

HEDx Universities Accord Submission

A Manifesto to Change Higher Education
for Good from HEDx and global higher
education leaders

Prepared by Martin Betts & Karl Treacher

SYDNEY

Suite 20
22 Darley Road
Manly NSW 2095

BRISBANE

Suite 261, Level 6
8 Musgrave Street
West End QLD 4101

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CHANGING HIGHER EDUCATION FOR GOOD

About HEDx

HEDx is a higher education industry engagement firm founded in 2020 with the launch of our podcast series, The Higher Education Experience.

Since then, HEDx has released 68 episodes featuring leaders from across the sector in Australia, New Zealand, the UK and the USA. It is now the leading higher education podcast in Australia, registering more than 10,000 listeners to date.

INTRODUCTION

A Manifesto to *Change Higher Education for Good*

From HEDx and global higher education leaders

This submission is made on behalf of HEDx.

HEDx is not active as a provider of higher education, nor does it directly benefit from, or participate in, higher education funded programs or policies of the commonwealth or state governments. HEDx is a membership subscription organisation with members from universities throughout Australia and New Zealand and relationships with universities and other organisations throughout the world.

HEDx membership in Australia includes individual universities from the major groups and multiple states in Australia. We have no allegiance or alignment with any particular university, or groups thereof, and position ourselves as a non-aligned, impartial, value-adding service to the sector in Australia and globally, seeking to change higher education for good.

HEDx has sponsorship arrangements with a number of EdTech and consulting firms who have multiple connections with the sector. These sponsorships aid bringing the HEDx content and activities to the sector's audiences.

In doing so, the sponsors do not seek, and HEDx does not offer, any influence to sponsors in the message that HEDx promotes. Those messages are based on 40 years' sector experience in three continents of co-founder Emeritus Professor Martin Betts, 30 years of commercial experience of co-founder Karl Treacher, and the transparent and published interaction we have with global sector leaders and partners.



Podcast Episodes

68 PODCAST INTERVIEWS



Opinion Pieces

70 ARTICLES



Sector Survey

HEDx & L.E.K. CONSULTING



Live Events

5 LIVE EVENTS

This submission reflects this position drawing on three years of HEDx consultations with:

- global leaders in podcast interviews listed in Appendix 1;
- 70 opinion pieces published from interviews in the sector press and a book;
- a joint HEDx/L.E.K. Consulting survey of HE leaders' 2023 priorities;
- five live events, culminating on March 15th in the HEDx Challenge Conference in Melbourne with participation by institutions listed in Appendix 2.

It answers 12 Accord questions selected as the submission focus, in sections on:

1. given the state of our sector and its current challenges, what are the biggest problems the sector needs to address in making a system fit for the future?
2. recognising the changes in the future of work and forthcoming technological and demographic change, how can we adapt our higher education system into better meeting the future skills needs of Australia and Australians?
3. despite having many Australians studying in post-secondary education, there are not enough, and it differs between groups. How can we better meet our need to provide universal access and opportunity to all?
4. despite punching above our weight in research globally, what more can we do to improve knowledge development and innovation in our sector to meet future societal and economic needs?

This submission against each of the 4 sections has a:

- list of questions from the Accord discussion paper to which the section relates;
- HEDx definition of the problem the accord needs big ideas to respond to;
- a headline idea emerging from our body of work that addresses the problem;
- a specific policy proposal of major change synthesised from data;
- short videos from global experts and leaders, and from the UA February Conference and the March HEDx Challenge Conference.

The problem definition, responses and specific proposals reflect how HEDx thinks about what has been learnt from experience and engagement in supporting the whole sector. The Australian HE sector has not been an engine of innovation for new ways of designing and delivering education. It is small, and highly regulated. It can learn from other systems but ideas need to be contextualised to Australia.

1. The quasi-market for HE works in part. In some geographical areas of the country, and in some disciplines/professions, there is a healthy student recruitment market. The inequities in the market are most starkly shown in the disparities in meeting equity targets and in international student recruitment.
2. Our regulatory systems, but also our conventions and social expectations of universities, have driven universities to pursue similar ends rejecting opportunities which may come from differentiation of mission. This is exacerbated by international rankings which focus on research as the primary comparable dimension. Australia should forge a new path which supports multiple definitions of excellence where they meet Australians' needs.
3. Where market mechanisms fail, we need intervention. Funding and accountability mechanisms are needed to equitably distribute scarce resources – for education and research – such that we pursue optimal outcomes. This includes differentiation by context (e.g. supporting regional universities) and mission (e.g. sustaining global excellence in research).
4. We need to engage more stakeholders in the design and delivery of HE than just our universities. This means supporting the sector through incentives and regulation which promotes engagement, particularly from and with businesses.



The overall message of this submission forms the HEDx manifesto arguing that:

Australia needs substantial change over an extended period in its system of post-secondary education to allow three significant goals to be achieved. These are



A system of universal access and success for every individual who has the potential to benefit, and for participants to have confidence that they can gain good outcomes from participation.



Integrated higher education and postsecondary programs that enable lifelong learning through focus on continuously evolving future skills needs generated by a faster changing professional environment and the emergence of new technologies and industries.



Partnerships between education providers, employers and their communities, and with innovative providers to the system from services and technology sectors which fully integrate the needs and experiences of learners, employers, research end users, communities and education providers.

We need each of these three integrated goals to be achieved to allow Australia to lead a future model of global, accessible lifelong learning.

