
WUN Presidents Forum:
THE UNITED NATIONS SUSTAINABLE DEVELOPMENT GOALS:
Universities, Higher Education and Research in Global Development
5 May 2017, ONE UN New York, 1 United Nations Plaza, New York, USA

Participants Biographies

Opening Welcome and Objectives

Professor Joseph J.Y. Sung

Vice-Chancellor and President, The Chinese University of Hong Kong

Professor Joseph J.Y. Sung is the Vice-Chancellor and President of the Chinese University of Hong Kong. Professor Sung is a renowned scientist in gastroenterology and was appointed Mok Hing Yiu Professor of Medicine in November 2007 in recognition of his significant contributions to the prevention and early diagnosis of gastroenterology cancers. In 2011, Professor Sung was elected an Academician of the Chinese Academy of Engineering and, in 2013 he was presented with the World Outstanding Chinese Award. He is also an Academician of the Eurasian Academy of Sciences and a Founding Member of the Academy of Sciences of Hong Kong (ASHK). Prof Sung's research interests include intestinal bleeding, Helicobacter Pylori, peptic ulcer, hepatitis B, and colorectal cancer. He has published over 870 full scientific articles in leading journals, edited or authored more than 30 books, and also refereed for more than 15 prestigious journals.

His contributions to the advancement of medical sciences and academic development have been recognized with awards such as the Distinguished Award for Fighting SARS, Cheung Kong Achievement Award and Hong Kong Fulbright Distinguished Scholar Award.

Professor John Hearn

Board Executive Director, Worldwide Universities Network

Chairman, Australia Africa Universities Network

Professor John Hearn is Board Executive Director of the Worldwide Universities Network (www.wun.ac.uk); Chairman of the Australia Africa Universities Network (www.aaun.edu.au); and Professor of Reproductive Physiology (School of Medical Sciences) at the University of Sydney. Born in India and raised in England and Kenya, he was awarded his BSc MSc and DSc(hc) from UC Dublin, and PhD from the Australian National University (ANU). He served for 6-7 years each in leading research, teaching and administrative positions at the Universities of Edinburgh, London UCL, Wisconsin, ANU and Sydney. Most recently, he was Vice President (Research) at ANU 2000-4, and Vice President (Academic and International) at Sydney 2004-13. He teaches first year and advanced students in science and biomedicine and is a mentor in the talented students program. He has published 210 research papers and edited six books in reproduction and fertility, stem cell science and biotechnology. A committed international citizen, he has worked globally in institutional and research capacity development, especially in China, India, Thailand, Kenya and Brazil. He is an adviser to the Australian Government, WHO, British Council, OECD, and Swedish Science and Technology International. He was (to 2013) a Board member of the Australian Nuclear Science and Technology Organisation, and founding Chairman of the Sydney Confucius Institute.

Session 1

The UN Sustainable Development Goals: Focus, Implementation and Delivery

Chair: Prof Martin Paul, President Maastricht University; Vice Chair, WUN Partnership Board

Professor Martin Paul

President, Maastricht University; Vice Chair, WUN Partnership Board

Professor Martin Paul is President of Maastricht University (UM). After finishing medical school at the University of Heidelberg he has worked as an academic at Harvard University, the University of

Heidelberg, Freie Universität Berlin and Charité University Medical Centre Berlin. Next to his career as a researcher, author of more than 300 scientific publications and educator, he has become active in academic management.

He was Dean of the Charité University Medical Centre (2004-2008) as well as Dean of the Faculty of Health, Medicine and Life Sciences (UM) and Vice President of Maastricht University Medical Centre (2008-2011).

He has also served as Chair of the European Dean's Network (DEAN) and as board member of the European Centre for Strategic Management of Universities (ESMU). From 2013 – 2016 he was a member of the board of the International Association of Academic Health Centers (AAHCI). Currently, he is a board member of the Dutch Association of Universities (VSNU) and an elected member of the Netherlands Academy for Technology and Innovation (AcTI). Furthermore, he is serving on the National Science Council of Austria and as Vice Chair of the partnership board of WUN (Worldwide University Network).

Professor Jeffrey Sachs

Director, Earth Institute Columbia University

Jeffrey D. Sachs is a world-renowned professor of economics, leader in sustainable development, senior UN advisor, bestselling author, and syndicated columnist whose monthly newspaper columns appear in more than 100 countries. He is the co-recipient of the 2015 Blue Planet Prize, the leading global prize for environmental leadership. He has twice been named among Time Magazine's 100 most influential world leaders. He was called by the New York Times, "probably the most important economist in the world," and by Time Magazine "the world's best known economist." A recent survey by The Economist Magazine ranked Professor Sachs as among the world's three most influential living economists of the past decade.

Professor Sachs served as the Director of the Earth Institute from 2002 to 2016. He was appointed University Professor at Columbia University in 2016, and also serves as Quetelet Professor of Sustainable Development, and Professor of Health Policy and Management at Columbia University. He is Special Advisor to United Nations Secretary-General Ban Ki-moon on the Sustainable Development Goals, and previously advised both UN Secretary-General Ban Ki-moon and UN Secretary-General Kofi Annan on the Millennium Development Goals. He is a Distinguished Fellow of the International Institute of Applied Systems Analysis in Laxenburg, Austria. Sachs is currently Director of both the Center for Sustainable Development, and the UN Sustainable Development Solutions Network under the auspices of UN Secretary-General Ban Ki-moon.

