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Briefing document: Masterclass 1 - Transforming Our Universities through Lifelong Learning

4 maart | 7.30 – 9.00 uur | Live sessie

Begeleid door Dr. Jo Chaffer, International Inzichten, LLO-Katalysator

Toelichtingsnota – doel en inhoud

Deze toelichtingsnota is bedoeld om de deelnemers, hun organisaties en enkele van de 'hete' vragen en ideeën rond het thema transformatie van universiteiten te introduceren. Het doel is dat we, door ons vooraf vertrouwd te maken met de context en achtergrond, tijdens de sessie meer tijd kunnen besteden aan de vragen en thema's die u daadwerkelijk wilt verkennen.

Hieronder vindt u informatie over:

- Waarom dit onderwerp? Waarom nu?
- De kernvragen die we zullen bespreken.
- Een plek voor uw eigen vragen en ideeën.
- De sprekers en hun organisaties (inclusief verwijzingen naar de context in Australië, Nieuw-Zeeland en Nederland).

Waarom dit onderwerp? Waarom nu?

Wereldwijd staan hogeronderwijssectoren – met name in meer volwassen stelsels – onder druk om zich aan te passen aan publieke en overheidsambities, terwijl zij tegelijkertijd verantwoordelijkheid blijven dragen voor lerenden en de hoogste kwaliteits- en academische standaarden waarborgen. Dat is op zichzelf niet nieuw.

Wat wél nieuw is, is het tempo, de schaal en de reikwijdte van de veranderingen. Samenlevingen, economieën, de aard van werk en verwachtingen over wat een 'goed leven' inhoudt, veranderen in hoog tempo. De vraag "waar zijn universiteiten eigenlijk voor?" is geen louter academische exercitie meer, maar onderwerp van (soms vijandige) mediadebatten en politieke discussies – met verstrekkende gevolgen voor bekostiging, prestatie-indicatoren, autonomie en zelfs bestaansrecht.

Tegelijkertijd daalt in veel landen het aantal 18–21-jarigen. Een deel van deze groep kan of wil niet meer verhuizen voor studie, combineert leren met werk of zorgtaken, of kiest andere leerpaden. Het aantal 'traditionele' voltijdstudenten neemt af – en daarmee ook een belangrijk deel van de financieringsbasis van universiteiten.

Maar de behoefte aan leren blijft. Jong en oud willen zich blijven ontwikkelen, kwalificaties behalen, vaardigheden versterken en toegang krijgen tot werk. Wat verandert, is de manier waarop: flexibeler, sneller, beter inpasbaar in werk en privé –

maar mét behoud van kwaliteit, erkenning en overdraagbaarheid zoals bij reguliere opleidingen.

De druk om te veranderen is dus niet alleen financieel, maar vooral maatschappelijk. Het gaat om het dienen van het publieke belang – in de samenleving van vandaag.

Hoewel universiteiten vaak worden bekritiseerd als traag of veranderingsresistent, vinden er continu grote en kleine innovaties plaats. Die veranderingen ontstaan niet vanzelf; ze worden vormgegeven door mensen binnen universiteiten die experimenteren, vernieuwen en aanpassen.

Deze masterclass is daarom ook een antwoord op de kritiek: een gesprek over de verandering die nú plaatsvindt om beter aan te sluiten bij wat lerenden nodig hebben, over universiteiten die zowel verantwoordelijk als responsief zijn. We reflecteren op de gelaagde en complexe aard van verandering in organisaties, en op de competenties die nodig zijn om die verandering te realiseren.

Waarom nu? Omdat we elkaar kunnen ondersteunen bij het maken van de juiste keuzes, kunnen leren van voorlopers, en minder succesvolle experimenten kunnen overslaan. Door slimmer samen te werken kunnen we op schaal vooruitgang boeken – op een manier die bijdraagt aan maatschappelijke transitie én individuen in staat stelt daar actief en in gemeenschap deel van uit te maken.

Verschillende landen, verschillende contexten

- **Australië**

In Australië brengt de invoering van het **Australian Universities Accord** en de oprichting van de **Australian Tertiary Education Commission (ATEC)** veranderingen in governance en sturing. Tegelijkertijd richten nationale initiatieven zoals de **National Skills Agreement** en **Jobs & Skills Australia** zich sterk op het beroepsonderwijs als motor voor productiviteit en het dichten van grote vaardigheidskloven.

Universiteiten transformeren om toegankelijker te worden en beter in te spelen op diverse doelgroepen, maar missen vaak een samenhangend beleids- en financieringskader voor LLO.