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SECTION 1**OVERALL SECTOR
CHALLENGES AND
CHANGE**

3 questions in the Accord discussion paper that this section relates to are:

- Q2 How can the diverse missions of Australian higher education providers be supported, taking into account their different operating contexts and communities they serve (for example regional universities)?
- Q4 Looking from now to 2030 and 2040, what major national challenges and opportunities should Australian higher education be focused on meeting?
- Q7 How should the mix of providers evolve, considering the size and location of existing institutions and the future needs of communities?

While these 3 questions are not answered individually, they are combined in this submission into a problem definition to which HEDx proposes a response resulting in a specific policy proposal as follows.



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Definition of the Problem

The problem being faced by our sector over the coming 20-30 years is that learners' needs will continue to become more diverse, and will grow in scale and expectation. We need a portfolio of institutions which overcome our current inadequate capacity with undifferentiated provision failing to fully meet the needs of future students and learners, stakeholders and partners, and beneficiaries of knowledge development.

HEDx Response

There needs to be substantial change over an extended period into a new and more diverse range of post-secondary education providers to focus on what they are good for, not only what they are good at, and serve clear and distinct purposes which focus on society's needs. We may need new providers to emerge and others to adjust, reshape, or discontinue. We need to allow all to serve the unfolding future priorities of Australia and its people, including through regional development and international engagement.

This will require greater specialisation across the contributions of diverse providers including ensuring Australia has the capacity for:

- world-class and relevant research and knowledge development;
- local and community-based provision to serve the needs of regional and other local priorities for development;
- skills and competency-based education and learning for the future world of work;
- scalable and technologically-enabled provision of affordable and accessible contemporary lifelong learning that allows Australian HE to compete globally in a new learning economy.





Section 1: Overall Sector Challenges and Change

Specific Policy Proposal

We need changes to provider standards, and funding compact arrangements, to support a more differentiated pattern than Australia's existing universities and other postsecondary providers. This needs to embrace intra-sector pathway arrangements and allow and encourage providers with differentiated missions. We need to provide program support to partnerships that focus on innovative ways to achieve lifelong learning, student engagement and success, using new models, technologies and approaches in global markets. These changes need to allow the increasingly diverse and fast-changing needs of learners and employers to be continuously met by an agile, fit for purpose postsecondary education system. There is market failure in our full array of universities not sufficiently meeting the full range of needs of our HE system. Funding compacts that facilitate greater differentiation and specialisation are needed to overcome that.

We need long-term and annual completion number targets and outcome achievement objectives, at both institution and sector level, for various activities of a new lifelong learning strategy. This strategy needs to halve the gap for participation by under-represented student groups by 2030 and allow completion of stages of lifelong learning to mirror our wider population by 2040 building social capital for the nation.

Funding compacts for individual institutions need to be based more on long-term outcomes from graduations and completions of more diverse and under-represented student groups than on enrolments by census dates. They need to allow system-level social capital targets to be cascaded to individual institution funding agreements with material consequences for non-delivery against targets within compacts.

We also need new universities and HE providers to emerge over the next 20-30 years. We need to maintain our world class research universities but we do not need 40 of them. Increasingly, we can not attain that and meet our other policy priorities. Our leading research players need to focus on research excellence as part of their mission and to be mandated and adequately funded to do so.

We need current mid-ranked comprehensive research universities to be assisted and guided to find their own distinctive mission. We may need locally relevant, or globally excellent research profiles, to be nurtured and enhanced within a contribution to skills needs and broad access and equity missions. And we need to encourage some of our existing and more of our new HE providers to adopt more of a focus on an outstanding student experience, and increase the access to opportunity to life-transforming education to more under-represented students. This needs to be based on funding compacts with selective investment in areas between differentiated universities for those not choosing to be comprehensive. We need a particular measure and policy development to support this happening for regional Australia.

We propose to establish the Australian Regional University as a premier institution with its own distinct mission in a similar way to the ANU. The ARU should become a federation of regional institutions on campuses serving national needs with an explicit regional development focus bringing high value jobs and infrastructure to the regions with separate funding and regulatory status. This will overcome a current situation where regional universities are challenged to be sustainable within the current model of shared ubiquitous registration and regulatory standards. The current responses, with relative market failings, creates a need to ensure required policy outcomes in the medium-to-long term through different policy provisions for this group of universities. A single ARU federation would allow a specific mission, multi-campus and multi-state federated institution to build current discrete legacy brands into a premier brand. It needs to be relaxed from competing on non-mission-critical current provider category standards, and to pursue a distinctive mission. It needs to do so with shared back-office resources, expertise, capacity and a distinctive strategy. It should draw on some of the principles of federated institutions and shared back-office and community engagement behind State university systems in places such as California, Texas and Georgia in the US. It may also draw on some of the innovations in shared back office and locally deployed online education from institutions such as Coventry University in the UK and Western Governors University in the US. It needs to be pursued with more drive than the post Bradley Review feasibility study. It needs to be pursued from the viewpoint of the benefits of regional Australia rather than the interests of one university council.



SECTION 2

FUTURE SKILLS NEEDS

3 questions in the Accord discussion paper that this section relates to are:

- Q3 What should the long-term target/s be for Australia's higher education attainment by 2030 and 2040, and how should these be set and adjusted over time?
- Q9 How should Australia ensure enough students are studying courses that align with the changing needs of the economy and society?
- Q11 How should Australia boost demand from people to study in the higher education system?

While these 3 questions are not answered individually, they are combined in this submission into a problem definition to which HEDx proposes a response resulting in a specific policy proposal as follows.