Prior to joining Columbia, Sachs spent over twenty years as a professor at Harvard University, most recently as the Galen L. Stone Professor of International Trade. A native of Detroit, Michigan, Sachs received his B.A., M.A., and Ph.D. degrees at Harvard.

Dr Shantanu Mukherjee

Chief, Policy and Analysis Branch, United Nations Department of Economic and Social Affairs, Division of Sustainable Development

Shantanu is a micro-economist with interests in poverty, health and sustainability. His team supports the SDG agenda through analysis and policy advice within the Division of Sustainable Development in the UN Secretariat. A particular area of focus is the role of science and technology in advancing sustainable development.

Prior to this, he led the research unit of UNDP's Human Development Report, preceded by a stint as head of UNDP's global MDG policy work. In that position, he worked with national planning, finance and sector ministries in many countries in Africa, Asia and Latin America. Some of his most interesting experiences during this period were in Indonesia, Pakistan, Ghana, Togo and Yemen.

Shantanu began his career with the Indian Government in various areas of development policy and implementation.

He earned a PhD in Economics from Princeton University in 2006, and also holds advanced degrees in Public Policy and Physics.

Professor Stuart McCutcheon**Vice-Chancellor and President, University of Auckland**

Professor Stuart McCutcheon is in his third term as Vice-Chancellor (President) of the University of Auckland in New Zealand. Previously he served a term as the Vice-Chancellor of Victoria University of Wellington, also in New Zealand.

Professor McCutcheon chairs the University of Auckland's research commercialisation company, Auckland UniServices Limited and is a Board member of Auckland City's economic development agency. He also chairs Universities New Zealand, the body representing all the country's universities.

Professor Peter M.F. Mbithi**Vice-Chancellor, University of Nairobi**

Prof Peter Mulwa Felix Mbithi is the Vice Chancellor and Professor of Veterinary Surgery, University of Nairobi (UoN). Born in 1956, Prof Mbithi graduated from UoN with a Bachelor of Veterinary Medicine in 1983 and an MSc. in Clinical Studies in 1985. In 1987 he graduated with a Master of Veterinary Science from the University of Saskatchewan, Canada and in 1995, he completed his PhD at UoN. Prof Mbithi has served as Deputy Vice Chancellor (Administration and Finance), as Principal in the College of Agriculture and Veterinary Sciences, and as Dean, Faculty of Veterinary Medicine. He is an accomplished and transformational leader, a senior executive and eminent scholar with visionary and high level leadership insights and experience of over 30 years. Prof Mbithi has a track record in providing progressive University leadership and management. He has received several international and regional awards in recognition of his work.

Session 2**Action plans for engagement with the SDGs – global and local, including fragile economies**

Chair: Dr Max Price, President U Cape Town; Vice Chair, WUN Partnership Board

Dr Max Price**Vice-Chancellor, University of Cape Town; Vice Chair, WUN Partnership Board**

Dr Max Price took up the post of Vice-Chancellor of the University of Cape Town in July 2008. From 1996 to 2006, he was dean of the Faculty of Health Sciences at the University of the Witwatersrand.

After obtaining his medical degree from University of the Witwatersrand, Dr Price was awarded a Rhodes Scholarship. He studied philosophy, politics and economics at Oxford. Following clinical work in academic and rural hospitals in SA, he took a Masters degree at the London School of Hygiene and Tropical Medicine continuing there as a Research Fellow in Health Economics. He joined the Centre for Health Policy at Wits University in 1988 as a senior researcher, and became its director in 1992.

Dr Price's research has covered the political economy of health in SA, health economics, rural health services, health systems research and health science education. He is an Honorary Fellow of the Colleges of Medicine of South Africa in recognition of his leadership role in public health medicine and medical education.

Dr Price is currently chair of the African Research Universities Alliance, was previously chair and now vice-chair of the Worldwide Universities Network.

Dr Allan E Goodman**President and CEO, Institute for International Education, New York**

Dr Allan E. Goodman is President and CEO of the Institute of International Education (IIE), a leader in preparing students and professionals for the global workforce, rescuing scholars in danger, managing scholarship programs, conducting research, and advising educators and partners. Founded in 1919, IIE has 18 offices worldwide and 1,300 member institutions. Dr Goodman has a Ph.D. from Harvard, a M.P.A. from the John F. Kennedy School of Government and a B.S. from Northwestern University.

Professor Joseph B Berger**University of Massachusetts Amherst, Chair WUN Global Higher Education and Research**

Joseph B. Berger, Ph.D. is a Professor of Education and the Senior Associate Dean in the College of Education at the University of Massachusetts Amherst where he is also the Director of the Center for

International Education. His work focuses on higher education policy, organization and leadership, the impact of higher education on key stakeholders, and the development of higher education in various national contexts. Internationally, he has provided leadership for projects in countries such as Malawi, China, Russia, Palestine, Pakistan, and Afghanistan. Dr. Berger is also the Chair of the Global Higher Education and Research (GHEAR) Initiative for the Worldwide Universities Network. He has authored dozens of journal articles, book chapters, and research reports and has served on the editorial boards for several top journals. He has received \$58.6 million in funding for his work from agencies and foundations such as the National Science Foundation (NSF), United States Agency for International Development (USAID), Ford Foundation, and the Nellie Mae Education Foundation. He has won several national awards for his scholarship from associations such as the Association for the Study of Higher Education (ASHE), American College Personnel Association (ACPA), and National Association of Student Personnel Administrators (NASPA).

