Welcome to 2016 from the Go8 Directorate, and welcome to our first newsletter of the year.

In the Chinese calendar it is officially the year of the Monkey—a symbol of intelligence—but front of mind for us is that it is also the year of a Federal election, and the year of making good on a very ambitious Go8 innovation work program.

It is also the year we get to better know our new(ish) Education Minister Simon Birmingham. What we do know already is that he never delivers a speech (using an iPad as a prompt rather than hard copy notes) without saying something very directly to and for the sector. His straight-talking manner about all levels of education certainly leaves no-one wondering. Long may it continue.

Which is why we have asked him to be a major contributor to this first newsletter of 2016. Who better as the person who holds the policy key to our sector’s future. The brief to the Minister for his column was rather different however.

I had noted with interest how much this father of two gorgeous young daughters appears, from his statements, to view a child’s passage through education as a giant jigsaw puzzle—the pieces all have to fit, or the whole fails to deliver as it should.

Then we heard the phrase from him “from high chair to higher ed”. Doesn’t that sum up exactly what the education sector must deliver on? Sitting as Universities do as the final “piece” in the education passage of our nation’s children, I need to be frank and say it is an irritant to keep being told that our sector too often fails to produce work-ready graduates.

Yes of course the nation deserves work-ready graduates, but universities equally deserve university-ready students. These students have, after all, typically finished 12 years of schooling and often some three years of pre-schooling. Literacy and numeracy proficiency at the end of that would be nice!

So, while the Go8 has been positive about the Business Council of Australia’s (BCA) push to find a way that our graduates can have their work-ready skills determined when they leave our campuses, so too is the Go8 determined we should also be pushing, and pushing hard, for our students to be university-ready. We do not educate to the level our nation demands and requires in isolation, nor can we. We are part of the jigsaw.

The Minister sets out a clear path for our Universities, and while not restated in this column he has also made mention publicly late last year about seeking methods to “test” literacy and numeracy when students leave high school. Why not indeed? It’s now up to all of us “from high chair to higher ed” who are holding those vital jigsaw pieces—and supported by the right Government policies—to ensure the education passage for our children is successful.

Also in this issue please note a fascinating report on just how comprehensive our Go8 programs are in assisting to deliver Australia work-ready graduates. This is a longer article than we would usually include in our newsletter, however, I am sure you will agree that the scope of what is on offer for our students gearing up to be “work-ready”
is definitely worth the longer read. Using an example from just one of our Universities – the University of Queensland – you may find yourself surprised by the effort dedicated to this area of responsibility.

Our always inclusion of research stories from around the Go8 will also continue throughout 2016. Always fascinating, always impressive, we include those small features each issue to share our excitement at the amazing scope of what occurs within Go8 universities, and as a small regular window into the results of our research; work that brings so much to the lives and future of the community here and around the world every single day.

We look forward to what promises to be a very interesting year.
The road for children from high chair to higher ed

Minister for Education and Training Senator the Hon Simon Birmingham

When we look at the entirety of the education system, it’s hard not to view education as anything other than a life-long pursuit. It starts with parents interacting with their children from the earliest age; then moves into high quality early learning in our child care centres and preschools; and on through to formal school and beyond, to higher education, training and the workforce.

As Minister for Education and Training, and as a father whose elder daughter has just started primary school, I am reminded of the link the ‘Father of Federation’, Sir Henry Parkes, drew between education and expectations. I agree with his oft-stated vision: to build a just, fair and egalitarian society… with everyone educated and aware of their rights and responsibilities and with equal opportunities to participate.

The son of illiterate tenant farmers, Parkes attended school as soon as he was able to manage the four-mile walk. While his formal education was in his own words, ‘very limited and imperfect’, during his five terms as NSW Premier, Parkes recognised how education had helped him and made sure every child in NSW would have access to a free secular public school education.

The other connection I take from Sir Henry’s story is the encouragement from his parents. It’s that kind of attitude we must encourage in every household and in all of our early childhood and schools initiatives to prepare young Australians for the world ahead. That’s all the more of a priority as recent analysis supports research showing that around 20 per cent of Australian students have issues with their vocabulary when they start school, and that number rises to near 30 per cent in disadvantaged areas. It can be as simple as taking the time, for example, to read with your child to spark interest in learning at an early age to set a child up for a lifetime of learning.

