Thursday, October 11, 3:30 p.m. – 5:00 p.m. | Sydney

**Getting future-ready:**
Impact of megatrends on global engagement strategies

- **Rahul Choudaha,** Executive Vice President of Global Engagement & Research at Studyportals

- **Youmin Xi,** Xi’an Jiaotong Liverpool University, Executive President, China and Pro-Vice-Chancellor of University of Liverpool, UK

- **Nigel Healey,** Fiji National University, Vice-Chancellor, Fiji

- **Rongyu Li,** Deputy Vice-Chancellor, External Engagement and Pro-Vice-Chancellor, Future Students, University of Queensland, Australia

- **Rob Stevens,** General Manager, Massey University Worldwide, New Zealand
What we need to do is always **lean into the future**; when the world changes around you and when it changes against you—what used to be a tail wind is now a head wind—you have to lean into that and figure out what to do, because **complaining isn’t a strategy.**

Jeff Bezos
Reading the right signals and trends...for future strategies
Founded in 2009, Studyportals is the global study choice platform with over 30 million users searching for their options to study abroad.

Rahul Choudaha, PhD
Executive Vice President
Studyportals
San Francisco Bay Area

Lead external relations and outreach on the foundations of research

Presented over 150 sessions at professional conferences and mentioned in over 300 media publications in the last decade

Elected member of European Association of International Education’s General Council (2018-2020)
Founded in 2006, XJTLU is the largest international joint venture university in China, a partnership between Xi’an Jiaotong University and the University of Liverpool with more than 15,000 students.

Youmin Xi, PhD
Executive President
Xi’an Jiaotong Liverpool University
Pro-Vice-Chancellor of
University of Liverpool

Research and teaching areas cover strategic management and policy analysis, decision-making and decision support systems, organizational behavior and leadership.

Sits on a variety of national-level boards including President (rotating) of Chinese Academy of Management and National Steer Committee of Business Administration Education.

Holds PhD in Management Engineering from Xi’an Jiaotong University.
Fiji National University is a public, comprehensive university with approximately 20,000 students. It was founded in 1885 as Suva Medical School and incorporated as a national university in 2010.

Professor Nigel Healey is vice-chancellor of Fiji National University. He is chair of the QS-APPLE international education conference and a council member of the Association of Commonwealth Universities. His research interests are the internationalisation of higher education and, more specifically, transnational education.
University of Queensland is a research-intensive institution in the top 50 universities world-wide, with 52,300+ students of which 15,400+ are international students.

Rongyu Li
Deputy Vice-Chancellor, External Engagement and Pro-Vice-Chancellor, Future Students
University of Queensland

20 plus years’ leadership experience in international education at both country and provider levels

Prior to joining UQ, Rongyu was the Deputy Vice-Chancellor Students and Partnerships at the University of Canberra.

He is a current Executive member of the Universities Australia DVC/PVC International Group and the longest-serving board member of International Education Association of Australia (IEAA)
Massey University is a multi-campus university with nearly 18,000 students enrolled on three main campuses in New Zealand and 17,000 national and worldwide distance learning students.

Rob Stevens, General Manager Massey University Worldwide

Rob Stevens has the leadership responsibility for offshore and transnational education for Massey University of New Zealand.

Rob has worked in and around international education for 23 years in both Australian and New Zealand.

Rob was previously in the leadership team of Immigration New Zealand; Chief Executive of Education New Zealand; Director International Policy within the Australian Department of Education, Science and Training; and International Manager at the New Zealand Ministry of Education.
Megatrend: a long-term, transformational process with global reach, broad scope, and a dramatic impact

(John Naisbitt, 1982)
Q. “My institutions global engagement strategies are ‘future-ready’—adapting to the transformative impact of the megatrends in the next decade?”

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
Q. What are key megatrends transforming global higher education?

- [use one or two words to indicate each megatrend]
8 Megatrends


- Aging world: finding new opportunities of education and employment
- Labour market shifts: increasing automation to affect global workforce
- Skills mismatch: gap between what employers demand vs. what education provides
- Rapid urbanisation: shift towards cities in search of jobs and career advancement
- Stricter immigration policies: more barriers for mobility to high-income destinations.
- Economic shifts: dependence on emerging markets for economic growth.
- Capacity imbalance: demand in emerging economies vs. supply in developed economies
- Budget pressures: higher education is facing decline in public funding
Changing nature of work: Automation, labor markets, demographics and skills gap
Labor market shifts: increasing automation to affect global workforce

Globally, up to 375 million workers may need to switch occupational categories.