Professor Yuanchun Liu

Vice President, Renmin University of China

Prof Yuanchun Liu, born in 1972 in Sichuan Province, China, is now Vice President of Renmin University of China and Executive Dean of National Academy of Development and Strategy, one of the top think-tanks funded by the government. Liu is also a professor in the School of Economics, with his main research interests in macroeconomics and world economy.

Prof Liu is a doctoral supervisor, a chair professor of "Cheung Kong Scholars" program, and a member of the New Century Talents Project. Prof Liu is also a regular attendant of the country's economic situation expert panel, and an engaged expert in the Central Party Policy Research Office, the State Council Policy Research Office, and the Monetary Policy Committee. He is a contributing expert for financial TV programs in media such as CCTV and Phoenix Television. Prof Liu is also an anonymous referee of Economic Research Journal and The Journal of World Economy.

Prof Yuanchun Liu strongly supports Renmin to join WUN and actively facilitates the process. He also vigorously encourages international research collaboration with other universities. He looks forward to meeting WUN partners, sharing his ideas with the participants, and hearing more from other members.

Ms Irene Braam

Executive Director, Bertelsmann Foundation, Washington DC

Irene Braam joined the Bertelsmann Foundation North America as executive director in April 2016. She is also the first vice president and board director of the Bertelsmann Foundation Board of Directors. Braam is an experienced lawyer and media expert, and worked for over ten years with the Bertelsmann company. She began as director of government relations of the Brussels Liaison Office in 2005 and became senior vice president of government relations in September 2011.

After studying law at Maastricht University, the Dutch native began her professional career in 1998 in the music industry. Braam was head of international, legal and business affairs at Naïve Records in Paris, in charge of business development for Midbar Tech Ltd. in Tel Aviv, and served as both director of public policy and government affairs and director of legal and business affairs at the Universal Music Group in London and Brussels.

Braam is a native speaker of Dutch, and also speaks English, German, French and some Spanish.

Professor Anthony Welch

Professor of Education, University of Sydney

Anthony Welch is Professor of Education, University of Sydney. His numerous publications address education reforms, principally within Australia, and the Asia-Pacific, and principally on Higher Education. He has advised state, national and international agencies, governments, institutions and foundations in Australia, Europe, East, Central, and Southeast Asia and the USA. Project experience includes East, South, and SE Asia, particularly in higher education. His work has been translated into numerous languages, both European and Asian, and he has been Visiting Professor in the USA, UK, Germany, France, Japan, Malaysia, and Hong Kong (China).

A Fulbright New Century Scholar (2007-8), DAAD Scholar and *Haiwai Mingshi* awardee (inter alia), recent books include *The Professoriate: Profile of a Profession* (Springer 2005), *Education, Change and Society* (Oxford, 4th. Edition, 2017), *ASEAN Industries and the Challenge from China* (Palgrave 2011), and *Higher Education in South East Asia* (Routledge 2011). He was a consultant to the ADB project *Higher Education in Dynamic Asia*, was part of the international team to develop Myanmar's first *Comprehensive Education Sector Review* in 20 years, and directed the ARC project, *The Chinese Knowledge Diaspora* (with Yang, Rui).

Mr David Barth

Director Youth Opportunity and Learning, Ford Foundation

David Barth directs Ford foundation's Youth Opportunity and Learning program, leading their efforts to strengthen outcomes and opportunities for young people, and help realize their potential to be forces for positive social change.

David joined the foundation in 2015 after a distinguished 20-year career at the United States Agency for International Development (USAID). Most recently, he served as mission director for Bosnia and Herzegovina and oversaw the US mission's efforts to increase stability, foster more effective and accountable institutions, strengthen the economy, and reconcile ethnic conflict.

Earlier, David served USAID in a variety of roles, including regional legal advisor for Guatemala, Panama, and Nicaragua; and director of the Office of Education, where he led development of the agency's education strategy—with emphasis on youth and girls, education in conflict areas, and immigration. David also spent over a decade working in the Middle East and North Africa region, where he was the director of the Office of Middle East Programs and regional legal advisor for Egypt, Yemen, Jordan, Morocco, and Lebanon.

David earned a bachelor's degree in international relations and political science from Boston University, and a juris doctor degree from the National Law Center at George Washington University.

Session 3

The Universities and Leadership in the Global Challenges of the Future

Chair: Dr David Turpin, President University of Alberta

Dr David Turpin

President and Vice-Chancellor, University of Alberta

Dr David H. Turpin, CM, PhD, LLD, FRSC, is the 13th president and vice-chancellor of the University of Alberta. Since becoming president in July 2015, Dr Turpin has established a new strategic plan for the University of Alberta. Called *For the Public Good*, the ambitious new plan is both outward- and forward-looking. It empowers each member of the university to build, experience, excel, engage, and sustain initiatives that will ensure the university's continued leadership amongst the world's finest public institutions. During Dr Turpin's tenure, the University of Alberta has secured several major grants and donations, including a \$75 million Canada First Research Excellence Fund grant, \$82.5 million in provincial and federal infrastructure funding, and a \$54.5 million gift to the Women and Children's Health Research Institute – the largest in U of A history.

One of Canada's most admired and respected post-secondary leaders, Dr Turpin has held several leadership roles, including president of the University of Victoria from 2000–2013. A distinguished scholar and Thomson ISI highly cited researcher in plant biochemistry and physiology, Dr Turpin has earned many honours and distinctions for his research, teaching, and service. He is a member of the Order of Canada and a fellow of the Royal Society of Canada. Currently, he is chair of the World University Service of Canada, Vice-Chair of the U15 Executive Heads, and serves as a member of both the Universities Canada Board of Directors and Research Advisory Committee.