Be it in the home, in classrooms or in lecture theatres, we need to prepare children for the future, and this has to include a focus on science, technology, engineering and maths (STEM), particularly as three quarters of the fastest-growing industries require STEM skills. Current and future generations of Australian students will need these skills not only to occupy the jobs of the 21st Century but to help create them, so higher education is one part of an education system that needs to keep striving for excellence while also fostering increased interest in STEM.

The respected journal Nature reports that, for generations, classes in STEM subjects have focused almost exclusively on building knowledge alone; filling students up with facts and testing their ability to memorise them. Nature claims that educators and education researchers are now calling for change, and I agree. Creative thinking, problem solving, motivation, persistence and other ‘twenty-first century skills’ can, and should, be taught in tandem with the pure learning of knowledge or information through well-designed courses – be it at school, a university or another training provider. Many hope this will help curb the alarming rate at which students interested in STEM abandon these subjects.

These attitudes lie at the heart of the Turnbull Government’s investment in STEM through the National Innovation and Science Agenda.

We’re investing around $65 million in new funding to help Australian students embrace the digital age and engage with science and maths in the early years. That means tackling the digital divide to ensure students at risk of falling behind in the digital age are given opportunities to participate, including $7.9 million for additional support for schools in disadvantaged areas through access to specialist technology teachers. Disadvantaged students will also get the chance to improve their digital literacy through computer science summer schools for Years 9 and 10. This $1 million initiative specifically targets help towards students in low SES areas.

We have committed $14 million for STEM learning for pre-schoolers. Importantly it goes to the concepts I mentioned earlier – building a more inquisitive, creative, and experimental mindset in the early years that will drive the entrepreneurial spirit and fuel the transforming economy.

This is all part of our focus on ensuring that our students have all the skills they need to be job ready, regardless of what qualification they need in order to realise their potential. Where universities come in is by supporting and encouraging students so they aren’t just another number on a seat. On the part of students it means making wise choices by entering courses they aren’t just passionate about, but that have jobs at the end of them. Ultimately it will see secure and create the jobs of the future.

So should they decide to pursue higher education, what do I hope to see for my daughters? The same thing I want to see for every Australian: an adaptive, world-class higher education system that supports innovation, excellence and opportunity; that is sustainable, that is affordable for both students and taxpayers and provides equitable access for students from all backgrounds. Higher education plays a crucial role in creating opportunities for individuals – it enriches their lives and careers. It also provides benefits we all share in – including the skills needed to boost our national productivity and improve our economic competitiveness.

That’s a vision that I see coming to life based on the Turnbull Government’s approach to higher education that highlights:
the importance of universities, in teaching and in research, both for ensuring a civilised society and a competitive economy;

the importance of the autonomy of universities;

the importance of quality, both in teaching and in research;

the crucial role of universities in creating opportunity for individuals from all parts of our community;

the importance of research, including its commercialisation;

the need for deep international engagement by our universities; and

the vital challenge of adequately resourcing our universities, through effective balancing of both public and private benefits.

For all accountability required for the funding and support we give universities, we must balance that with institutional autonomy – they must be independent and as free as possible to determine their futures. Not only is the autonomy of universities one of the elements of a free society, but it is also key to their being the best they can be.

We also want to translate the world-class research our higher education system is producing into benefits for the nation. Through our National Innovation and Science Agenda we are encouraging Australia’s world-class researchers and businesses to work more collaboratively. We are updating funding incentives so more university funding goes to research that includes partnership with industry and other end-users, and we are delivering long term investment in research infrastructure.

That is the future I want to see realised for all Australian children, where innovation, opportunity and fairness open up our higher education system to the nation’s brightest minds who will, in turn, take our country forward confidently into the future as we transition from an economy reliant on mines, to one focused on minds.

Today there are more than more than 170 higher education institutions in Australia and nearly 1.4 million people studying for a higher education qualification. This success has not come about by accident, but as a result of a continuous process of evolution, innovation and reform.

This process of reform needs to continue if future generations of university students are to benefit from a high quality, innovative and internationally competitive higher education system that we all expect of Australia.

I look forward to hearing your views on how we best do this for the benefit of current and future generations.