- **Aotearoa Nieuw-Zeeland**

In Aotearoa Nieuw-Zeeland vindt een brede onderwijsherziening plaats, met nadruk op beroepsonderwijs en regionale samenwerking tussen onderwijs en industrie. Een nieuwe Tertiary Education Strategy (TES) beoogt een meer op uitkomsten gerichte, lerend-gecentreerde en op LLO gebaseerde benadering.

Daarnaast is er blijvende aandacht voor het vergroten van onderwijsparticipatie van historisch uitgesloten groepen, met name Māori en Pasifika.

- **Nederland**

Ook Nederland kampt met grote tekorten aan vaardigheden en talent. Tegelijkertijd is er relatief sterke financiële en institutionele ondersteuning voor aanpassingen in het tertiair onderwijs, inclusief universiteiten.

Samenwerking tussen onderwijs en bedrijfsleven is stevig verankerd, mede door de sterke beroepskolom. Dit maakt de context voor transformatie via LLO relatief gunstig. Tegelijkertijd kunnen factoren zoals beperkte individuele prikkels, arbeidsmarktregulering en beleidsmatige versnippering de opschaling van LLO belemmeren.

Kernvragen die we zullen stellen tijdens de masterclass

1. Wat betekent Leven Lang Ontwikkelen binnen uw universiteit?

- Hoe definieert u LLO?
- Voor wie is het bedoeld?
- Hoe centraal staat het in uw missie?

2. Organisatie en governance

- Waar is LLO belegd binnen de organisatie?
- Hoe is het geïntegreerd en aangestuurd?

3. Concrete veranderingen

- Wat verandert er daadwerkelijk?
- Hoe worden deze veranderingen gerealiseerd?

4. Succesfactoren

- Wat werkt goed?
- Welke positieve verrassingen zijn er?

5. Financiering en duurzaamheid

- Wie betaalt?
- Is LLO financieel duurzaam?
- Draagt het bij aan andere activiteiten of wordt het gesubsidieerd?

Uw vragen en ideeën

Welke vragen heeft u? Welke thema's wilt u verdiepen?

Stuur uw vragen of opmerkingen vooraf naar jo.chaffer@llokatalysator.nl

Of stel ze tijdens de live sessie via de chatfunctie.

De sprekers en hun organisaties

Overzicht

Naam	Rol	Organisatie	Land
Prof. Giselle Byrnes	Provost	Massey University	New Zealand
Prof Kevin Dunn	Executive Dean, Faculty of Social Science, Arts, Business, Education and Law	Western Sydney University	Australia
Prof Kylie Readman	DVC Education and Students / Vice- President	University of Technology, Sydney	Australia
Prof Judyth Sachs	Chief Academic Officer	Studiosity (global)	Australia
drs. Felix van Urk	Head of Education Policy	University of Twente	Netherlands
drs. Rob Verhofstad	Chairman/ President	Hogeschool Arnhem Nijmegen	Netherlands
Jacob de Boer	Director, Education for Professionals	Radboud University	Netherlands

In detail

Prof. Giselle Byrnes – Provoost, Massey University (Nieuw-Zeeland)



Professor Byrnes is een internationaal erkend historicus met senior managementervaring aan universiteiten in Australië en Nieuw-Zeeland. Zij trad in januari 2016 in dienst bij Massey. Zij behaalde een Bachelor of Arts in Geschiedenis en Engels en een Master of Arts in Geschiedenis aan de University of Waikato en promoveerde in Geschiedenis aan de University of Auckland.

Zij werkte voor het Waitangi Tribunal, doceerde aan Victoria University of Wellington en vervulde academische en managementfuncties aan de University of Waikato en Charles Darwin University. Professor Byrnes was Fulbright scholar en gaf onderwijs in Nieuw-Zeelandstudies aan Georgetown University in Washington DC, en diende als President

van de New Zealand Historical Association. Zij zet zich in voor het bevorderen van gelijkheid en toegang tot het hoger onderwijs en is een uitgesproken pleitbezorger van de cruciale rol die moderne universiteiten spelen in het creëren van sociaal, cultureel en intellectueel kapitaal ten behoeve van het publieke belang en economisch welzijn.