Ms Claudia Juech

Associate Vice President and Managing Director Strategic Insights, The Rockefeller Foundation

Claudia Juech is Associate Vice President and Managing Director for Strategic Insights at The Rockefeller Foundation where she is charged with maximizing the insight coming into and being generated by the Foundation. This includes leading the Foundation's "Scan and Search" processes for sourcing and assessing new potential opportunities for impact, which combine social science research

methods, concepts from venture capital, and strategic foresight. She also builds and leverages the Foundation's knowledge networks, oversees efforts to integrate knowledge across departments, and manages residency and conference programming for the Foundation's Bellagio Center. Ms. Juech established the Foundation's horizon scanning activities and created a global "Searchlight" network of trend monitoring grantees that provided input into idea generation processes at the Foundation. Previously, Ms. Juech was Vice President at DB Research, Deutsche Bank's think tank for trends in business, society, and financial markets. Reporting to Deutsche Bank Group's chief economist, she provided decision-making support on a broad range of topics, ranging from economic issues to demographics and healthcare. Ms. Juech has a degree in Information Science from Cologne University of Applied Sciences and an International MBA from the University of Cologne.

Mr Michael King

VP & General Manager, Global Education Industry, IBM

Michael King is the worldwide leader for the IBM Education Industry with responsibility for strategy, marketing and sales across schools and higher education. He oversees IBM's work with K12 schools and higher education institutions, including the development of industry specific solutions. IBM's portfolio in Education includes consulting and IT services, analytics tools and other software, as well as cloud and high performance computing.

He has been with IBM for over 30 years in various executive and management positions, with most of those in education and learning. Michael's passion has been constantly leveraging new technology to improve education for institutions and students. He helped deliver programs like ThinkPad University, Insight at School, Learning Village and many others. Michael also worked in IBM's corporate training segment, leading marketing, strategy and partner programs. Mostly recently, he helped direct IBM's strategy for cognitive computing in Education, bringing Watson to classroom, campus and career.

Michael serves on the board of several organizations focused on Education. He is a member of the Board of Trustees of Strada Education Network, supporting their mission of "completion with a purpose". He serves on the board of the Business – Higher Education Forum, a leadership group dedicated to improving the alignment of Education with workforce needs. He also serves on the Board of Directors of the IMS Global Learning Consortium, which fosters industry collaboration to build interoperable technology systems through industry standards.

Michael holds Bachelors of Science degrees in Physics and Engineering from Kansas State University and an MBA from the University of California, Los Angeles.

Dr Huey-Jen Su

President, National Cheng Kung University

Dr Huey-Jen Su who graduated from Harvard School of Public Health, is currently a Distinguished Professor of Environmental Health of the National Cheng Kung University (NCKU) in Taiwan. She was an expert committee member for preparing the report of "WHO Guidance for Biological Agents in the Indoor Environment".

In recent years, Dr Su has extended her investigation into the health outcomes attributable to global environmental changes. In addition to academic concentrations and accomplishments, Dr. Su has been actively involved in international projects of professional, non-profit, or non-government nature.

Having served as the Vice President for International Affairs of NCKU from 2007 to 2011, Dr. Su began to direct her efforts to the subject matter of higher education development and advancement. During the term, she was appointed as the Executive Secretary for Southeast and South Asian and Taiwan Universities (SATU) Presidents' Forum, which provides a venue for academics to share their experiences to improve higher education and international cooperation in the region. Since February 2015, Dr Su took the mantle of being the first female President of NCKU in its 85-year history. In July 2015, Dr Su was elected as the chairperson of Foundation for International Cooperation in Higher Education of Taiwan.

Christopher Sauer

Student Representative, Maastricht University

Christopher Sauer is a final year medical student and dr. med. candidate at RWTH Aachen, Germany. Throughout his studies he organized various activities for the medical student organization and worked

as a teaching assistant at the department of educational development and the school of health professional education.

He served as an elected student representative of the faculty council of the faculty of medicine and is currently a member of the education and research committee, the WUN taskforce and the university council of Maastricht University. In these functions, he provides feedback on policy proposal by the executive board, acts a liaison for his peers and formulates student proposals. Christopher wrote his Master thesis on Diffuse Large B-cell lymphoma at the Dana-Farber Cancer Institute, Boston, MA and currently conducts cancer research at Maastricht University and RWTH Aachen. Starting in August 2017, he will attend Harvard T.H. Chan School of Public Health for a one year MPH in Quantitative Methods.

Assistant Professor Chrystal George Mwangi

University of Massachusetts Amherst

Chrystal A. George Mwangi is an assistant professor of higher education at the University of Massachusetts Amherst. Her scholarship broadly centers on 1) structures of opportunity, access, and educational attainment for underrepresented college students; 2) internationalization and the impact of globalization and migration on higher education; and 3) African and African Diaspora populations in higher education. She brings expertise in qualitative and mixed methods research designs. Dr. George Mwangi has given over thirty presentations nationally and internationally as well as authored fifteen book chapters and articles. She participates on editorial boards for the Journal of Diversity in Higher Education and the Journal of Student Affairs Research and Practice. At UMass she serves as Associate Director of the Center for Student Success Research and coordinates a dual degree program in Higher Education and Public Policy. Prior to her faculty position, Dr. George Mwangi worked for a number of years as a college administrator. She has also engaged in education research for organizations including the Council for Opportunity in Education, Pell Institute for the Study of Opportunity in Higher Education, and Higher Education for Development. Dr. George Mwangi received her PhD in Higher Education Administration from the University of Maryland, College Park.