Number of workers needing to move out of current occupational category to go find work, 2016–30 (trendline scenario)¹

- Midpoint automation
- Additional from rapid automation adoption (each block = 1 million workers)

**Advanced**
- United States: 16–54
- Other advanced: 17–84

**Developing**
- China: 12–102
- Other developing: 10–72

**Germany**
- 3–12

**Japan**
- 11–27

**Mexico**
- 1–7

**India**
- 3–38

Changing occupations: 75–375 million workers

Up to 375 million workers or 14% of all workers affected by 2030

¹ Some occupational data projected into 2016 baseline from latest available 2014 data.

**Source:** McKinsey (2017) What the future of work will mean for jobs, skills, and wages

**Source:** McKinsey & Company; US Bureau of Labor Statistics; McKinsey Global Institute analysis
Changing economics of education: demand and supply, budget cuts, technology, public funding
Tertiary enrolment growth driven by Upper middle income countries

Lower middle income countries surpassed high income countries in 2012

Tertiary Enrolment by Country Income

- Upper middle income countries
- High income countries
- Lower middle income countries
- Low income countries

Source: UNESCO Institute of Statistics

World Bank Report (GNI per capita)

<table>
<thead>
<tr>
<th>Income Category</th>
<th>GNI per capita</th>
<th>Countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low income countries</td>
<td>$1,005 or less</td>
<td>Nepal, Afghanistan</td>
</tr>
<tr>
<td>Lower middle income countries</td>
<td>$1,006 and $3,955</td>
<td>India, Philippines, Vietnam, Sri Lanka</td>
</tr>
<tr>
<td>Upper middle income countries</td>
<td>3,956 and $12,235</td>
<td>China, Turkey, Russia, Mexico, Malaysia</td>
</tr>
<tr>
<td>High income countries</td>
<td>$12,236 or more</td>
<td>UK, US, Australia, Canada, Japan</td>
</tr>
</tbody>
</table>
Confluence of megatrends to alter what higher education offers to whom and how
Which megatrends are you following and what could be its impact on higher education?
Global Engagement Strategies

- “a committed, meaningful interaction with the world as a whole”
- for preparing “global citizens”

Source: CBIE (2015)
Modes of Engagement

- International student recruitment
- International alumni engagement
- Education/work abroad and exchanges
- Internationalization of curriculum
- Internationalization at home
- Internationalization of research
- Joint/double degrees
- Foreign branch campuses
- Online learning
- MOOCs
- Industry-academia collaboration
Conceptual framework of global engagement

- **Challengers**: English-taught programmes in Asia/Europe
  - Regional mobility

- **Innovators**: Lifelong learning, unbundling and networks
  - Programme innovation

- **Defenders**: Programmes in English-speaking countries
  - Student mobility

- **Adapters**: Online, blended, and transnational education
  - Programme mobility

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What are your 1-2 strategic priorities for global engagement—why and how are you approaching them?
What are 1-2 key constraints in working towards global engagement priorities?
How are the changes in student profiles/expectations shaping your global engagement strategies?
How is technology shaping your global engagement strategies?
One global engagement strategy my university is adopting to become future-ready is...

[brief response in a few words]
What is one piece of advice you would offer for institutions to become “future-ready”?
Questions/Comments/Experiences
Change is coming but don’t lose value proposition…
Draft Session Flow

- Introductions (10 mins.)
  - Poll
  - Each presenter introduces themselves, context of their institution (1 slide)
- Part I: (20 mins.)
  - Megatrends: Rahul (3 mins.)
  - Poll
  - Each panelist shares which megatrends they are watching and why (3 mins. x 4= 12 mins.)
  - 1-2 audience questions
- Part II: (30 mins.)
  - Poll
  - Global engagement strategies: Rahul (3 mins.)
  - Moderated Q&A with panelists by Rahul (25 mins.)
- Audience Q & A (30 mins.)