Prof. Judyth Sachs – Chief Academic Office, Studiosity (Australië)

Judyth Sachs heeft in seniorfuncties gewerkt aan vier Australische onderzoeksintensieve universiteiten, waar zij leiding gaf aan onderwijsgerelateerde portefeuilles. Huidige en recente functies omvatten:

- Emeritus Professor, Macquarie University
- Adjunct Professor, Western Sydney University
- Honorary Professor, University of Canberra
- Special Advisory Higher Education, KPMG (2014 – april 2020)
- Interim DVC Academic, University of Canberra (januari 2019 – april 2019)
- Deputy Vice Chancellor and Provost, Macquarie University (2006 – april 2014)
- Pro Vice Chancellor Learning and Teaching, The University of Sydney
- President van de Australian Association of Education Research (2000)
- Fellow van het Australian College of Educators
- Fellow van de Australian Council of Education Leaders

Judyth is een onderwijsprofessional en change agent die werkt aan het verbeteren van de organisatie van de studentervaring, kwaliteit en innovatieve curricula en pedagogiek. Zij heeft meerdere institutionele evaluaties uitgevoerd in het Verenigd Koninkrijk, Zweden, Canada en Hongkong en is uitgenodigd om keynotelezingen te verzorgen over professionaliteit van docenten op internationale conferenties in het VK, de VS, Portugal en Nieuw-Zeeland. Zij brengt ervaringen mee uit de vele verschillende instellingen waarmee zij wereldwijd samenwerkt.



Prof. Kevin Dunn – Executive Dean, Faculty of Social Science, Arts, Business, Education and Law S, Western Sydney University (Australië)

Professor Kevin Dunn (FNGS; FRSN) is Executive Dean van de Faculty of Social Science, Arts, Business, Education and Law aan Western Sydney University. In deze hoedanigheid geeft hij leiding aan en draagt hij verantwoordelijkheid voor de Arts, Humanities and Social Sciences en het Whitlam

Institute. Hij was DVC Academic Transformation 2025; Provost van 2024–2025; Pro Vice-Chancellor (Research) van 2019 tot 2023 en Dean van de School of Social Sciences and Psychology tussen 2012 en 2019. Hij trad in 2008 in dienst bij Western Sydney University als Professor of Human Geography and Urban Studies. Zijn onderzoeksgebieden omvatten racisme en antiracisme, immigratie en vestiging, islam in Australië en lokaal bestuur en multiculturalisme. Recente boeken zijn onder meer *Cyber Racism and Community Resilience* en *Landscapes: Ways of Imagining the World*. Zijn recente artikelen zijn gepubliceerd in *New Media and Society*, *Geoforum*, *Geographical Research*, *Australian Journal of Islamic Studies* en *Urban Policy and Research*. Hij is Fellow van de New South Wales Geographical Society en voormalig voorzitter. Gedurende twintig jaar leidde hij het nationale en multi-agency Challenging Racism Project.



Prof. Kylie Readman – DVC Education and Students / Vice-Presidents, University of Technology Sydney (Australië)

Professor Kylie Readman is Deputy Vice-Chancellor en Vice-President (Education and Students) aan de University of Technology Sydney (UTS) en is een ervaren leider op het gebied van onderwijs. In deze rol is zij verantwoordelijk voor het toezicht op de kernprioriteiten van UTS op het gebied van onderwijs, leren en de studentervaring. Zij heeft bijzondere aandacht voor betrokkenheid, verbondenheid, welzijn en partnerschappen met studenten.

Kylie zet zich sterk in voor onderwijskwaliteit, betrokkenheid van lerenden en studiesucces. Haar expertise ligt in het creëren van institutionele randvoorwaarden om de capaciteit van medewerkers te vergroten bij het ontwerpen en verzorgen van betrokken en innovatieve curricula, terwijl zij ervoor zorgt dat studenten, in het bijzonder studenten uit traditioneel ondervetegenwoordigde groepen, de best mogelijke kans krijgen om hun ambities te realiseren.

Kylie is Principal Fellow van de Higher Education Academy, een erkenning van haar langdurige staat van dienst in effectief strategisch leiderschap op het gebied van academische praktijk. Zij trad in november 2022 in dienst bij UTS, afkomstig van Murdoch University waar zij Deputy Vice-Chancellor (Education and Equity) was. In die rol was zij institutioneel leider voor leren, onderwijs, ondersteuning en welzijn, en leidde zij initiatieven op het gebied van gelijkheid en diversiteit, waaronder de ondersteuning van inheems onderwijs en inclusief onderwijs.