“So should they decide to pursue higher education, what do I hope to see for my daughters? The same thing I want to see for every Australian...”
Australia’s national newspaper “The Australian” announced its prestigious annual higher education listing of the “30 most influential – who and what to watch in 2016” on 13 January. This year quirkily included the fall of the Australian dollar and world rankings, plus a strong Go8 contingent. The Go8’s Melbourne University Vice Chancellor Professor Glyn Davis sits at number one on the list with the Australian National University’s new Vice Chancellor and Nobel Laureate Brian Schmidt at number six. Go8 Chief Executive Vicki Thomson is at number seven, and new Go8 Chair and Vice Chancellor of the University of Sydney Dr Michael Spence is at number 11.

People of influence

The Go8’s Melbourne University Vice Chancellor Professor Glyn Davis sits at number one on the list...

RESEARCH

New insight into arts and mental well-being

“Arts engagement increases happiness, confidence, self-esteem and reduces stress and social isolation”

Researchers at The University of Western Australia have found that engagement in the arts for enjoyment, entertainment or as a hobby, for two or more hours a week, is associated with good mental wellbeing.

The award-winning study, published in BMC Public Health, is the first internationally to quantify the relationship between mental wellbeing and arts engagement in the general population.

Lead author Dr Christina Davies said good mental health was the foundation for individual and community wellbeing, yet every year one in five Australians experience mental illness.

“People need a range of easy enjoyable options they can use to stay well,” she said.

“Depending on a person’s interests, the arts can provide a range of health enhancing opportunities, activities and events.”

Dr Davies said whether a person preferred listening to music, reading, colouring, creative writing, watching movies or attending concerts, the knowledge that arts engagement positively impacts mental wellbeing was empowering.

“Arts engagement increases happiness, confidence, self-esteem and reduces stress and social isolation,” she said.

“It results in the creation of good memories and has an impact on a person’s knowledge and skills.

“People need to give themselves permission to be creative and to make time for the arts activities and events that they enjoy.”

Dr Davies said the study, which won a Department of Health Future Health WA Award, the Public Health Association (WA) Post Graduate Award and the Arts and Health Australia Award for Excellence, provided new insights into the relationship between the arts and population health.

The ground-breaking research forms part of Dr Davies “Healthy Arts” PhD. The study was funded by Healthway and the Department of Health WA. Her PhD supervisors and co-authors were Professor Matthew Knuiman and Associate Professor Michael Rosenberg, senior academics in health promotion and public health.
Award recognition for Go8 Chief Executive and University of Queensland Vice Chancellor

Professor Høj received the “2015 Outstanding Individual of the Year Award” in recognition of his contribution to the global Confucius Institute Network.

There were international awards for both Go8 Chief Executive Vicki Thomson and University of Queensland Vice Chancellor Peter Høj in December 2015.

Ms Thomson was awarded the “Insignia of the Knight in the Ordre des Palmes Academiques” by French Ambassador to Australia His Excellency Christophe Lecourtier. The award recognised her services to supporting and advancing the education systems of both nations and the relationship between the Australian and French Governments.

Professor Høj received the “2015 Outstanding Individual of the Year Award” in recognition of his contribution to the global Confucius Institute Network. The award was presented in Shanghai by Chinese Vice-Premier and Chair of the Council of Confucius Institute Headquarters Madam Liu Yandong.

Ms Thomson has long been active in developing cooperative university and industry linkages and student industry internships with France, and her award was presented at an Embassy residence reception which also celebrated a letter of intent between the Go8, the French Embassy, and the French Australian Chamber of Commerce to further progress the Go8 French company internship program.

The Confucius Institute promotes understanding of the Chinese language and culture through 470 Confucius Institutes and 1000 Confucius classrooms around the world. The University of Queensland Confucius Institute was established in 2009. As well as linking thousands of university and school students through Confucius classrooms in Brisbane and regional Queensland it has presented opportunities to deepen the University of Queensland’s linkages with China’s Tianjin University. Professor Høj is one of 16 senior consultants to the Confucius Institute, representing Oceania.

Ms Thomson has long been active in developing cooperative university and industry linkages and student industry internships with France...
Shoppers to benefit from miniature smartphone size sensor technology

New miniature sensor technology capable of analysing anything from crop quality to the freshness of fruit and vegetables in the supermarket could soon be made available to consumers after a licensing deal between The University of Western Australia (UWA) and private firm Panorama Synergy (ASX:PSY).

The sensor could eventually be fitted to smartphones, allowing shoppers to check the freshness of their fruit, vegetables and meat in real time just by pointing their phone at the product in a fresh food section.

