 4.30PM (Gemini 1 – 2)

Topic: The need for innovation: new ways of financing higher education

### Innovative Student Financing

Mr Mohammed A. Khan, Senior Education Specialist, International Finance Corporation, World Bank Group

Although it is well known that higher education provides positive individual and social returns on investment, the prohibitive costs are still a barrier to entry for students who may not be able to afford it or have to assume high levels of debt for long periods. As the world's largest multilateral investor in private education, IFC has been actively investing in innovative models of financing higher education through innovative products and services over several years. This presentation will explore the innovations in student financing at the system and enterprise levels in emerging markets.

### The Benefits and Limits of Fees as a Funding Source

Mr Alex Usher, President, Higher Education Strategy Associates, Canada (MODERATOR)

Although fees are a major source of funding in many OECD countries, they remain highly controversial in others. Yet as budgets become squeezed in many countries, higher education systems are having to confront the choice of increasing their fees or cutting levels of provision. Drawing on a recent EC-commissioned paper, *Do Changes in Cost-Sharing Have an Impact on the Behaviour of Students and Higher Education Institutions?* (co-authored with Dominic Orr and Johannes Wespel) as well as the forthcoming third edition of *Global Higher Education Rankings: Affordability and Accessibility in Comparative Perspective*, this session will present some of the latest evidence from across the OECD regarding the short and long-term effects of fees and financial aid on institutions and student participation.

### Student Financing: Driving Access to Higher Education

Mr Ashwin Assomull, Partner with the International Education Practice, The Parthenon Group, India

Recently the sustainability of student finance has been called into question, particularly in developed markets. However, negative headlines obscure finance's vital role in widening access to education, at a time when degrees are still the greatest predictor of lifetime employability and earnings. Moreover, countries with burgeoning middle classes and increased demand for higher education urgently require expansion of access to finance. Student lending innovations can help point the way for higher education institutions, financial institutions, and impact investors. They can also shine a light on how student lending in developed markets might move beyond its current crisis. This discussion will highlight case studies of innovative student financing models, as well as key lessons for donors, lenders, and higher education institutions.

**Mohammed A. Khan (MAK)** has been a Senior Education Specialist at IFC since July 2012. He is part of IFC's Global Education team promoting investments in private education in emerging markets. Prior to that, he was Vice President for International Business at Seneca College, one of Canada's leading community colleges. During his forty year career, he has spent more than two decades in higher education in senior management roles including several years at a private university in Pakistan. MAK has extensive experience of higher education systems in emerging markets, having developed international and regional partnerships since the mid-1990s and managing diverse administrative functions in higher education. He has a Masters in International Business from the University of Illinois at Urbana-Champaign.



**Alex Usher** is President of Higher Education Strategy Associates (HESA), a consulting firm which advises governments, institutions and corporations in the higher education sector on policy and strategy. Much of Alex's work has focused specifically on access and student loans, providing assistance to Canadian governments as well as to governments and non-profits in Senegal, Uganda, Tanzania, Indonesia and the Solomon Islands. He has also written a number of global comparative works on cost-sharing in higher education, most notably (along with Dominic Orr and Johannes Wespel) of *Do Changes in Cost-Sharing Have an Impact on the Behaviour of Students and Higher Education Institutions? Evidence From Nine Country Case-Studies* which was published in June 2014 by the European Commission. He has also published three editions of *Global Higher Education Rankings: Affordability and Accessibility in Comparative Perspective*. In addition to his work on student assistance, Mr. Usher has also worked extensively in the field of rankings, quality measurement and performance indicators. For six years, he partnered with the Toronto Globe and Mail of its "Canadian University Report" Rankings and in 2012 published Canada's first-ever field-normalized research rankings. He was a founding Board Member of the International Rankings Expert Group and is a member of the Advisory Committee for the Academic Rankings of World Universities. He works frequently for the World Bank and other development agencies in Asia and Africa, and regularly partners with international companies such as Interbrand and Ernst & Young on higher education projects. He also writes a popular daily commentary on Canadian higher education called *One Thought to Start Your Day*. He is based in Toronto, Canada.