Kylie's professionele focus heeft altijd gelegen op het verbeteren van het leren van studenten. Zij begon haar loopbaan als docent in het voortgezet onderwijs en werkte vervolgens als academicus en onderwijsontwikkelaar aan Queensland University of Technology. Daarna werd zij programmacoördinator voor graduate lerarenopleidingen aan de University of the Sunshine Coast (USC). Vervolgens was zij meerdere jaren directeur van het Centre for Support and Advancement of Learning and Teaching aan USC. In die rol leidde zij de implementatie van onderwijskundige herontwerpen ter ondersteuning van multi-campus synchroon en asynchroon onderwijs, inclusief het

gebruik van innovatieve onderwijstechnologieën. Zij implementeerde belonings- en erkenningsprogramma's voor medewerkers en was nauw betrokken bij het ontwerp van collaboratieve onderwijsruimtes op de USC-campussen.

Kylie heeft gedurende haar loopbaan meer dan \$1.200.000 aan onderzoeksmiddelen verworven voor onderzoek naar onderwijs- en leerpraktijken, onderwijsinnovaties, studiesucces en onderwijskundig leiderschap. Dit stelde haar in staat om samen te werken met collega's, kennis te ontwikkelen op deze terreinen en een betekenisvolle impact te hebben op de onderwijssector.



drs. Felix van Urk – Head of Education Policy, University of Twente (Nederland)

Felix van Urk is Head of the Education Cluster binnen de afdeling Strategy & Policy van de University of Twente. Samen met het Education Cluster coördineert hij de centrale beleidsvorming en strategische ontwikkeling van de universiteit op het gebied van onderwijs. Hij is lid van de University Committee for Education (UC-E).

Felix werkte eerder als consultant bij Berenschot en als onderzoeker bij de Rand Corporation en het Amsterdam UMC (VUmc). Hij behaalde een PhD en een MSc in Social Intervention aan de University of Oxford en een BSc in Public Administration aan de University of Twente.



drs. Rob Verhofstad – President/ Chariman, Hogeschool Arnhem Nijmegen (Nederland)

Rob Verhofstad trad op 1 september 2020 toe tot het College van Bestuur van de HAN. Daarvoor werkte hij bijna tien jaar aan de Hanzehogeschool Groningen, eerst als directeur Onderwijs en Onderzoek en vanaf 2015 als lid en later vicevoorzitter van het College van Bestuur. Eerder was hij verbonden aan de Katholieke Universiteit Nijmegen, waar hij zelf Politicologie studeerde. Hij is lid van de bestuurscommissies onderwijs en internationalisering van de Vereniging Hogescholen en voorzitter van Stichting Cube050, Incubator for Groningen, en bestuurslid van het Consortium for Valorisation and Entrepreneurship (CVO).

Rob Verhofstad wordt gedreven door de wens om studenten zowel professioneel als persoonlijk op te leiden. Daarnaast wil hij bijdragen aan oplossingen voor maatschappelijke uitdagingen van de toekomst. Hij wil de HAN verder ontwikkelen tot een multidisciplinaire leergemeenschap waarin iedereen zijn eigen rol en taak als teamlid kan vervullen – of het nu studenten, docenten, onderzoekers of professionals uit het werkveld betreft. Op deze manier kunnen zij zichzelf en elkaar blijven uitdagen en zich blijven verbeteren, en komen tot sectoroverstijgend onderwijs en oplossingen voor morgen.



Jacob de Boer – Director, Education for Professionals, Radboud University (Nederland)

Jacob de Boer trad in mei 2018 in dienst bij de Radboud University. Daarvoor werkte hij bijna 25 jaar (voornamelijk) als board-level consultant bij KPMG en later bij zijn eigen adviesbureau. In deze periode speelde Jacob een rol bij het herontwerpen van delen van het Nederlandse onderwijslandschap door fusies en herstructureringen van onderwijsinstellingen te leiden. Aan de Radboud University werkte hij bijna zeven jaar als directeur van het CPO (Centre for Post Academic Education in Law). Momenteel speelt hij een leidende rol bij het opschalen en afstemmen van de Radboud-activiteiten op het gebied van Education for Professionals.

Jacob is ervan overtuigd dat universiteiten een rol te spelen hebben op het terrein van Education for Professionals. Meerdere maatschappelijke en economische sectoren zouden meer kunnen floreren dan nu het geval is door interactie met universiteiten, vanwege de kennis die zij vertegenwoordigen en opbouwen door onderzoek. Omgekeerd kunnen universiteiten leren van de buitenwereld en deze realiteit gebruiken om onderwijs- en onderzoeksprogramma's te verbeteren.

Explainer Note: Masterclass 1 Transforming Our Universities through Lifelong Learning

March 4th 7.30am - 9am CET Live session

Facilitated by Dr Jo Chaffer, International Insights, LLO-Katalysator

Explainer note – what it's for and what's in it?