Professor Sir Christopher Snowden

President and Vice-Chancellor, University of Southampton

Sir Christopher Snowden, FRS, FREng, FIET, FIEEE, FCGI, is a distinguished engineer, academic and businessman. Sir Christopher has wide experience in the microwave and semiconductor industry and was knighted in 2012 for services to Engineering and Higher Education. He was formerly President and Vice-Chancellor of the University of Surrey and before that Chief Executive Officer of Filtronic ICS.

Sir Christopher Snowden's notable roles and achievements include fellow of the Royal Society; fellow and former Vice-President of the Royal Academy of Engineering; fellow of the Institute of Engineering and Technology (IET) and was President from 2009-10; member of the Council for Industry and Higher Education; former President of Universities UK (UUK) (2013-15) and former member of the Prime Minister's advisory Council for Science and Technology.

Session 4

Strategies for WUN – practical partnerships for progress

Chair: Katherine Newman, Provost, University of Massachusetts Amherst

Professor Katherine Newman

Provost and Senior Vice Chancellor, University of Massachusetts Amherst

Katherine S. Newman is the Provost and Senior Vice Chancellor for Academic Affairs and Torrey Little Professor of Sociology at the University of Massachusetts, Amherst. She was previously the James B. Knapp Dean of the Arts and Sciences at Johns Hopkins University in Baltimore, Maryland. She is the author of thirteen books on topics ranging from the sociological study of the working poor in America's urban centers, to middle class economic insecurity under the brunt of recession, to school violence on a mass scale. She has written extensively on the consequences of globalization for youth in Western Europe, Japan, South Africa and the US, on the impact of regressive taxation on the poor, and on the history of American political opinion on the role of government intervention. Prior to becoming the Dean at Johns Hopkins, Dr Newman was the Forbes Class of 1941 Professor of Sociology and Public

Affairs at Princeton and Director of the Institute for International and Regional Studies, the founding Dean of Social Science at the Radcliffe Institute of Advanced Study and the director of Harvard's Multidisciplinary Program on Inequality and Social Policy. She taught for 16 years in the Department of Anthropology at Columbia University and for two years in the School of Law at the University of California Berkeley.

Associate Professor Tor Halvorsen

University of Bergen

Dr polit Tor Halvorsen is senior researcher at the newly established unit for cross disciplinary studies of global challenges; University of Bergen Global (UiBGlobal). At this unit (located to the Faculty of Medicine and Dentistry), Halvorsen is working with the university wide efforts to contribute to the development of knowledge relevant for the SDGs. In particular he is focusing on relations between knowledge and politics, exemplified studies of political economy for sustainable development. His latest relevant books (with colleagues): "Knowledge for a sustainable world. A southern African – Nordic contribution" (African Minds 2015) and "North – South knowledge networks" (African Minds 2016).

Professor David Hogg

Professor of Artificial Intelligence, University of Leeds; Chair, WUN Academic Advisory Group

David Hogg is Professor of Artificial Intelligence at the University of Leeds. He is internationally recognized for his research on computer vision, particularly in the areas of video analysis and activity recognition. He has been Pro-Vice-Chancellor for Research and Innovation at the University of Leeds, Head of the School of Computing, visiting professor at the MIT Media Lab, Chair of the ICT Strategic Advisory Team at the Engineering and Physical Sciences Research Council (EPSRC) in the UK, and most recently Chair of an international review panel for Robotics and Artificial Intelligence commissioned by EPSRC. He advises many research funding agencies worldwide, including the Natural Sciences and Engineering Research Council of Canada for the award of the Herzberg, Polanyi and Brockhouse prizes in 2016 and 2017. David is a Fellow of the European Association for Artificial Intelligence (EurAI), a Distinguished Fellow of the British Machine Vision Association, and a Fellow of the International Association for Pattern Recognition. He has been Chair of the Academic Advisory Group of the Worldwide Universities Network since 2015.

Professor Dawn Freshwater

Vice-Chancellor, University of Western Australia

Prior to her appointment as Vice-Chancellor of the University of Western Australia, Dawn Freshwater had served as Senior Deputy Vice-Chancellor (SDVC) and Registrar, and as Acting Vice-Chancellor in late 2016. In the role of SDVC, she led the design and implementation of a modernised academic structure, with the aim of optimising UWA's world class research, and further cultivating its exceptional educational outcomes and student experience. As Vice-Chancellor, Dawn continues to lead UWA through this significant new phase of growth and reform and to develop its 2030 vision.

Dawn was awarded her PhD at the University of Nottingham in 1998. Her academic contribution to the fields of Public Health (specifically Mental Health and Forensic Mental Health) and in researching Leadership practices won her the highest honour in her field - the Fellowship of the Royal College of Nursing (FRCN). She has served as Chair of the Institutional Research Review Panel (IRRP) for Research Assessment and Impact Case Measurement, and as a panel member for the Higher Education Funding Council for England (HEFCE) 2014 Research Excellence Framework (REF) (UK). She is an active member of the Worldwide Universities Network (WUN) and currently chairs the Global Challenges Steering Group (Public Health and Understanding Cultures).