HEDx

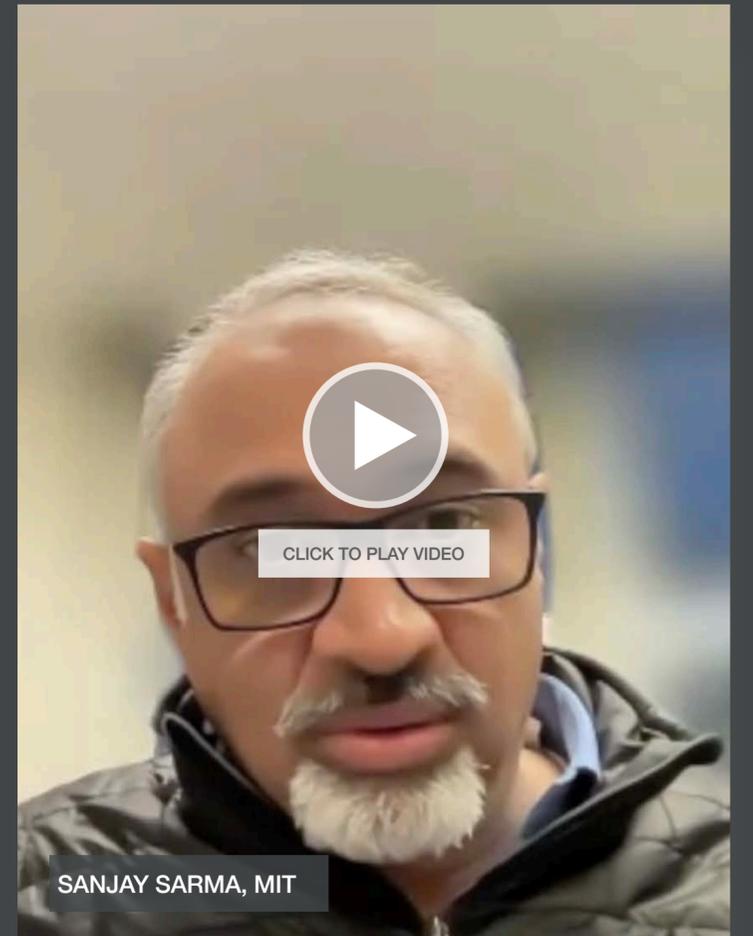
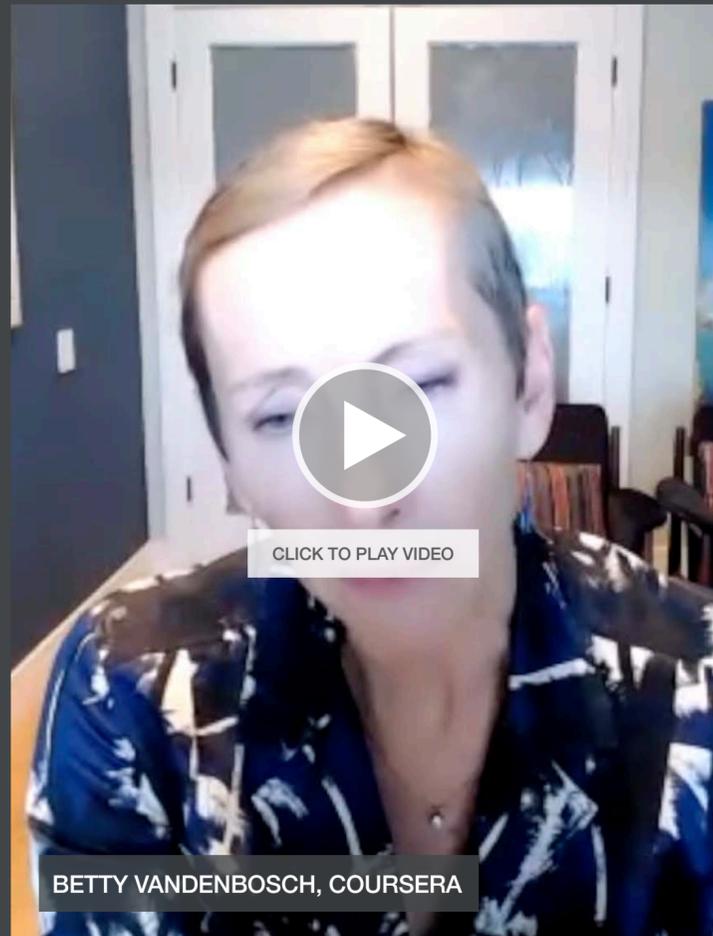
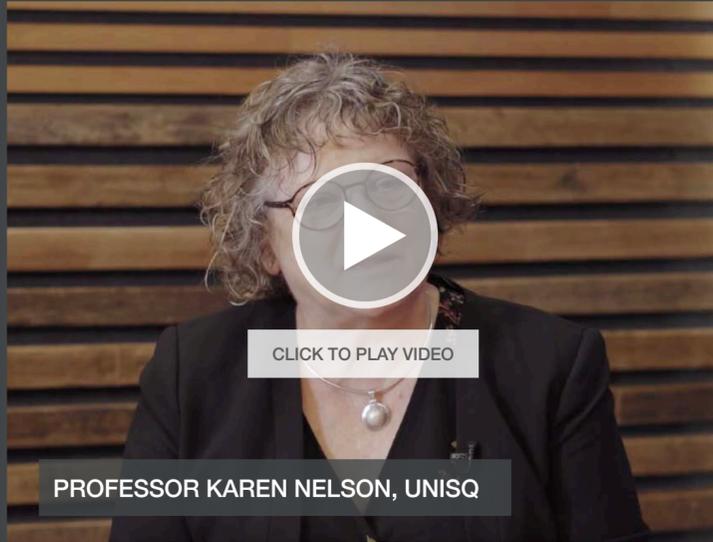
Definition of the Problem

Our existing model for higher education has been substantially undermined by changes in career patterns caused by the speed of new development of knowledge, by career and learning-while-working practices, and by expectations of learners and employers. This undermining is being accelerated in the way technology and pedagogy in higher education settings is advancing. The current system was initially designed for a school-leaver student population expecting campus-based education in local points of delivery, physically and temporally distinct from workplaces and careers. These design principles were arrived at to allow school-leaver students to gain graduate entry knowledge and skills that would prepare them for career commencement. They were expected to provide foundational knowledge to serve them in single, continuous, professional and vocational careers that evolved in stable work situations, for life. The problem is that these design principles have changed. We now have a ubiquitous need for lifelong learning.