**Ashwin** advises education clients globally on growth strategies including market potential, market entry, investment decisions, and profit uplift strategies. He has been instrumental in building the firm's knowledge and client network in the Middle East and leads Parthenon's education work throughout the Gulf, advising clients in Early Years, K-12, Higher Education, Transnational Education and Education Technology sectors. Ashwin also leads the firm's international work in the public sector and has worked with government ministries and foundations in the Middle East, Southeast Asia, and India. Ashwin is a frequently requested speaker at leading education conferences around the world including the Qatar Foundation's World Innovation Summit in Education (WISE), British Council's Going Global, and IFC's International Private Education Conference. He has been quoted on education in various publications such as Bloomberg, Times Higher Education, and Gulf News. He holds an MBA from London Business School and a B.Sc. from LSE.



# TWO SIDES OF THE SAME COIN: RESOURCE CHALLENGES, THE DRIVE FOR QUALITY AND IMPERATIVE FOR RELEVANCE

## Parallel Session 4C

15 October 2015, 3.00PM – 4.30PM (Aquarius 1 – 2)

Topic: Safeguarding quality and academic integrity in the face of change

### Quality Assurance in Asian Higher Education: Challenges and Prospects

Professor Angela Yung Chi Hou, Graduate Institute of Educational Leadership and Development; Dean, Office of International Education, Fu Jen Catholic University, Taiwan

This presentation will focus on the development on Asian quality assurance system in the massification era of higher education and while first analyzing the characteristics of quality assurance agencies in major Asian countries. The major challenges faced by most quality assurance agencies, including internationalization, and accountability will be discussed as well. Quality assurance of quality assurance agencies will be presented as a conclusion.

### Redefining Quality in American Higher Education

Ms Holiday Hart McKiernan, Chief of Staff and General Counsel, Lumina Foundation, USA (MODERATOR)

Lumina Foundation's aim is for 60% of Americans to hold a high-quality credential by 2025. The imperative for defining quality in postsecondary education must focus on the learner – on what the learner knows and is able to do with the learning obtained. High-quality credentials must have clear and transparent learning outcomes that lead to further education and employment. There needs to be consensus as to what a degree or credential means in terms of learning, and also systems in place that allow learners to navigate the complex postsecondary education terrain and obtain the learning needed to be successful. Safeguarding quality today requires an intentional shift toward being learner focused and building of systems to ensure all credentials are truly high-quality.

### Trends in the QA of Higher Education: Catch-up or Ahead of the Curve?

Ms Carolyn Campbell, Senior Consultant and Advisory Board Member, The Observatory on Borderless Higher Education, United Kingdom

Sustaining confidence in the quality of higher education in an increasingly diverse world of provision and providers is prompting debate on and reform of regulatory frameworks. Quality evaluation systems are often accused of lagging behind innovations in higher education, frequently cited as barriers to change. Challenges for regulators include how to marry indicators for so-called 'soft' factors, the student experience, with 'hard' outcomes factors many of which are related to completion, employment goals or return on investment. Is there a magic formula to provide the reassurances sought by students, funders, employers and society in an accessible, concise and transparent form?

**Yung-chi Hou** (Angela), is Professor of higher education and serves as Dean of Office of International Office of Fu Jen Catholic University, General Secretary of UMAP, Taiwan, the Vice President of APQN, and HEEACT research fellow. Currently, she also serves as Chief-in-Editor of HEED Journal jointly published by Higher Education Evaluation & Accreditation Council of Taiwan (HEEACT) and Asian Pacific Quality Network (APQN) and as Associate Editor of Journal of Asian Pacific Educational Review. She specializes in higher education policy, quality management, internationalization, faculty development, quality assurance of cross border higher education. She has been conducting several QA research projects for universities and the government over the past decade. Over the past 5 years, she has been in charge of international affairs of Fu Jen and engaged in many international activities of quality assurance of higher education. She was being invited to CHEA, SEEI, IREG, HKCAAVQ, HEEC, AACUP, PACUCOA, NAAC, British Council, INQAAHE, APEC, ENQA, and APQN to present her studies and to share Taiwan higher education as well. Up to present, she has published more than 120 Chinese and English papers, articles, book chapters and reports in the areas of higher education evaluation and rankings in local and international referred journals.