A strong advocate for inclusion and diversity, Dawn has supported a number of initiatives in this area. In the UK she achieved a University wide Athena SWAN award at the University of Leeds, and worked towards implementing the Equality Charter Mark, ensuring all staff and students with protected characteristics were represented at all levels.

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Universities, Higher Education and Research in Global Development**

Summary Statements of Presentations

Session 1

The UN Sustainable Development Goals: Focus, Implementation and Delivery

Chair: Prof Martin Paul, President Maastricht University; Vice Chair, WUN Partnership Board

Dr Shantanu Mukherjee

***Chief, Policy and Analysis Branch, United Nations Department of Economic and Social Affairs,
Division of Sustainable Development***

The SDGs encompass a vastly broader, and more deeply interconnected global agenda for development than the MDGs. Implementation and monitoring frameworks are correspondingly more complex, and need to be applicable to a greater diversity of country contexts and circumstances.

As countries begin to report back on how they are moving to achieve these goals, a varied picture is emerging from these experiences. At the same time, the global reporting and implementation processes - such as the Inter-Agency and Expert Group, the High Level Political Forum and the Global Sustainable Development Report - are also providing some early insights.

The talk will discuss some of these structures for implementation, monitoring and assessment; followed by an analysis of some recent experiences, including those where science, technology and innovation are instrumental in advancing progress.

Engaging the University with the UN Sustainable Development Goals

Prof Stuart McCutcheon, Vice-Chancellor and President, University of Auckland

Staff at the University of Auckland commonly have a strong commitment to sustainability but do not necessarily see that reflected in the University's activities. One of our goals is therefore to continue to raise the profile of the University's research and teaching for sustainability, including using the UN's Sustainable Development Goals (SDGs), and so to engage staff and students.

By mapping the research undertaken by staff to the SDGs we are able to demonstrate that there is in fact a high degree of alignment at both the level of the individual staff member and the level of the faculty (major academic unit). The UN Sustainable Development Goals thus provide a framework for contextualising academic activities relevant to sustainability that the university is already supporting, and for identifying potential gaps. The WUN Global Challenges, which are more "immediate" to those involved, also provide a useful connection to some of the SDG's.

Practical Implementation of the UN Sustainable Development Goals in Higher Education and Research in Africa

Prof Peter M.F. Mbithi, Vice-Chancellor, University of Nairobi

The role and impact of higher education in implementation of the set goals and targets of the 17 Sustainable Development Goals (SDGs) is very important. The comprehensive nature of the SDGs within entities that interact with each other; economic, social and environmental sustainability highlights the need for a knowledge generation. Therefore, successful implementation of SDGs increases the need for training human resource and building capacity of leaders, tasks which lie within the mandate of higher education and research. Although a number of scholars have analysed and

attached different values and credit to the concept of Education for Sustainable Development (ESD), the need for SD is uncontested and higher learning institutions are striving to make a contribution. In Africa the African Union, the New Partnership for Africa's Development (NEPAD), the East African Legislative Assembly (EALA), Economic Community of West Africa (ECOWAS) and the Southern African Development Community (SADC) are all committed to ESD. This paper provides an analysis of how Africa can enhance higher education and research agencies in order to support the role of ESD in implementation of SDGs and discusses the need for improved government support which is the largest challenge facing Africa's higher education institutions.

Session 2

Action plans for engagement with the SDGs – global and local, including fragile economies

Chair: Dr Max Price, President U Cape Town; Vice Chair, WUN Partnership Board

Dr Allan E Goodman

President and CEO, Institute for International Education, New York

The 4th SDG addresses “Quality Education” as “the foundation to improving people’s lives and sustainable development.” The 2015 Declaration also notes that “bolder efforts are needed to make even greater strides for achieving universal education goals.” Until very recently, even the UN itself was focused on primary education; the SDGs now encourage certain objectives (e.g. equality between boys and girls) to be achieved “at all levels of education.” In 2016, at the UN Summit on Refugees and Migrants, the world acknowledged that the need for access to education also applies to the millions of persons who are displaced from their homes and countries by conflict and the absence of development: “In conflict and crisis situations, higher education serves as a powerful driver for change, shelters and protects a critical group of young men and women by maintaining their hopes for the future, fosters inclusion and non-discrimination, and acts as a catalyst for the recovery and rebuilding of post-conflict situations.”

Perhaps as never before, higher education institutions have a role to play in making this happen. Why? How large is the challenge? And what are the bases for cooperation and instruments that can address what is shaping up to be the world’s large lost generation?

Professor Joseph B Berger

UMass Amherst, Chair WUN Global Higher Education and Research

While the Millennium Development Goals (MDGs) were almost exclusively focused on primary education, the Sustainable Development Goals (SDGs) emphasize lifelong learning and the role of higher education as a key contributor to quality education at all levels. In fact, 6 of the ten targets for SDG 4 (Quality Education – Ensure Inclusive and Quality Education for All and Promote Lifelong Learning) focus on higher education in some manner. Simultaneously, the GHEAR Steering Group has developed a scholarly research agenda that focuses on improving the outcome of equitable access and mobility to high quality and contextually relevant higher education that is supported by necessary levels of public and private financial investment. This research agenda is well aligned with SDG 4 and is intended to address the significant challenges involved with developing appropriate data indicators at the institutional, national, and international levels that are needed to provide formative and summative feedback on the progress of SDG 4. GHEAR possesses the intellectual capacity to contribute to the development of improved data, best practices, and new policies that can inform the advancement of this ambitious agenda around the globe.