HEDx Response

We need a higher education system focussed on lifelong learning more than initial graduate education, for a more diverse and inclusive future learning community, that learns while it works, from programs of learning co-designed with future employers. Learning products and processes are needed in more affordable, flexible and bite-sized programs of learning, delivered in more innovative globally-leading ways. We need a lifelong learning strategy for universal educational wellbeing that drives change to this position.





Section 2: Future Skills Needs

Specific Policy Proposal

Policy is needed that lifts our current caps on funding, which effectively limits student numbers. We also need the financing of our system to shift funding towards student contributions in line with the Productivity Commission Report¹, but support its impact on equity and inclusion student groups. This would be through a Lifelong Learning Tax Incentive Scheme that mirrors and becomes a part of the R&D Tax Incentive Scheme. It needs to be a partnership between government, industry and other employers, and universities and their students. It would allow part of future HECS/HELP student contribution repayments to be incentivised by shared contributions between lifelong learning employees and employers in areas of skills shortage and future skills needs, and allow and support programmatic new course provision to meet them.

This would form part of a new lifelong learning strategy that more broadly allows funding for lifelong learning to be contributed to by students, government and employers, in ways that are institution-type and learning level agnostic. We need programs that are student/customer centric in their design, and affordable in the delivery to domestic and future international lifelong learner cohorts.

It needs to be part of a new approach to combined student and employer contributions based on allocating investment from future beneficiaries of lifelong learning in an environment of skills

shortages and long-term population decline, that is institution-type agnostic. It needs to separate income streams of teaching and research and be sensitive to regional provision needs.

It would be prioritised to skills needs, employers and lifelong learning situations where there are current market failings rather than incentivising skills supply that is happening anyway. An obvious current example would be in working with departments of education and private providers in ensuring a teaching and education workforce of the future. A second candidate for identified skills shortage status, program need and shared student and employer support would be in healthcare professions and responses to an ageing population and acute and unequal access to health provision and well-being.

The example quoted in some of the accompanying videos and images in this section, of how Starbucks, Arizona State University and US governments collaborate in making remote education available to 10,000 Starbucks employee graduates, indicates some of the principles of how this policy proposal may be applied. It would seek to engage employers and benefit equity groups. We need a similar scheme that builds on that principle but that further targets support to professions and industries of future skills needs.



¹ 5-year Productivity Inquiry: Advancing Prosperity, Australian Government Productivity Commission, Report no. 100 – 7 February 2023

A woman with glasses and a man wearing VR goggles are sitting at a desk in a modern office. The woman is smiling and looking at a laptop. The man is also smiling and pointing at the laptop. In the background, there is a whiteboard with sticky notes and a window with a view of a city.

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SECTION 3

ACCESS & OPPORTUNITY

3 questions in the Accord discussion paper that this section relates to are:

- Q29 What changes in provider practices and offerings are necessary to ensure all potential students can succeed in their chosen area of study?
- Q38 How can the Accord support higher education providers to adopt sector-leading employment practices?
- Q47 What structure of Commonwealth funding is needed for the higher education sector for the system to be sustainable over the next two decades?

While these 3 questions are not answered individually, they are combined in this submission into a problem definition to which HEDx proposes a response resulting in a specific policy proposal as follows.

HEDx

Definition of the Problem

The nature of modern careers and life, and the increasing intensity of global competition for skills, talent and economic and societal development, is such that we have a growing need for postsecondary education to be available to and engaged in by all in the population. We have grown our levels of participation for the population as a whole. But have done little to close the gap in participation between high achieving school leavers from positions of advantage, and under-represented groups from First Nations, regional areas, low SES status, and learners with disabilities and from other equity groups. In addition, we have created a division in post-secondary education between VET and higher education in terms of funding, status, financial support to students, and policy. This is unjustifiable, unfit for purpose, and fails to allow natural progression and pathways between them. In combination, it fails to provide equitable and universal access to all to an integrated postsecondary education system as increasingly needed by Australia and Australians.

HEDx Response

We need an integrated postsecondary education system with seamless pathways between tertiary and higher education, into lifelong learning, and which achieves accessibility. It needs to be open to all and achieved by learners in proportion to demographic groups, with no caps on ability to access learning and support to succeed