This Explainer note is intended to introduce the participants, their organisations and some of the 'hot' questions and ideas around the topic of transforming universities. The idea is that if we all familiarise ourselves with the context and background then we can spend more time getting our teeth into the questions and areas you want to explore.

Below, please find information on:

- Why this topic? Why now?
- The people and their organisations. (Plus further reading on the Australian, Dutch and Netherlands contexts).
- Key questions we will be asking
- A place for you to add questions you have and would like to ask.

Why this topic? Why now?

Around the world higher education sectors, specifically more mature sectors, are being asked to adapt and respond to public and state needs/ ambitions and also remain responsible to learners, sustaining the highest standards of quality and rigour. This is of course, not new. However, what *is* different is the pace, scale and scope of demand as societies, economies, the nature of work, and expectations of what constitutes a 'good life' etc continue to shift at pace and scale. The question of 'what are universities for' is not just an esoteric pursuit but the subject of (often hostile) media articles and political debate, with far-reaching impacts on funding, metrics, autonomy, and even viability.

With the numbers of 18–21-year-olds declining and many of these unable or unwilling to leave home, pressures to earn whilst learning and maybe caring duties too, there are fewer and fewer 'typical' undergraduates, and with it the major funding blocks of many universities. Yet people young and old still want and need to learn, and to generate learning impacts (awards, skills, knowledge, job entry): we just want these more flexibly and more quickly, but still with the validation, credibility and transferability of the longer, slower-burn full degree programs. The pressure to change isn't just financial, more importantly, it's social. It's about serving the public good, as the public are today.

Whilst universities are often critiqued for being too slow or too resistant to change, what many fail to notice or what may not even be visible from the outside, are the myriads of small and large step changes happening continuously. And those changes don't just happen, they are created by university people innovating and adapting.

So, this Masterclass is in part, a response to some of the critics: a discussion about the change that is happening here and now to better serve what learners really need and want, about universities being both responsible and responsive. It's a reflection of the cascading nature of change in complex and multi-layered organisations and about the capabilities needed to make that change happen. The second, 'why now' is to support one another to make the *right* changes, learning from those first adopters, leapfrogging change that didn't work: working smarter together to enable at-scale, 'right thinking, right way' progress to enable both necessary societal transition and individuals to be part of this with agency and in community.

Different countries, different contexts and drivers

The operating contexts for Australian, New Zealand and Dutch universities (in brief)

In Australia the implementation of The Accord shifts a gear as the Australian Tertiary Education Commission (ATEC) comes into being, tasked with 'independent' stewardship of the sector. The Tertiary Harmonisation Plan presents a possible way forward for better collaboration and actualising the potential of lifelong learning. However other national initiatives such as the National Skills Agreement, Jobs & Skills Australia show government's focus and funding is almost entirely on the vocational sector, as drivers of productivity and filler of very large skills gaps. Universities are largely missing from this push despite many of the skills needed being 'higher'. So whilst universities are transforming to be more accessible and more supportive of more types of learner and learning, they lack comprehensive policy or funding support. *For more information on Australia, lifelong learning and the educational and enterprise contexts see the IIV country report 4 and the 2025 update.*

Aotearoa New Zealand is undergoing a 'whole of education' reform initiative, which, similarly to Australia, shifts the impetus for skills and economic growth to vocational education and training. This includes introducing dual-system secondary education and decentralising VET to local industry-educator partnerships. A new tertiary education strategy (TES) and hoped for response to the Universities Advisory Group recommendations will bring further change to universities as they align activities to the TES priorities, which envision a more lifelong learning, outcome focused system where collaboration and more learner-centric metrics, and more flexible, accessible pathways are key. In addition, NZ has long sought to widen educational participation for historically excluded and marginalised ethnic groups, specifically Māori and Pasifika peoples, although the implementation of Tiriti o Waitangi, which underpins such activities, is being eroded by the current politics. *For more information on New Zealand, lifelong learning and the educational and enterprise contexts see the IIV country report 13.*

The Netherlands, like our antipodean nations, is also facing large skills and talent gaps. However, there is significant financial and capability support for tertiary educators, including universities, to make the adaptations needed to meet these national

imperatives, In addition, education and enterprise are inherently highly collaborative: in part through existing vocational / technical education provision from secondary level upwards, although the research universities largely, less so. These factors make the operating context in which Dutch universities transform through and for lifelong learning rather more supportive and sustainable. It might be argued that low individual drivers along with existing employment regulations and limited alignment of policy / leadership by the relevant Ministries are factors limiting of uptake of LLL adaptation. *For more information on The Netherlands, lifelong learning and the educational and enterprise contexts, see the IIV country briefing.*

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Key questions we will be asking

1. Finding out how important (or not) lifelong learning is and how its interpreted.
What does lifelong learning (LLL) mean to you at your university?
What does it encompass and who and what is it 'for'? Do you even call it LLL, if not then what? And how central (or not) is LLL to your mission?
2. Finding out about the organisational structures and functions around LLO: where does LLO 'sit' in the university structures? How is it integrated and governed?
3. Getting to the specifics of change: what is changing, how is it being changed?
4. Identifying success – finding out what's working well and nice surprises.
5. About the money! Who pays? Is LLO sustainable, does it sustain other activities or is it subsidised?