New Opportunities for China and the World under the Belt and Road Initiative

Prof Yuanchun Liu, Vice President, Renmin University of China

What opportunities can the Belt and Road Initiative bring to China and the world? In full accordance with the sustainable development goals of the United Nations, the Belt and Road Initiative aims at

promoting interconnection and mutual development among nations and regions along the line. Therefore, it adds new forces to global economic growth. Especially for some developing countries, the Initiative provides new opportunities to solve their structural problems of weak infrastructure and manufacture. Through capacity cooperation, the Initiative can also facilitate China to upgrade its industry and solve structural problems. While China's economy has made great achievements in GDP growth and poverty reduction during the last decades, it witnesses hikes of factor price such as wage, land price and exchange rate at varying degrees in recent years, imposing pressure on economic restructuring. Under the Initiative, it shapes a new trend of Chinese OFDI. It is wise for OFDI enterprises to take full advantage of the positive effects of the Belt and Road Initiative in making investment abroad. Meanwhile, amicable bilateral political relationship has a complementary effect on institutional environment of host countries. Therefore, in the implementation of the Belt and Road Initiative, it is highly recommended to actively employ the existing bilateral and multilateral cooperation mechanism and make bilateral political relations a safeguard for enterprises' ODI in both aspects of investment growth and performance. Chinese government is ready to enhance communication with countries which are institutionally different.

SDGs and HIGHER EDUCATION - REALPOLITIK

Prof Anthony Welch, Professor of Education, University of Sydney

The set of 17 SDGs, officially known as Transforming our world: the 2030 Agenda for Sustainable Development comprises a set of 17 "Global Goals" with 169 related targets. Several clearly relate to progress in education, including higher education. Goal 4 (Quality Education) is the most obvious, although Goal 5 (Gender Equality) has real potential to transform the lives of women and families, including through (higher) education, as does Goal 10 (Reduced Inequalities)

Informed by the oft-quoted assertion by former United Nations Secretary-General Ban Ki-moon that "we don't have plan B because there is no planet B", the goals are phrased in the lofty terms of the UN, and express worthy goals that if reached, would contribute to a more equal and inclusive world.

Arguably, these global goals are even more relevant, at a time when an growing number of nations are retreating from internationalism, into a more populist nationalism – a position that has troubling implications for the needed commitment to the resources and commitments necessary to achieve the SDGs. While the UK, for example, has commendably re-committed to spending the benchmark 0.7% on international aid, Australia's commitment has been slashed to 0.22%, while the current US administration has promised swingeing cuts to the State Department, and associated aid commitments.

A sketch of some of the practical issues facing higher education systems in developing Asia, for example, also highlights some practical issues and limits to the priorities contained in the SDGs.

Mr David Barth

Director Youth Opportunity and Learning, Ford Foundation

Important consideration must be given to the inclusion of authentic youth voice in any new structures put in place to improve university cooperation. Linking academic and administrative structures to on-and off-campus youth networks will promote relevance and create energy around commitment to achieving SDG outcomes. It will also help develop the next generation of leaders committed to developing new solutions to old problems.

Inclusion of non-traditional partners, particularly young people who have been historically kept out of university networks, is vital. Solutions include new partnerships across demographics; intentional programs of inclusion of marginalized youth, including internship and community service; and developing the university as a powerful and effective community anchor.

Session 3

The Universities and Leadership in the Global Challenges of the Future

Chair: Dr David Turpin, President University of Alberta

Universities and Their Leadership in the Global Challenges of the Future

Claudia Juech, Assoc-VP and Managing Director Strategic Insights, The Rockefeller Foundation

In 2050 an estimated 10 billion people, more than 2.5 billion more than today, will want to live well in a world that is just and fair. To achieve this in light of the challenges that we face today and within the boundaries of our planetary resources will require new knowledge and innovative thinking, high-levels of expertise in business and government, and societies, whose resilience is strengthened by social cohesion and cultural vitality.

In theory, universities should be able to deliver on all of those requirements, however, the kind of role the future has in store for universities will depend on a number of factors - the number and types of people covered by tertiary education, the diversity of funding sources, the strength and type of incentives to work across disciplines and boundaries, and the possibilities offered by technology and their take-up.

From the perspective of a foundation that aims to improve the wellbeing of humanity I will speak to

- Why the most pressing problems cannot be understood or addressed within narrow national or thematic boundaries
- Why diversity is not a nice-to-have, but a necessity since global challenges manifest in a variety of ways around the world, and because academic standards informed by the needs of the North are not the solution for the Global South
- How we can make sure that research and innovation focus on and prioritize the most pressing issues of our times.

Weathering the skills storm

Michael King, Vice President & General Manager, Global Education Industry, IBM

As regions worldwide experience economic, social and political disruption, public uncertainty has risen dramatically. Fueled by continued technological advances, traditional industry value chains and business models are morphing in unexpected ways and destabilizing traditional job roles. Employers are increasingly crippled by a workforce whose skills have not kept pace with changing requirements. If left unresolved, the global skills shortage will have profound effects on individuals and economies worldwide. How can business, education and government leaders work together to deepen the talent pool and equip the workforce with the skills today's organizations need?