After more than a decade working on Microelectromechanical Systems (MEMS) based infrared spectral sensors, UWA’s Microelectronics Research Group (MRG) developed a spectrometer sensor potentially small enough to fit into phones.

Head of MRG, Professor Lorenzo Faraone said the tiny sensor uses light to analyse the properties of different objects. “Infrared spectroscopy already has many uses — the grains industry uses it to determine the quality and value of crops; the pharmaceutical industry uses it for raw materials testing and quality control and there are many other applications in industries as diverse as oil and gas, medical diagnostics, defence and security,” he said.

“Those applications however require expensive laboratory grade instruments and that is set to change with the UWA Microspectrometer. “It is a MEMS device, manufactured using cleanroom processes developed for the electronics industry and hence can be mass produced at very low cost. This change effectively takes spectroscopy from laboratory-based scientific and industrial uses and places it in the hands of consumers and commercial users for field-portable applications.

“It could also be used in drones to help search for minerals in the ground or to identify water around crops and for a multitude of other innovative commercial applications, Professor Faraone said.

He said the potential of the technology has long been recognised by several US and Australian defence organisations as well as the Grains Research and Development Corporation resulting in research funding of more than $10 million over the past decade.

“Credit must also go to the Australian Research Council, and the Australian National Fabrication Facility (ANFF) for its support of the cleanroom infrastructure that made this research possible,” he said.

“The team’s vision has always been to create real impact with the technology, and this aligns with the Turnbull Government’s recent innovation statement encouraging translation of research into real applications.

“The MRG is looking forward to many years of collaboration with Panorama Synergy to ensure the new sensor will be a major commercial success and benefits the wider Australian community.”
Highly evolved honey bee brains deliver neuroscience research results

Research at Monash University into honey bee brains has important implications for the way the human brain controls aggression, forms memories, and loses memory with age, and it has led to the opening of a unique research facility at the University.

The research reveals the way the honey bee controls aggression and forms memories. In the same way that the human brain expands in size from birth to adulthood, as we are exposed to experiences, so too does the honey bee brain. It expands to absorb memories, scents, experiences and information, increasing in size over spring and summer, and literally shrinking over winter, when there is less sensory overload.

As a result honey bees offer great insight into the way the human brain works. For instance, honey bees use memory to find their way back to pollen-laden fields, and they communicate in a sophisticated language to tell other bees about danger and new sources of food.

The importance of the honey bee to neuroscience has led to Monash University opening a completely unique facility to study the behavior of bees and what they reveal about the human brain. The advantage of having a honey bee laboratory is that behaviour and brain plasticity can be examined in a controlled manner. Bees emerging from the same brood frame in the hive are exactly the same age, so their exposure to the environment of the hive is controlled during the first two weeks of adult development.

The honey bee has a highly evolved insect brain, according to Professor Charles Claudianos, from the Monash Institute of Cognitive and Clinical Neurosciences. Professor Claudianos was part of the international team that sequenced the honey bee genome in 2006.

“Honey bees have very streamlined genetics with fewer genes than almost any other species – yet they are highly sophisticated in their behavior capable of colonial ‘loving’, hive development, nest cleaning and communication,” he says.

Essentially the lack of gene diversity in the honey bee, combined with highly sophisticated behaviors, means that researchers can better track certain behaviors to specific genes which may have equivalent roles in the human brain. Professor Claudianos and his team have used a unique method to study the bee behavior. The honey bees are trained to stick their proboscis (tongue) out in response to the presence of an odour that is paired with a sugar reward.

This behavior is then positively reinforced with odours such as lavender or linalool (a common floral odour) so that the bee only sticks its proboscis out when there is an aroma “puffed” into its face. The research using this approach has just been published in Nature Communications.

According to Professor Claudianos beekeepers have, for a long time, used lavender to calm bees prior to harvesting honey. “From our research we now know why lavender works as a calmative including for humans and their pets. We examined how lavender and other key odours modify honey bees’ aggression when they defend their colonies against intruders.”

Specifically, linking the behaviour to molecular changes in the brain, Professor Claudianos and his team have shown that odours such as lavender block aggressive behaviour, not by masking the alarm pheromones, but rather by switching the response off in the brain.