CLICK TO PLAY VIDEO

PAUL HARPUR, UQ



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BETTY VANDENBOSCH, COURSERA



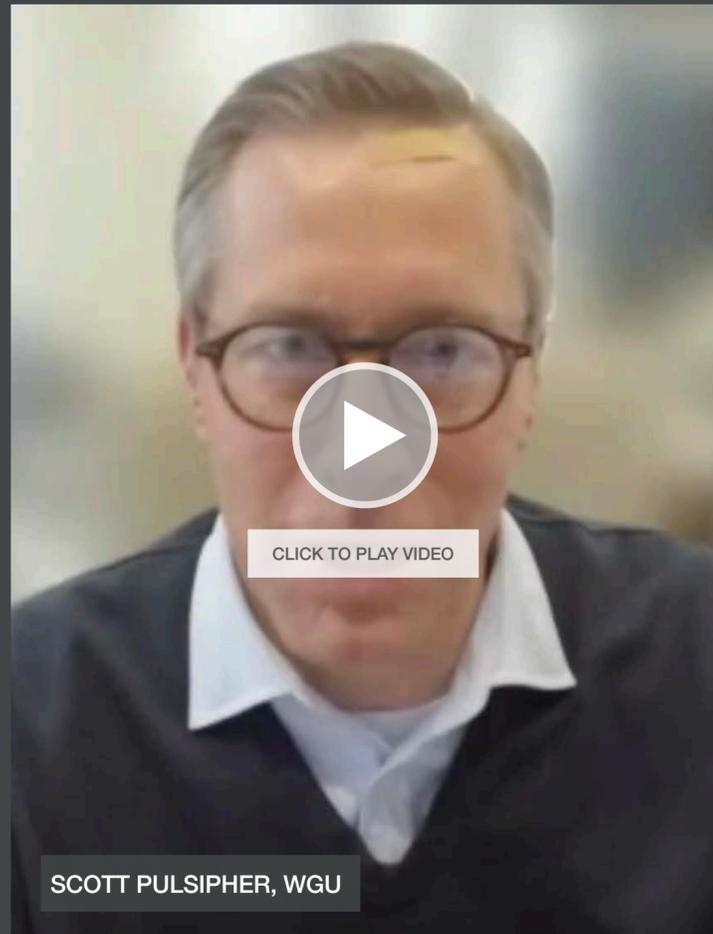
CLICK TO PLAY VIDEO

DR PHIL REGIER, ASU



CLICK TO PLAY VIDEO

ADRIAN MILLER, CQU



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SCOTT PULSIPHER, WGU



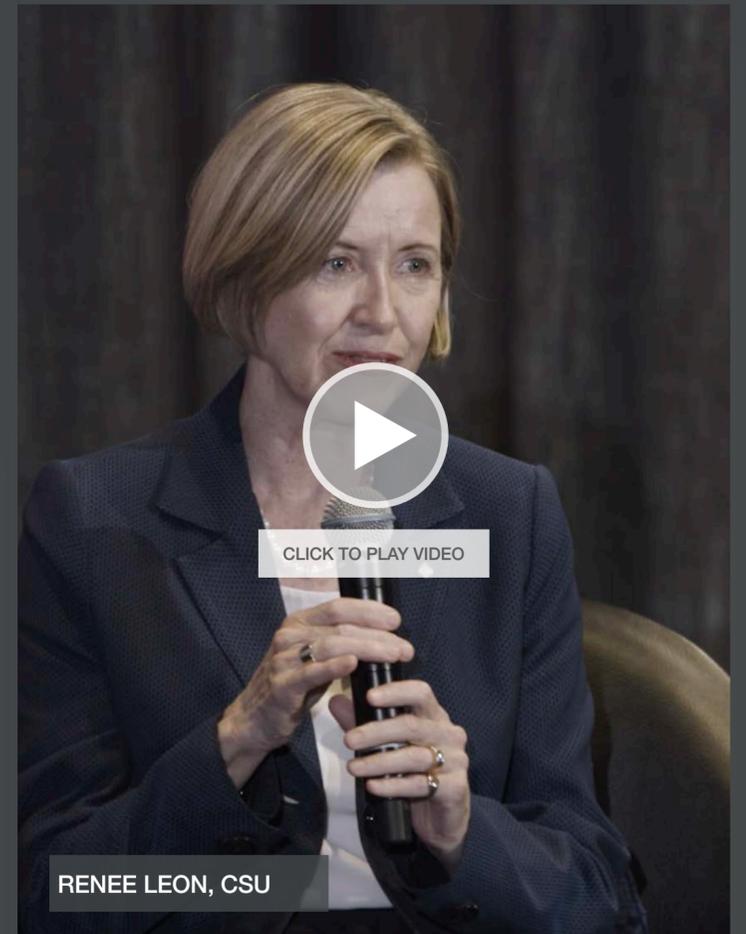
CLICK TO PLAY VIDEO

PROFESSOR MICHAEL CROW, ASU



CLICK TO PLAY VIDEO

IAN DUNN, COVENTRY UNIVERSITY



CLICK TO PLAY VIDEO

RENEE LEON, CSU

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Section 3: Access and Opportunity

Specific Policy Proposal

The fundamental policy principle behind this idea is one of creating lifelong learning expectations and entitlements to all groups in Australian society. A future lifelong learning strategy should evolve the current HECS and HELP environment, once extended to all VET and other pathway providers, to become lifelong learning entitlements rather than school-leaver focussed. This should learn from the UK Lifelong Learning Entitlement policies and their current re-examination as a means of working towards 1m new annual UK HE learners. Evidence is that such a policy approach is enabling greater access, focus on completions and flexibility and integration across an integrated postsecondary education system.