Dr Huey-Jen Su

President, National Cheng Kung University

In the recent decades, a significant transformation has occurred in the field of higher education and this transformation is expected to continue. (i) To adapt the complexity of this fast-paced evolving world and to consider the purpose of higher education, talents cultivation and development of workforce remain the primary challenge of higher education. (ii) Our human society is in needs of new and novelty solutions to tackle the challenging issues we are facing. To adapt the complexity of this fast-paced evolving world, numerous emerging occupations and new skills are created. With diminishing resources, the demand for alignment between higher education and workforce are daunting. To be successful, the leaders of future higher education needs more creative solutions. (iii) The leader of higher education institution would not only to manage the resource available, but also to obtain sustainable resources from its external environment. Institution would place greater emphasis

on the engagement with wider society in both teaching and research. As students become more diverse, the form of education should be more flexible. The faculty should have more professional development to keep up with the changing landscape of higher education. Students learning and activities should go beyond campus and cross border to cultivate their creative minds.

Student speaker: Christopher Sauer

Maastricht University

Maastricht University encourages and facilitates the active participation of students in the decision making process. Dutch University laws grant representative bodies, including Educational committees, Faculty councils and the University council with significant rights, including the right of consent on topics like the budget, investments and new study programs. In these participatory bodies, students take half of all seats, enabling them to give feedback on proposals and to initiate projects.

In addition to these legal rights and the structural involvement of students, a number of university-wide initiatives also exist that stem from the ideas and engagement of students. Some examples of such projects include the Green Office (GO), the Refugee project and the Match project. Taking the example of the Green Office, this approach becomes particularly evident. Initiated and run by students, the GO suggests policy and governance interventions to the University board to decrease the environmental and carbon footprint of Maastricht University. The GO promotes ecological, social and economical sustainability projects by educating student and staff. Practical examples include the installment of motion detectors to save energy and separate waste containers to increase the recycling rate.

Empowering students increases student satisfaction and is a powerful tool to achieve sustainable development goals.

Early Career Researcher: Assist-Prof Chrystal George Mwangi

University of Massachusetts Amherst

The forces of globalization in tandem with higher education's reputation for improving economic growth and social stability situate universities as major players in solving global development challenges. Early career researchers can provide fresh and innovative perspectives and practices that push forward the future of this work. Dr. George Mwangi will present her process on conducting a study of 60 international higher education partnerships as an example of how early career researchers can find their voice and place as globally engaged researchers. This process included seeking mentorship from senior scholars, engaging in collaboration with practitioners, and challenging the status quo. Her work encourages early career researchers at WUN institutions to contribute to their university's engagement with SDGs and for senior scholars at these institutions to seek out the participation of their junior colleagues. Findings from her research demonstrate the importance for world research universities to be critically aware of their own motivations and practices as they engage in global development as well as ensure that they are preparing the next generation of faculty and administrators to lead.

Session 4

Strategies for WUN – practical partnerships for progress

Chair: Katherine Newman, Provost, University of Massachusetts Amherst

Associate Professor Tor Halvorsen

University of Bergen

Taking as his point of departure the initiative of UiBGlobal/Uib to mobilize the university sector of Norway to work with and for the SDGs, Halvorsen will in particular discuss how academic discourses of the different goals (embedded in disciplines or combinations of these) at universities may contribute

to a) change of curriculum b) change in the knowledge base of society and c) a change in how research is organized and its content. This potential involvement of universities will be contrasted with the (so far) dominating focus on “experts” and “expert advice” as has been the way the link between knowledge and politics so far has been – mostly - referred to in the SDG context.

Professor David Hogg

Professor of Artificial Intelligence, University of Leeds; Chair, WUN Academic Advisory Group

For the UN Sustainable Development Goals to be reached, there is an urgent need for research that is predominantly interdisciplinary in nature, often depending on teamwork involving many researchers. To be most effective, these interdisciplinary teams will typically combine the knowledge and skills of internationally leading researchers from different institutions and countries. Much of the research will require access to global networks of experimental facilities and close engagement with national bodies in different parts of the world. As a global alliance of leading research universities, WUN is strongly positioned to assemble and coordinate the necessary interdisciplinary teams, experimental facilities and national engagement. Through directing our partnership towards the Sustainable Development Goals, we could significantly broaden the scope of WUN collaborative research and raise our global impact, working in partnership with the UN and other international agencies.

Professor Dawn Freshwater

Vice-Chancellor, University of Western Australia

Over the last couple of decades universities have put more effort into breaking down the ivory tower to better serve the local and national communities in which they are located. While our external marketing has come some way in promoting the work that we do in our local communities, it has struggled to ‘sell’ the work we do for the global community, particularly for the ‘global south’.

Our universities certainly do work that is aligned to and contributes to the achievement of the SDG targets, but how many of our staff are even aware of the SDGs? At UWA, for example, we have a project called 'Seeds for Life' which has done outstanding work in East Timor in improving food security, but its website has no mention of the SDGs even though the project's outcomes have contributed to the UN's SDG's 1, 2, 3 8, 10, and 11. Similarly, the WUN IRG 'Healthy Kitchens, Healthy Cities', led by Leeds and working with CI's from York and UWA and an array of on-ground community partners, has undertaken impactful work in the slums in Kathmandu but their page on the WUN website does not mention the UN's SDGs.

In her speech, Prof Freshwater will propose ways in which to embed the SDGs into our teaching and research both at University level and within the WUN Global Challenge IRGs. Further, she argues, success in doing so will not only better reflect what we are already doing, but would also serve to raise awareness with international funding bodies that our teaching and research is in line with their agendas.