**Holiday Hart McKiernan** is chief of staff and general counsel for Lumina Foundation. She oversees strategic operations, legal affairs and Board governance. Part of her work has included exploring the Bologna Process and the implications that reform effort might have for American higher education. She speaks frequently on legal, governance and policy issues concerning nonprofit organizations and higher education. McKiernan began her career practicing law concentrating on nonprofit and tax-exempt organizations and prior to joining Lumina in 2003 was executive director and counsel for Alpha Chi Omega where she advised universities on approaches to high-risk student behavior. Ms. McKiernan has co-authored several journal articles, including "Making the Implicit Explicit: Demonstrating the Value Added of Higher Education by a Qualifications Framework," The Journal of College and University Law; "The Changing Landscape of Higher Education: An Analysis of How National Change Might be Brought About in American Higher Education Compared with the Bologna Signatory States," Education and the Law; and "Trans-Atlantic Ping-Pong and the Bologna Process," The European University Association Bologna Handbook. She serves on the Board of Directors of Christian Theological Seminary, the Association of American Colleges and Universities, the Higher Education Resource Services, Inc., Antioch University Board of Governors, and the International Advisory Board for the Stetson University College of Law Center for Excellence in Higher Education Law and Policy. Ms. McKiernan received her B.A. from DePauw University and her J.D. from Indiana University. She and her husband reside in Indianapolis and have three grown children.



**Carolyn Campbell** has had a career in higher education policy and quality assurance at national and international levels. She is currently Senior Consultant at the Observatory on Borderless Higher Education where she is also a member of the Advisory Board. Prior to this she was Head of International at the Quality Assurance Agency for Higher Education having held senior posts in predecessor national quality assurance organisations in the UK. She has also held a post in the Erasmus Bureau in Brussels managing the pilot project for the development of the European Credit Transfer Scheme and in the Education Development Centre at Roehampton University. Carolyn is currently the external Academic Board member for Ashridge Business School, a UK degree granting institution, and a member of the International Advisory Group of the Lumina Foundation in the United States of America. Over the last eighteen months she has represented the UK in the Structural Reform Working Group in the Bologna Process and is an ex officio member of the UK Bologna Stakeholders Forum. She is a member of the Appeals Committee of the European Quality Assurance Register. Carolyn's research interests include the regulation, quality assurance and internationalisation of higher education. She has contributed to British Council, European Commission, OECD and UNESCO publications and projects on cross border higher education and quality assurance, and recently co-authored an international comparator study on the assessment of quality for the funding councils in the UK.



## CLOSING SUMMATION

15 October 2015, 4.30PM – 5.15PM (Leo)

**Simon Marginson** is the director of the London-based ESRC/HEFCE Centre for Global Higher Education, a partnership of three UK HEIs and eight offshore HEIs (including China, Hong Kong SAR and Japan), and entailing 13 research projects. The Centre opens in October this year, the same month as the OECD conference in Singapore. Simon is also Professor of International Higher Education at the UCL Institute of Education, University College London, and the Joint Editor-in-Chief of the journal *Higher Education*. Between 2006-2013 he was Professor of Higher Education at the University of Melbourne in Australia. For the last 15 years his main inquiry has been the theorisation of higher education and globalisation, including the potentials and limits of national policy and cross-border activity. He has done extensive work on aspects of globalisation such as international students, global university rankings, and higher education and science in East Asia. His current research projects include work on higher education, stratification and inequality in the context of high participation systems; and a comparative study of the public good role of HEIs in contrasting political cultures. Simon was the 2014 Clark Kerr Lecturer on Higher Education at the University of California Berkeley.