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What questions do you have, or ideas you would like to explore?

Please do send your questions or comments in advance to jo.chaffer@llokatalysator.nl

Or ask them in the session itself (there is a chat function).

The People and their Organisations

Quick reference table

Name	Role	Organisation	Country
Prof Giselle Byrnes	Provost	Massey University	New Zealand
Prof Kevin Dunn	Executive Dean, Faculty of Social Science, Arts,	Western Sydney University	Australia

	Business, Education and Law		
Prof Kylie Readman	DVC Education and Students / Vice-President	University of Technology, Sydney	Australia
Prof Judyth Sachs	Chief Academic Officer	Studiosity (global)	Australia
drs. Felix van Urk	Head of Education Policy	University of Twente	Netherlands
drs. Rob Verhofstad	Chairman/ President	Hogeschool Arnhem Nijmegen	Netherlands
Jacob de Boer	Director, Education for Professionals	Radboud University	Netherlands

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[And in more detail.....](#)



Professor Giselle Byrnes

Provost, Massey University New Zealand

Professor Byrnes is an internationally recognised historian, with senior management experience in universities in Australia and in New Zealand, who joined Massey in January 2016. She has a Bachelor of Arts in History and English and a Master of Arts in History from the University of Waikato and a PhD in History from the University of Auckland. She has worked for the Waitangi Tribunal, taught at Victoria University of Wellington and held academic and management roles at the University of Waikato and Charles Darwin University.

Professor Byrnes has been Fulbright scholar teaching New Zealand Studies at Georgetown University, Washington DC, and has served as President of the New Zealand Historical Association. She has a commitment to advancing the agenda around equity and access to higher education and is a strong advocate of the critical role played by modern universities in creating social, cultural and intellectual capital for public benefit and economic wellbeing.

Te Kunenga ki Pūrehuroa - Massey University, New Zealand

Massey's roots began in 1879 as a small agricultural college in New Zealand's north island, becoming a university in 1964. It expanded in the 1990s and now has three

campuses (Palmerston North, Auckland, Wellington) and a branch in Singapore. It serves 26,000 students (around 16,000 EFTS), the largest number of residential students in NZ. Of these 4/5ths are distance learners. 12% of students are Māori and 6% Pacific Peoples. Massey has around 180,000 alumni and engages actively with 66,000 of these. Massey is a Tiriti o Waitangi-led institution, with expertise in business, creative art, health, science, humanities and social science. It sits in the top 250 QS ranked universities globally, with Veterinary Science, Agriculture & Forestry and Development Studies in the top 100, also well-recognised for online learning and internationally diverse staff and students. Massey recently co-hosted the 30th International Council for Open and Distance Education world conference. They are also partners with Children's University offering outside the classroom learning to inspire coming generations in LLL. Professor Pierre Venter is the incoming Vice Chancellor.



Professor Judyth Sachs

Chief Academic Officer, Studiosity (global)

Judyth Sachs has worked in senior roles at four Australian research-intensive universities – leading education related portfolios. Current

and recent roles include:

- Emeritus Professor Macquarie University
- Adjunct Professor Western Sydney University
- Honorary Professor University of Canberra
- Special Advisory Higher Education KPMG (2014- April 2020)
- Interim DVC Academic University of Canberra (January 2019- April 2019)
- Deputy Vice Chancellor and Provost Macquarie University (2006- April 2014)
- Pro Vice Chancellor Learning and Teaching The University of Sydney
- President of Australian Association of Education Research 2000
- Fellow of the Australian College of Educators
- Fellow of the Australian council of Education Leaders

Judyth is an educator and change agent who works to improve organising student experience, quality and innovative curriculum and pedagogy. She has undertaken multiple institutional reviews in the UK, Sweden, Canada, UK and Hong Kong and has been invited to deliver keynote addresses on teacher professionalism at international conferences in UK, US, Portugal, NZ. She brings experiences from the many different institutions she works with around the world.