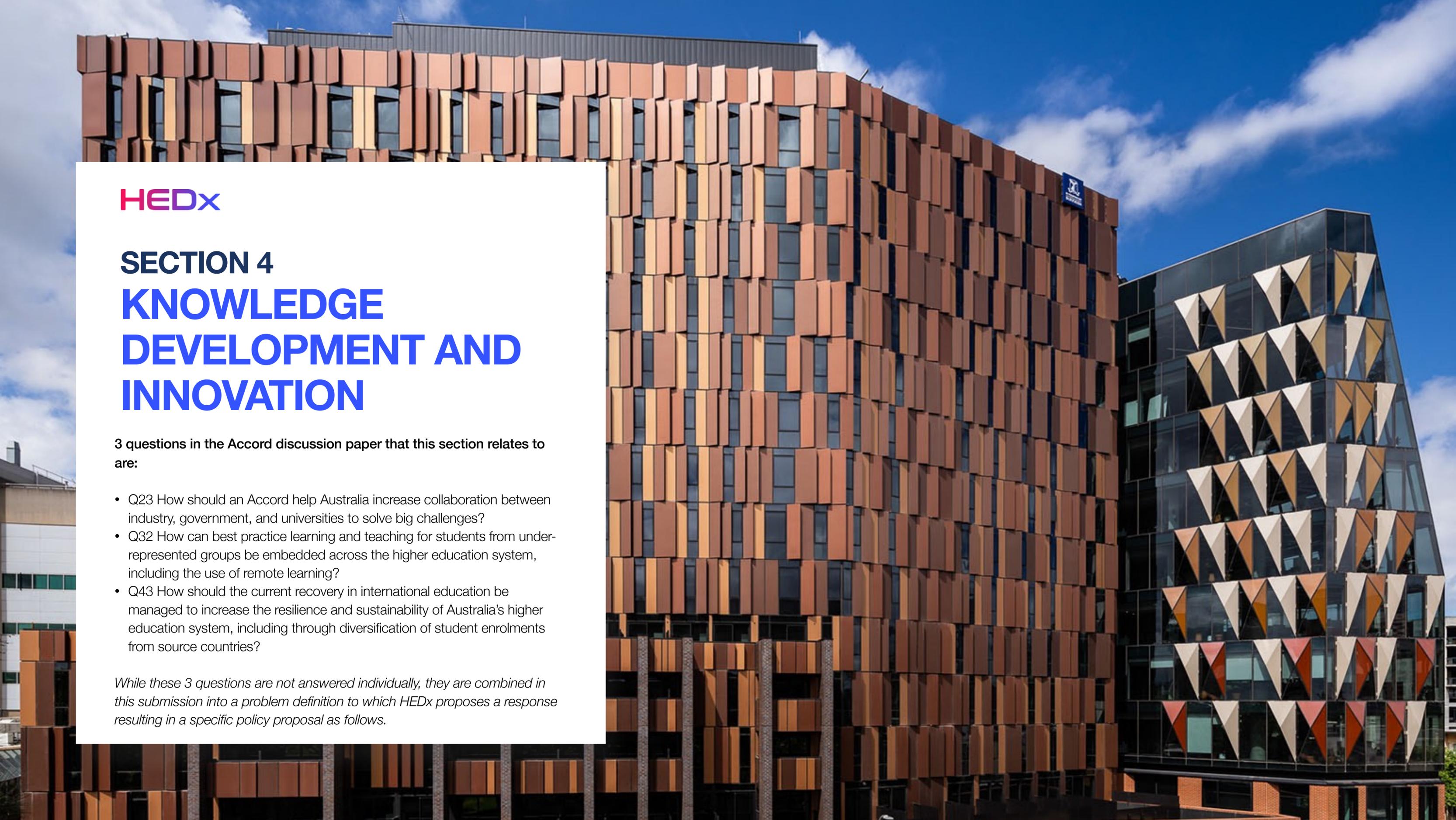
The current system of a split in state and federal responsibility for VET and higher education is inequitable, unhelpful and confusing. Policy should be introduced to establish and support pathways between VET, tertiary education and higher education provision regardless of provider category, with universal government contributions and access to HECS and HELP as a unified system. This would also include creating a context and environment where the incentives and motivation are driven by providing access and support to complete rather than enabling enrolments based on exclusivity and limiting opportunity.



The policy changes should be accompanied by setting targets, and links to funding, that drive all activity and focus away from numbers enrolling to numbers completing with support, from institutions with diverse missions. This will require a deregulated environment incentivising rapid growth in some of our providers. It would measure system success by numbers and diversity in learners and share of a future global learning market rather than number of universities and their places in rankings. All of our policy levers should be oriented toward enhancing this position.

Such moves towards increasing access and equity to opportunity among learners and our student body should connect to growing partnerships between universities and industry for knowledge development and the partnerships between education providers and other stakeholders. All would be enabled and supported by our providers becoming exemplars of equitable, diverse and inclusive employment practices that mirror and encourage the sector's values through leadership and management that is itself diverse in its characteristics and paths to attainment. Our mission compacts, regulation and funding systems should require and reward these practices.





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SECTION 4

KNOWLEDGE DEVELOPMENT AND INNOVATION

3 questions in the Accord discussion paper that this section relates to are:

- Q23 How should an Accord help Australia increase collaboration between industry, government, and universities to solve big challenges?
- Q32 How can best practice learning and teaching for students from under-represented groups be embedded across the higher education system, including the use of remote learning?
- Q43 How should the current recovery in international education be managed to increase the resilience and sustainability of Australia's higher education system, including through diversification of student enrolments from source countries?

While these 3 questions are not answered individually, they are combined in this submission into a problem definition to which HEDx proposes a response resulting in a specific policy proposal as follows.