**Professor Joshua Mok** is the Vice President and Chair Professor of Comparative Policy at Lingnan University (LU) in Hong Kong. He was the Vice President (Research and Development) and Chair Professor of The Hong Kong Institute of Education (HKIED) before joining LU. Prior to his appointment to HKIED, he was the Associate Dean and Professor of Social Policy, Faculty of Social Sciences, The University of Hong Kong (HKU). Being appointed as the Founding Chair Professor in East Asian Studies, Professor Mok established the Centre for East Asian Studies at the University of Bristol, UK before taking the position at HKU. Professor Mok is no narrow disciplinary specialist but has worked creatively across the academic worlds of sociology, political science and public and social policy while building up his wide knowledge of China and the region. Professor Mok completed his undergraduate studies (Public and Social Administration) at City University of Hong Kong in 1989, having MPhil (Sociology) from Chinese University of Hong Kong in 1991, and got his PhD from London School of Economics and Political Science (Sociology) in 1994. Professor Mok has published extensively in the fields of comparative education policy, comparative development and policy studies, and social development in contemporary China and East Asia. In particular, he has contributed to the field of social change and education in a variety of additional ways, not the least of which has been his leadership and entrepreneurial approach to the organization of the field. His recent published works have focused on comparative social development and social policy responses in Greater China region and East Asia.



## POST CONFERENCE ACTIVITIES

Singapore Institute of Technology (SIT)  
16 October 2015, 10.00AM – 12.30PM

Singapore Institute of Technology (SIT) offers industry-focused degree programmes targeted at growth sectors of the economy. As a new university, SIT offers its own applied degree programmes with a unique pedagogy that integrates work and study. It also offers specialised degree programmes with overseas university partners at its newly-opened SIT@Poly buildings.

SIT will host a visit to one of its five buildings co-located with the Polytechnics, SIT@Singapore Polytechnic (SIT@SP) building. The new SIT@SP building hosts three of SIT's overseas university partners, namely: Technical University of Munich (TUM), University of Glasgow (UOG) and DigiPen Institute of Technology (DigiPen).

The SIT@SP building features industry-standard classrooms, studio facilities, along with recording and animation studios for game development. It also boasts new laboratory facilities such as a wind tunnel laboratory for use by students reading SIT's own Sustainable Infrastructure Engineering degree programme. The visit will include demonstrations of different applied pedagogies such as blended learning and project-based learning.

Nanyang Technological University (NTU)  
16 October 2015, 1.30PM – 4.00PM

The Nanyang Technological University (NTU) is a research-intensive public university, with 33,000 undergraduate and postgraduate students in the colleges of Engineering, Business, Science, Humanities, Arts, & Social Sciences, and its Interdisciplinary Graduate School. It has a new medical school, the Lee Kong Chian School of Medicine, set up jointly with Imperial College London. NTU is also home to world-class autonomous institutes and various leading research centres.

NTU will be hosting a visit to its new learning hub, which houses 56 smart classrooms that will take higher education in Singapore to new heights. Each classroom comes complete with flexible clustered seating for small group discussions, multiple LCD screens, and wireless communication tools. They also support the "flipped classroom" pedagogy that NTU has introduced, in which knowledge transfer from teacher to students takes place before class through various online materials which students can access in their own time. The visit will include a demonstration of "Team-Based Learning" as well.

