

Anthropocene: Global leaders for a world in transition

Panel discussion 2 on education of leaders and role of universities

Daniel del Barrio Alvarez

GSDM alumni / Institute for Future Initiatives, The University of Tokyo

March 4, 2020

Seven ways universities benefit society

1. Universities are **economic engines**

- In 2011-12, London's universities contributed £5.8 billion and supported 145,921 jobs

2. Universities can **change the face of a city**

- Campus developments reshape the skyline while providing new civic identities.

3. Universities **attract global talent...**

- In 2014-15 international students generated in excess of £25 billion for the UK economy.

4. ...**and build international connections** (spaces of soft diplomacy)

- contribute to the vitality of their communities and help develop tolerant and inclusive societies

5. Universities **help address societal challenges**

- provides local governments and communities with robust evidence base to inform public policy.

6. Universities **foster creativity and open debate**

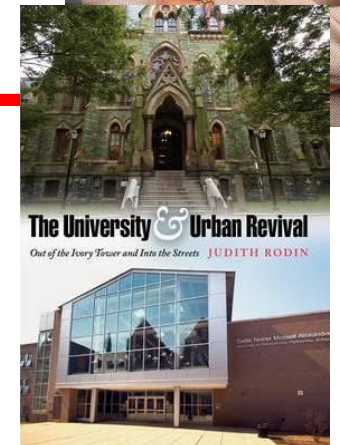
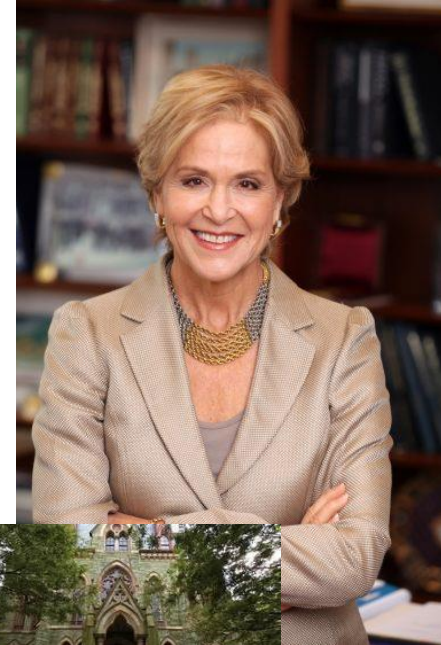
- exciting intellectual and artistic scenes that are strong pulls in their own right

7. Higher education **improves lives** (is, and should be, and aspirational experience)

- It enhances self-knowledge, employment opportunities and promotes civic participation.

Can leading universities be engines of sustainable development? A conversation with Judith Rodin

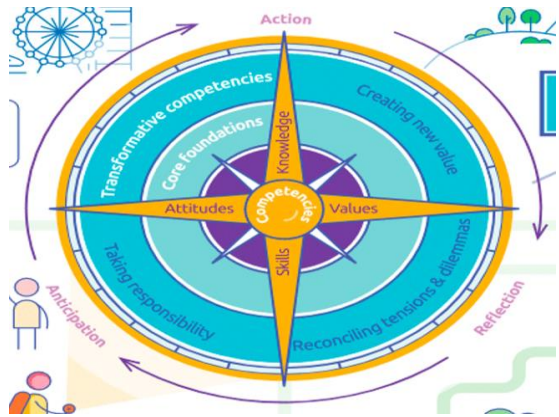
- Skills needed for a fast-changing world?
 - Specific courses that universities are not offering but should be?
 - Or capacity to reason, to innovate, to be able to think creatively and be more nimble and agile intellectually?
- **New approaches to teaching and learning**
 - newer ways of teaching and learning are really needed
 - much of learning doesn't have to occur in the classroom anymore
- **Role of universities in community**
 - Helping develop the skills needed to live in democracies
 - The more global our aspirations are as universities, the more we should also be focusing with intent about our local impact



<https://www.brookings.edu/blog/education-plus-development/2020/02/10/can-leading-universities-be-engines-of-sustainable-development-a-conversation-with-judith-rodin/>

GSDM 1.0 a good combination of practices

Re-emphasized roles



- Address societal challenges
- Foster creativity and open debate
- Outside the classroom

Trends of leadership programs

- Collaborative and interdisciplinary research
 - E.g. Sustainable Development Institute, New Horizons Research Center - Monash University
- Cross-disciplinary programs
 - E.g. Innovation and Technology for Development Centre - Technical Univ. of Madrid
- Support to social entrepreneurial ideas
 - E.g.: Laboratory of Social Transformation – Monterrey University
- Action research
 - E.g. Dutch Research Institute for Transitions (DRIFT) – Erasmus University of Rotterdam

GSDM 1.0

- Comprehensive Coursework
 - Global Society and Public Policy
 - Advanced Science
- Comprehensive Coursework
 - Problem Solving
- International Projects
- Platform Seminar
- Evening lounge
- Support for overseas travel to attend international conferences
- Joint project with overseas universities

Summary and roundtable questions

- GSDM 1.0 seems a good combination of educational trends
 - Includes all major goals and trends
 - At very low cost? (very little long-term investments)
- Building on for GSDM 2.0
 - Uniqueness of GSDM-approach
 - (strengths of interdisciplinarity?)
 - Connection with actual career paths
 - (very diverse)
 - Expectations from the program
 - (fulfilled for GSDM 1.0?)

Any insights and comments?