Prof Kevin Dunn, Executive Dean, Faculty of Social Science, Arts, Business, Education and Law S, Western Sydney University

Professor Kevin Dunn (FNGS; FRSN) is Faculty of Social Science, Arts, Business, Education and Law at Western Sydney University, in which capacity he provides leadership and responsibility for the Arts, Humanities and Social Sciences, and the Whitlam Institute.

He was DVC Academic Transformation 2025; Provost from 2024-2025, Pro Vice-Chancellor (Research) from 2019 to 2023 and Dean of the School of Social Sciences and Psychology between 2012 and 2019. He joined Western Sydney University in 2008 as Professor of Human Geography and Urban Studies.

His areas of research include the racism and anti-racism, immigration and settlement, Islam in Australia, and local government and multiculturalism. Recent books include Cyber Racism and Community Resilience and Landscapes: Ways of Imagining the World, and his recent articles are published in New Media and Society, Geoforum, Geographical Research, Australian Journal of Islamic Studies and the Urban Policy and Research. He is a Fellow of the New South Wales Geographical Society and past President. For twenty years he has led the national and multi-agency Challenging Racism Project.

Western Sydney University (WSU), Australia

WSU has 7 campuses throughout Greater Western Sydney which offer technology-rich teaching and research spaces, collaboration with industry, and seek to embed the university in the economic and civic life region. WSU also has a campus in Indonesia. As a public research university, WSU serves around 50,000 students and has 200,000 alumni globally. It is proud to be the THE's top ranked university for impact (sustainability). University of Western Sydney came into existence in 1989 formed from an amalgamation of 19th century colleges and institutions, rebranding to the current WSU in 2015. Their mission is 'Positive Impact'. Strengths lie in flexible and integrated teaching models. They connect to local schools with their First Foot Forward program encouraging first in family participation in higher education.



Prof Kylie Readman, DVC Education and Students / Vice-President, University of Technology, Sydney (UTS).

Professor Kylie Readman is the Deputy Vice-Chancellor and Vice-President (Education and Students) at the University of Technology Sydney (UTS) and is an experienced leader in the field of education. In this role, she is responsible for overseeing UTS's key priorities in teaching, learning, and

the student experience. She has a particular focus on engagement, belonging, wellbeing, and partnerships with students.

Kylie is passionate about teaching excellence, learner engagement and student success. Her expertise lies in creating the institutional conditions to build staff capacity to design and deliver engaging and innovative curriculum while ensuring students, especially those from backgrounds traditionally under-represented at university, have the very best chance of realising their aspirations.

Kylie is a Principal Fellow of the Higher Education Academy, which is a recognition of her sustained record of effective strategic leadership in academic practice. She joined UTS in November 2022 from Murdoch University where she held the position of Deputy Vice-Chancellor (Education and Equity). In this role, she was the institutional leader for learning, teaching, support, and wellbeing, while also leading equity and diversity initiatives, supporting the leadership of Indigenous education and inclusive education initiatives.

Kylie's professional focus has always been on enhancing students' learning. She began her career as a high school teacher and then moved on to work as an academic and academic developer at Queensland University of Technology. Her next role was as a program coordinator for graduate teacher education programs at the University of the Sunshine Coast (USC). She was then the Director of the Centre for Support and Advancement of Learning and Teaching at USC for several years. In this role, she led the implementation of educational redesign to support multi-campus synchronous and asynchronous teaching, including the use of innovative educational technologies. She implemented reward and recognition programs for staff and was integral to the design of collaborative teaching spaces across the USC campuses.

Kylie has secured more than \$1,200,000 over her career, researching teaching and learning practices, innovations in education, student success and educational leadership. This has allowed her to connect with colleagues, to develop knowledge in these areas and to make a meaningful impact on the education sector.

University of Technology, Sydney (UTS), Australia

UTS is the THE's top ranked 'young' Australian university and placed 96 in the world QS rankings. It started life as a Mechanic's Institute and Working Men's College back in the 1800's teaching practical skills to working people. It has changed form but retains its origin's ethos to become a university in 1988 with a campus in the heart of Sydney's CBD, plus two others on the southern edge of the city and one in Shanghai. It is a founder of the Australian Technology Network (ATN). It serves over 51,000 students of which 27% are international, through 9 faculties. It has over 280,000 alumni. UTS delivers industry and career aligned short courses through its Open UTS portal.



drs Felix van Urk, Head of Education Policy, University of Twente, Netherlands

Felix van Urk is the Head of the Education Cluster at the Strategy & Policy Department at the University of Twente. Together with the Education Cluster, he coordinates central University policy making and strategic development on education matters. He is a member of the University Committee for Education (UC-E).