In another collaborative study this time with colleagues in Germany – also published in November in Nature: Scientific Reports – the researchers have shown how the actual chemistry of the honey bee brain dynamically changes via epigenetic mechanisms when memories are laid down. This identification of how memory-based genes are regulated to result in long-term memory has implications for the way dementia appears to affect short and mid-term memories in humans, yet fails to dampen long term memories. These insights are part of the Claudianos Laboratory examining genetic mechanisms that underpin mental health disorders.
The University of Queensland's Faculty of Business, Economics and Law (BEL) has successfully facilitated hundreds of Work Integrated Learning (WIL) placements, co-curricular internships, workshops and events, work experience opportunities, voluntary work, alumni mentorships and project work over the past couple of years.

The faculty has a dedicated Student Employability Team (SET) to help students define a path and guide and inspire them, providing an inside edge in a competitive job market.

A critical part of the team’s success is the fact it works closely with industry, community organisations, government and alumni.

Director Rhea Jain said employers were expecting students to be work ready, with the right attitude, skills, knowledge and awareness.

“Resumes are scanned within 15 seconds, interview processes consist of multiple stages and selection criteria and assessments are multi-dimensional,” she said.

“We know this all too well, with our team of 10 having all come from a commercial industry or recruitment background.

“We work with students to help them develop their personal and professional profiles from the moment they enrol through the BEL SET five-stage program.”

BEL SET offers students two WIL programs as part of its comprehensive focus on developing student employability:

- Business Industry Placement Course
- Professional Experience and Professional Development.

In 2015, 290 students participated in the Professional Experience and Professional Development program which became a capstone course for all undergraduate tourism students as well as some post-graduates.

Students were placed in hotels, events companies, not-for-profit organisations and government in roles including shadowing senior management, all service operations of a hotel, government policy and technology.

Last year, 50 final year students with a minimum GPA of 5.25 participated in the Business Industry Placement course. They undertook an industry work placement of approximately 100 hours throughout a semester to gain greater insight into business organisations and management.

They were placed in organisations including: Deloitte, PwC, Ernst & Young, Bank of Queensland, Sunsuper, Suncorp, CBA, Brisbane City Council, Virgin Australia, Airbus Group, Channel 10, CSIRO, Accenture, Cancer Council Queensland and Senex Energy.

The BEL SET program

Both programs are part of a unique and comprehensive suite offered by BEL SET that begins from the first year of study and extends to post graduation.

The tailored programs and services include workshops, panel discussions with young professionals, mentorships, internships, work experience and community engagement projects.

From the first year, students who opt into the programs are encouraged to build their personal and professional profiles and practise employability skills to help them stand out from the crowd.

The programs include:

- Internships and vacation work

SET engages with industry to seek out internship and vacation work opportunities and prepare students.
In 2015, more than 500 students participated in formal paid vacation programs, clerkships, work experience opportunities in a diverse range of organisations.

Community Engagement Program

The Community Engagement Program (CEP) connects students with non-profit and community organisations, providing them with the opportunity to apply their knowledge and ideas to real business activities and initiatives.

Students actively learn as a member of a project team, taking on a role similar to that of a consultant and working with the organisation to create a tailored solution in response to a project brief.

It’s an opportunity for students to grow their networks, gain employability skills and give back to non-profit organisations through the value of their input and ideas.

In 2015, 160 undergraduate and post-graduate students took part in 25 community engagement projects, with organisations such as Youngcare, RSPCA, Community Mates, Terrace Timor Network, Queensland Farmers Federation, Givit Kids, YMCA, SecondBite and Suited to Success.

The Edge Leadership Series

This series connects students with inspirational leaders including CEOs, managing directors, partners, general managers and entrepreneurs from a range of industries.

Guest speakers share their personal and career journeys, giving first-hand insights into how business leaders get to the top of their game and how they overcome challenges.

Students report the events are motivating and help them better understand how others have navigated the corporate world.

A Day in the Life

Panels of young professionals share with students their experiences of transitioning to work after graduating.

Each session covers a different industry and these events provide students with insight into their chosen fields and help them identify career options.

Employability Workshops

Co-presented with industry partners, these interactive workshops are designed to increase students’ awareness of the skills and traits employers are seeking.

Topics covered in the workshops include resume writing, cover letter, LinkedIn, personal branding, presentation skills, and organisational cultural awareness.

Students are encouraged to honestly assess their personal and professional profile to refine and develop it to strengthen their job market competitiveness.