HEDx

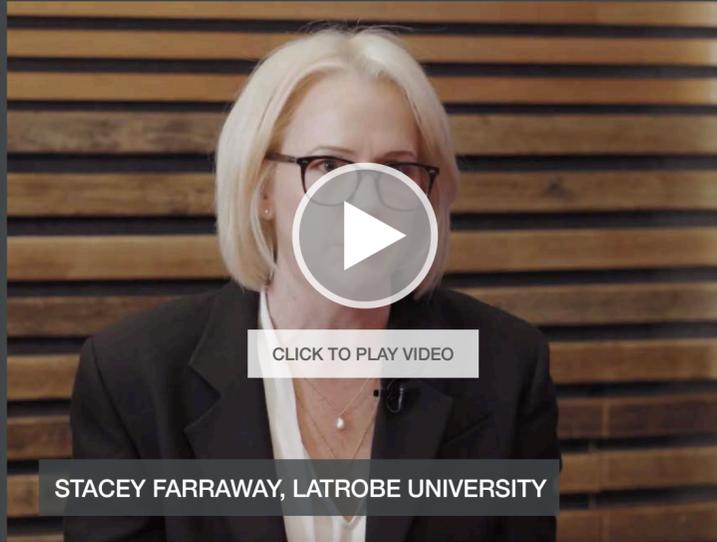
Definition of the Problem

Research and knowledge creation are of critical and increasing national importance. We place a disproportionate responsibility for it on all of our universities and expect all to be comprehensively world class in research. This is to the detriment of our research excellence in the system as a whole and as a distraction to some of them fulfilling other missions. This is despite their inherent difference in prevailing mission and purpose, and with abundant evidence that comparative research outcomes between institutions are largely static. They are balanced by non-research-intensive providers clearly excelling in other aspects of institution mission and purpose. Our employment practices have evolved to create an outdated model of an academic workforce of all rounders, supported by a casualised workforce with limited career development opportunities. This model has become unfit for current practices and future directions and development. We have also built a universal and inherited business model where research funding is reliant on international student fee income and created an environment for business model evolution into the new learning economy that inhibits innovation and change. It leaves our universities all vulnerable to more dynamic and faster changing providers and Tech companies globally, to capture both new global markets and Australia's future lifelong learning needs.

HEDx Response

We need a more focussed, targeted and strategic national knowledge development and creation ecosystem. It needs closer links to industry, community and stakeholder groups that go beyond a narrow focus on commercialisation. It needs to leave our research ecosystem untethered to the needs for all universities to have ubiquitous high quality research to be able to offer lifelong learning. We have a need to allow our knowledge development activities to focus on serving the needs of Australia and Australians more than meeting the goals of a position in university rankings. We also need a research ecosystem whose funding is free from the constraints of being entirely dependent on international student fee income given the differential scope for universities in different geographical locations to recruit international students. In addition, we need a post-secondary education system supported to work in partnerships with employers for program relevance and funding of accessibility. We also need innovative delivery partnerships with EdTech and BigTech providers to allow new products and business models to serve changes in needs and demand and prepare us to compete globally in a disrupting and transforming sector.





STACEY FARRAWAY, LATROBE UNIVERSITY



DR PHIL REGIER, ASU



PROFESSOR JIM NYLAND, UNISQ



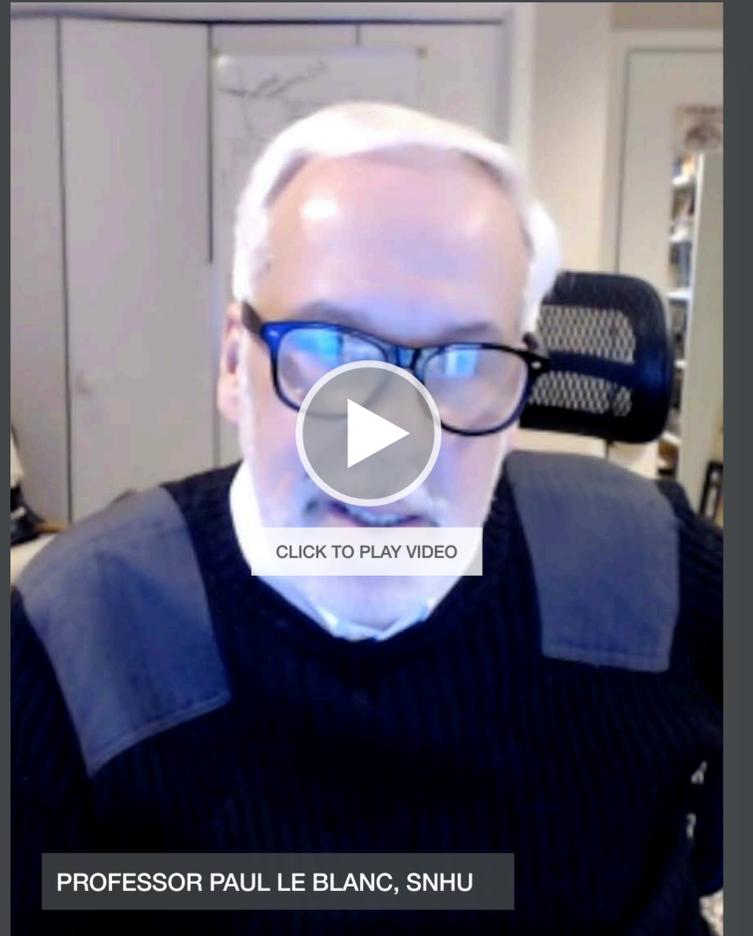
DR NORA KOSLOWSKI, MBS



PROFESSOR MICHAEL CROW, ASU



SCOTT PULSIPHER, WGU



PROFESSOR PAUL LE BLANC, SNHU

Section 4: Knowledge Development and Innovation

Specific Policy Proposal

We need our funding environment to isolate funding from international student fee income from other aspects of institutional mission, particularly the funding of research. We need to incentivise growth and optimisation of outstanding internationalisation and international student experiences, and national economic and societal benefit, at the system rather than institutional level. This can be achieved by applying a levy to international student fee income for those in advantageous locations and settings and allowing that levy income to compensate institutions who lack the wherewithal to gain that advantage. This can be achieved through linking funding more directly with performance outcomes and measurements linked to contracted missions and purposes defined in funding compacts.