Felix previously worked as a consultant at Berenschot and as a researcher at the Rand Corporation and the Amsterdam UMC (VUmc). He holds a PhD and an MSc in Social Intervention from the University of Oxford and a BSc in Public Administration from the University of Twente

University of Twente, The Netherlands

The University of Twente is a public technical university situated in the East of the Netherlands, and has been serving and helping create the industries, and communities of the region since its founding in 1961. It is very highly ranked in multiple global listings including THE and Shanghai. Twente is part of the 4TU network of Dutch technical universities and an education partner with Vrije Universiteit Amsterdam. From its campus in Enschede it serves over 12,000 students and 50,000 alumni globally through five faculties. It specialises in cross-disciplinary working, personalised learning and project-based teamwork calling it's approach 'high tech, human touch'. Their mission is a 'people-first' university, empowering society through sustainable solutions. Twente has extensive lifelong learning services, a stand-out being the learning communities for companies and for interested practitioners.

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drs. Rob Verhofstad, President /Chairman, Hogeschool Arnhem Nijmegen (HAN)

Rob Verhofstad joined the Executive Board of the HAN on 1 September 2020. Prior to that, he worked for almost 10 years at the Hanze University of Applied Sciences in Groningen, first as director of Education and Research and from 2015 as a member and later vice-chairman of the Executive Board. Previously he was affiliated with the Catholic University of Nijmegen, where he studied Political Science himself. He is a member of the education and internationalisation board committees of the Netherlands Association of Universities of Applied Sciences and chairman of Stichting Cube050, Incubator for Groningen and a board member of the Consortium for Valorisation and Entrepreneurship (CVO).

Rob Verhofstad is driven by the desire to offer students training professionally and personally. And by contributing to solutions to societal challenges of the future. He wants to further develop the HAN into a multidisciplinary learning community in which everyone can take on their own role and task as a team member. Regardless of whether it concerns students, teachers, researchers or professionals from the field. In this way we can constantly challenge ourselves and each other and continue to improve. And come to cross-sectoral education and solutions for tomorrow.

HAN University of Applied Sciences (HAN), The Netherlands

HAN stands for Hogeschool Arnhem Nijmegen, its name pre-2019, which reflected the locations of its two campuses. HAN University of Applied Sciences (an HBO) has been operating since 1996, a result of the merger of several smaller HBOs. HAN provides education to over 35,000 students (of which 31,000 are studying for bachelors' awards) making it one of the largest HBO's in the country. It organises its research, consultancy and education into 12 schools which are split between the two campuses. HAN's mission is to qualify, socialize and prepare students for their future professional practice and citizenship. To provide innovation in a dynamic, increasingly globalized and complex society. It's current charter (to 2028) is to contribute to a smart, green and social future. It prides itself on its internationalisation, problem-based learning, and professional learning communities. Education and research integrate around three core themes: fair health; sustainable energy and environment; and smart region.



Jacob de Boer, Director, Education for Professionals, Radboud University

Jacob de Boer joined the Radboud University May 2018. Prior to that, he worked for almost 25 years (mainly) as a Board Level Consultant at KPMG and later his own Consultancy firm. In this period Jacob played a role in redesigning parts of the educational landscape in the

Netherlands by leading merges and restructuring of educational institutions. At the Radboud University he worked as a director for CPO (Centre for Post Academic Education in Law) for almost seven years 10 years. Now he is playing a leading role in upscaling and aligning Radboud activities in the area of Education for Professionals.

Jacob is convinced that universities have a part to play in the area of Education for Professionals. Multiple societal and economic sectors could thrive more than they do now by interacting with universities because of the knowledge they represent and build up by doing research. Vice versa universities can learn from that outside world and use that reality to improve educational and research programs.

Radboud University (RU), The Netherlands

Established in 1923, RU is a public research university (WO) serving around 23,000 students organised through seven faculties. It is closely linked to the RU Medical Centre

(teaching hospital) adjacent to its leafy green campus. RU was founded as the Catholic University of Nijmegen by a network of bishops wishing to liberate Catholic intellectuals changing its name in 2004 to reflect the more secular times, and losing its Catholic funding in 2020. RU has been rated the best generalist university in The Netherlands and remains in the top 150 of QS, THE, Leiden and Shanghai ratings. RU's mission "Contributing to a healthy, free world with equal opportunities for all," underscores its commitment to societal good. It is wholly committed to learning and innovating, one of 4 strategic themes, within which lifelong learning, interdisciplinary education and community engaged learning feature.

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