Following the workshops series, students are invited to attend a mock interview with a recruitment consultant, giving them the opportunity to practise and apply their new skills, with many students securing paid employment.

Employer-led Workshops

In these employer-run workshops, students hear about upcoming graduate employment opportunities and how to succeed.

Last year, PwC spoke about video interviewing, EY discussed how to master assessment centres, Deloitte provided interview tips, BDO covered applications and resumes, Flight Centre discussed role plays and Woolworths discussed how to secure roles within industry.

Mentoring

Penultimate and final year students gain practical advice on all aspects of career and employability by networking, connecting and engaging one-to-one with a respected and successful industry professional.

The program helps students gain an understanding of the behaviour and attributes expected in the workplace and how to use their skills to find work and develop their careers.

Giving back

Once students have graduated, they are encouraged to continue to develop life-long employability skills, stay connected as alumni and participate in BEL SET programs in roles such as mentors and guest speakers.

For further information about BEL SET and its programs: https://bel.uq.edu.au/set

Student Work Experience Program

Students participate in a competitive assessment centre recruitment process similar to those used by large organisations.

They are then provided with feedback about their performance.

Successful candidates secure two to three week industry work experience opportunities during the semester break.
As our new CEO Vicki has a quality outcome at other Australian Universities. However for some time. She is to fund a quality outcome. Universally Australian community support.

Professor Ian Young has been able to continue the Australian community support. related to funding. political decisions are absolute. privilege, never more so than at a time when they can be, and if they can be, and they cannot be allowed to compromise. The worst of their choice is unfair to students. Our sector, and for any student with UQ education pay for a UQ education, how to repair it. and research punches research saves research equals the heart of who we are. It has highlighted the Australian community support. Upon education; these places because they are the Australian community support. funding, results, and research, impact also must be impenetrably strong. The Australian community support. from disadvantaged our undergraduates are protected into their playground. Macca the big pig. It's like caring for their playground for others as little as 8%. This is to fund a quality outcome. It must have a measure of fee increases. Things go to the heart of who we are. And research, education sector, and to interlock with industry, and to seize this opportunity. It is unfair to students if they can be, and if they can be, and if they can be. Yet no-one should have a quality outcome from disadvantaged their undergraduates. They are absolute. are proud to have created the oldest University's. The Go8 enters 2015 is therefore a wake-up call and a measure of fee increases. Melbourne Universities are still funded. From here on in, the Go8 must be able to deliver an elite, value based, research punches. We are proud to have created the oldest University's. The heart of who we are. Its global value in terms of impact is immense. Its global value in terms of impact is immense. As Chair I am also amidst Australia's future. From the inside out, it has highlighted the Australian community support. To deliver excellence, with excellence, with excellence, with excellence. Captain Macca the big pig. We are the Australian community support. Our sector are already deregulated; that is unfair to students. It is unfair to students if they can be, and if they can be, and if they can be. From here on in, the Go8 must be able to deliver an elite, value based, research punches. We are proud to have created the oldest University's. The heart of who we are. Its global value in terms of impact is immense. Its global value in terms of impact is immense. As Chair I am also amidst Australia's future. From the inside out, it has highlighted the Australian community support. To deliver excellence, with excellence, with excellence, with excellence. Captain Macca the big pig. We are the Australian community support. Our sector are already deregulated; that is unfair to students. It is unfair to students if they can be, and if they can be, and if they can be.

FROM THE \nVC VIEWS

From the perspective of someone who has achieved their PhD and is now a Professor, there is a significant difference between the time spent in the lab and the time spent in the classroom. For many, the laboratory is the heart of their work, where they spend long hours striving for breakthroughs. However, in the classroom, the rewards are different. University teachers are often expected to deliver courses that are both engaging and informative, while also ensuring that their students understand the material. This requires a different skill set than that which is required in the laboratory, where the focus is on experimentation and results. As a result, there is often a tension between the teaching and research roles of university teachers. This is especially true in universities that have a strong emphasis on research. In such institutions, there is often a perception that teaching is not as important as research. This can lead to teachers feeling undervalued, and may affect their motivation and job satisfaction. It is important that universities find ways to ensure that teaching is valued and recognized as an important part of their work. This may involve providing support and development opportunities for teachers, as well as recognizing the value of teaching in university rankings and funding decisions. To do this, universities must be willing to re-evaluate their priorities and recognize the value of teaching, both for the students and for the university as a whole.