Re-distributing the levied benefits from such a policy through compacts, will enable us to establish funded partnership programs for knowledge creation, development and transfer between end users and education providers that focus on building partnerships. These relationships should extend beyond commercialisation and IP. This should be in addition to, and alongside, appropriate programs for both commercialisation and blue sky fundamental research. It should result in a net increase in total research funding to meet OECD norms for proportions of GDP invested in research of above 2%.

In addition we need similar funded partnership programs, or extension of tax incentive programs, that formally involve industry, government, not-for-profit and community employers and partners to lifelong learning. This needs to enable employers to own the problems and benefits of a transformed education system by full and active participation in program design, specification, and delivery, and sharing their employment benefits from improved lifelong delivery in the funding of its implementation.

We need to set regulatory, recognition and funding parameters that provide incentives for customer and student engagement and input to equitable, diverse and inclusive missions. These should encourage and support innovative approaches to student engagement and success. They should reward the extent to which programs achieve transformational change in learners and their outcomes, rather than advantage traditionally advantageous positions of learning providers and their histories



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APPENDIX 1

**GLOBAL LEADERS
INTERVIEWED FOR THE
HEDx PODCAST SINCE
2020**

HEDx

Global Leaders

Interviewed for the HEDx Podcast since 2020

Professor Kent Anderson, DVC of Newcastle University
 Professor Helen Bartlett, VC of University of the Sunshine Coast
 Professor Duncan Bentley, VC of Federation University
 Professor Lynn Bosetti, University of British Columbia, Canada
 Linda Brown, CEO of Torrens University of Australia
 Professor Giselle Byrnes, Provost of Massey University, New Zealand
 Professor Caron Beaton-Wells, Dean (Internal), Melbourne Business School
 Professor Michael Crow, President of Arizona State University
 Professor Patricia Davidson, VC of University of Wollongong
 Professor Jane den Hollander, Former VC of Deakin University
 Professor Marcia Devlin, CEO of Victorian Academy of Teaching and Leadership
 Professor John Dewar, VC of La Trobe University and Chair of Universities Australia
 Professor Ian Dunn, Group Provost of Coventry University, UK
 Chris Eigeland, Chief Revenue Officer of Go1
 Professor Carolyn Evans, VC of Griffith University
 Professor Theo Farrell, DVC of University of Wollongong
 Professor Anthony Forster, VC of University of Essex, UK
 Professor John Germov, DVC of Victoria University
 Emeritus Professor Dennis Gibson, Former VC of QUT
 Professor Barney Glover, VC of Western Sydney University
 Jack Goodman, Founder of Studiosity
 Dr John Griffiths, CEO of Queensland Tertiary Admissions Centre
 Emeritus Professor Sandra Harding, Former VC of James Cook University
 Professor Debbie Haski-Levanthal, Macquarie University
 Professor Brigid Heywood, Former VC of University of New England
 Catriona Jackson, CEO of Universities Australia
 Herk Kallis, CEO Cadmus
 Dr David Kellermann, UNSW
 Professor Nick Klomp, Vice Chancellor of Central Queensland University
 Professor Sally Kift, President of Australian Learning and Teaching Fellows
 Sue Kokonis, Executive Director Academic, OES

Lloyd Lazaro, CEO of The Executive Chair
 Professor Andrew Parfitt, Vice Chancellor of University Technology Sydney
 Professor Paul LeBlanc, President of Southern New Hampshire University
 Mary Lemonis, Chief People Officer, REA Group
 Renee Leon, Vice Chancellor of Charles Sturt University
 Professor Guy Littlefair, PVC Auckland University of Technology
 Professor Alwyn Louw, VC of Torrens University Australia
 Professor David Lloyd, VC of University of South Australia
 Professor Max Lu, Vice Chancellor of University of Surrey, UK
 Professor Geraldine Mackenzie, VC of University of Southern Queensland
 Professor Duncan Maskell, Vice Chancellor of University of Melbourne
 Professor Mary O’Kane Chair of Universities Accord Review Panel
 Professor Andrew Norton, ANU
 Jan Owen, Co-Chair of Learning Creates Australia
 Professor Malcolm Press, VC of Manchester Metropolitan University, UK
 Scott Pulsipher, President of Western Governors University
 Professor Pascale Quester, VC of Swinburne University of Technology
 Professor Judy Raper, CEO of TEDI-London
 Dr Phil Regier, CEO of EdPlus, Arizona State University
 Henry Ruiz, CEO REA Group
 Professor Sanjay Sharma, MIT
 Professor Margaret Sheil, VC of QUT
 Maria Spies, CEO of HolonIQ
 Professor Colin Stirling, VC of Flinders University
 Professor Aleks Subic, VC of University of Aston, UK
 Professor Debbie Terry, VC of University of Queensland
 Professor Jan Thomas, VC of Massey University and Deputy Chair of Universities New Zealand
 Betty Vandenbosch, Chief Content Officer of Coursera
 Assoc Professor Jack Wang, University of Queensland
 Professor Jennifer Whyte, University of Sydney
 Professor Alex Zelinsky, VC of University of Newcastle

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APPENDIX 2

INSTITUTIONS REPRESENTED AT HEDx CONFERENCES AND EVENTS

HEDx

Institutions Represented

At the March 15th 2023 HEDx Challenge Conference and other HEDx Events



Event Sponsors





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SYDNEY

Suite 20
22 Darley Road
Manly NSW 2095

BRISBANE

Suite 261, Level 6
8 Musgrave Street
West End QLD 4101

info@hedx.com.au
02 9095 4225