

# Improving Student Retention in Higher Education Seminar 2014

Wednesday, 26 March 2014 - Conrad Hotel, Earlsfort Terrace, Dublin 2

## Biography of Speakers

Presentation Title	Guest Speaker
<b>Host for the Seminar</b>	 <b>Gerard Lyons</b> Gerard Lyons is Regional Partner-in-Charge with responsibility for offices in Cork and Limerick. He leads the Higher Education Team in Ireland and is a member of the Deloitte Global Education Team. He also leads the Enterprise Risk Services regional offering and is an audit partner. Gerard and his team support clients in risk management, corporate governance, information and technology risk, regulatory compliance and internal audit.
<b>Improving student retention and success: Learning from experience in the UK</b>  Improving student retention and success is a challenge across many national higher education systems and for higher education providers of all types. This presentation will introduce participants to research from the UK that explored <i>What works to improve student retention and success?</i> It will present the conceptual model, the principles of effective practice and examples of interventions that have significantly improved retention rates.	 <b>Professor Liz Thomas</b> Professor Liz Thomas is a national and international expert on student retention and success. She directed the What works? Student retention and programme - which has shaped national and institutional policy and practice in England. Liz is currently building on this research in partnership with higher education institutions from across the UK to implement and evaluate change at both the strategic and the academic programme level. Liz is an independent researcher and consultant for higher education and Professor of Higher Education at Edge Hill University. She is a visiting professor at Staffordshire University, and an Associate of the Higher Education Academy.
<b>Information, Insight, Interventions and Implementation: delivering improved institutional level student retention performance</b>	 <b>Professor Dr. Helen James</b> , CEng Eur Ing FIMechE FHEA BSc MA DBA Pro Vice Chancellor, Glyndwr University, UK  Helen has fifteen years' experience in senior and executive management in universities. She was an engineer in the manufacturing sector before becoming an academic in further and higher education. Her Board membership ranges from an educational charity, an

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	<p>enterprise zone to the IMechE. Helen has executive responsibility for strategic planning, student achievement, learning &amp; teaching, standards &amp; quality, partnerships as well as widening participation. She is a member of the UK Advisory Group on Student Retention and Success, has advised the funding council on widening participation and advises universities on delivering strategic level performance improvements including student retention.</p>
<p><b>Degrees of Understanding: how Data can support the student experience?</b></p>	<div data-bbox="846 419 1077 655" data-label="Image"> </div> <p><b>Julie Mercer</b></p> <p>Julie is a partner in Deloitte’s Operations Excellence practice working with clients to help transform their business to deliver improved performance. Julie leads Deloitte’s education practice in the UK working with a range of clients across the public and private sectors from early years through to higher education. Over the past few years Julie's work with higher education has focussed on regulatory and funding reform and the impact on the student experience. Julie has established a global network of practitioners across Deloitte to work with clients in local markets and has worked in the USA, India, Australia and the UK. Julie lives in Oxfordshire with her husband and three children where she enjoys spending time with family and friends and up-cycling old furniture.</p>
<p><b>Student attainment: reducing the risk of unequal outcomes</b></p>	<p><b>Dr. Joan O’Mahony</b></p> <p>Dr. Joan O’Mahony currently leads the UK Higher Education Academy’s work on <a href="#">Retention and Success</a>. Joan has a strong background managing projects developing the equality and diversity expertise of HE providers. She manages the <a href="#">HEA’s Black and Minority Ethnic Strategic Development Grants</a>, supporting the sector to improve the attainment of BME students, managed the most recent year of the HEA’s <a href="#">Embedding Equality and Diversity in the Curriculum in Scotland</a> programme and, prior to that, led the Academy’s <a href="#">Widening Access, Student Retention and Success archive project</a>, curating the outputs from 5 national widening-participation programmes. Joan holds a PhD from the London School of Economics and has taught for 20 years in higher and further education, in the UK and abroad.</p>
<p><b>Co-Tutor: Intelligent personal tutoring. Helping to provide intelligent insights into the student experience</b></p>	<p><b>Paul Newman</b></p> <p>Paul Newman is currently working in the Centre for Engineering and Design Education, Loughborough University, as a specialist adviser on how technology can be implemented at local level in order to help</p>

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	 <p>departments with their specific issues around student engagement and retention. Since 2008, Paul has worked with colleagues on Co-Tutor, Loughborough's staff and student relationship management system. Co-Tutor plays an important role in ensuring students receive quality pastoral care by supporting and co-ordinating the work of personal tutors, research supervisors and other academic and administrative staff. By tracking students' attendance, progression and achievement throughout their time at university, Co-Tutor offers real-time insights into the activity of both the student body and the staff surrounding them, to ensure optimum support for progression and to aid student retention.</p> <p>Paul has worked at Loughborough University for over ten years as a senior learning technologist and application developer. During this time, he has lead the design and development of numerous e-Learning and e-Administration applications. He adopts an innovative co-design process, forming academic and administrative collaborations to help shape the design and development of tools to support learning and teaching. This has proven to be an incredibly successful approach, ensuring the applications are truly embedded in academic and administrative workflow which means that they not only stand the test of time but are developed and evolved to meet new priorities and adopt technological innovations. To date many of Paul's developments have been adopted in HEIs around the world, winning two IMS Global Learning Impact Awards and a nomination for the 'ICT Innovation' of the year in the Times Higher Education Awards in 2012.</p>