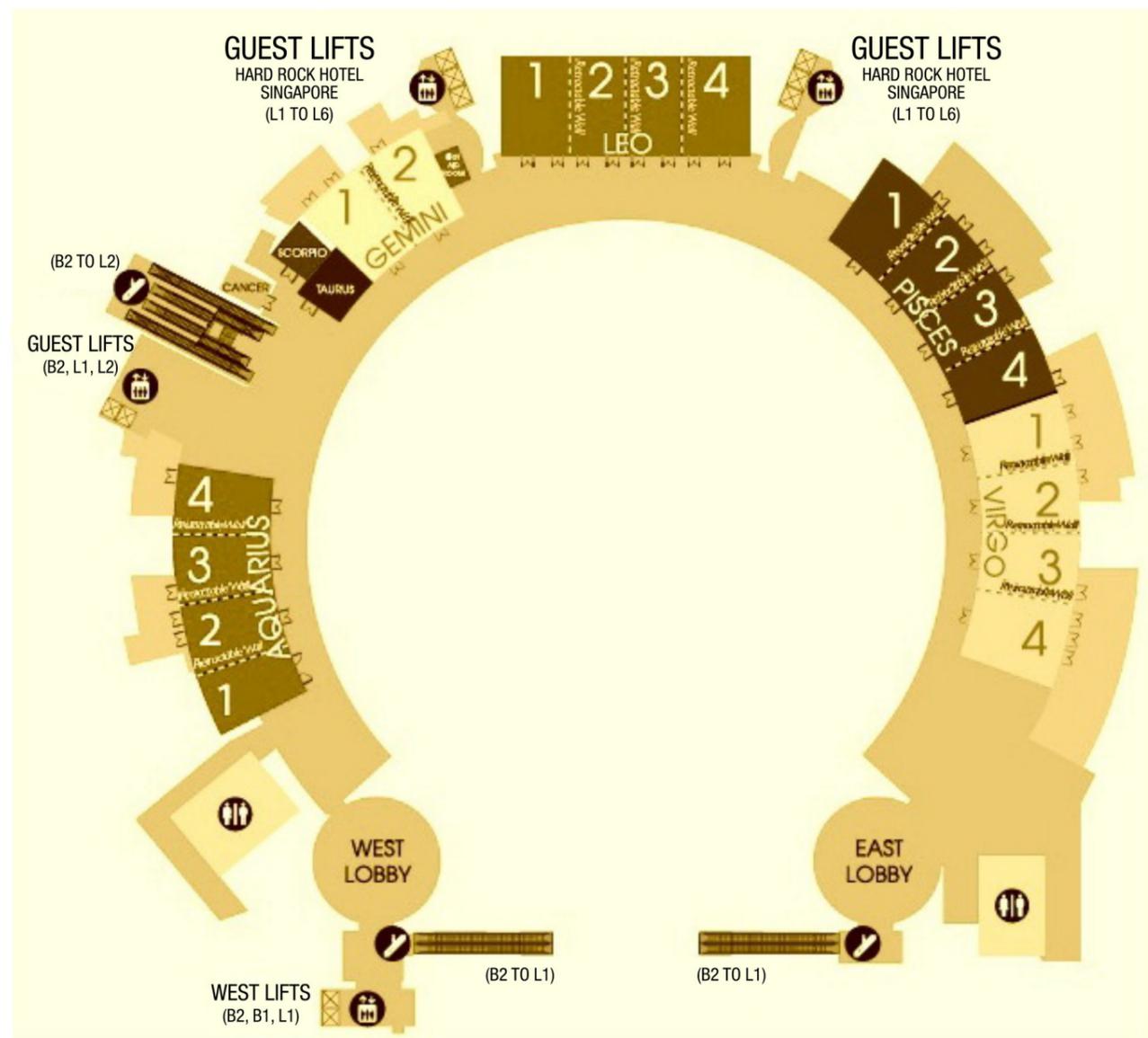
In addition to these classrooms, the learning hub also houses a Library Outpost offering rich and diverse resources that students can access, and a Communication Cube in which students can access designated coaches who provide one-on-one personal advice and coaching in communication.

# CONFERENCE VENUE

Resorts World Sentosa (RWS)

**Resorts World Sentosa (RWS)** is an integrated resort that offers anything and everything a visiting delegate could ask for, and more. Spanning 49 hectares, RWS is home to key attractions including the region's first-and-only Universal Studios theme park, S.E.A Aquarium (one of the world's largest aquariums), Adventure Cove Waterpark and Dolphin Island. Other attractions include a Maritime Experiential Museum, an award-winning destination spa, a casino, six unique hotels, celebrity chef restaurants, specialty retail outlets and the Resorts World Convention Center.

Resorts World Convention Center Layout (Level 1)



# NOTES