

Newsletter Issue 2/2017

February
2017



From the President



A climate of change

A few months ago, I highlighted the differences between the two sides of the Tasman, particularly the political stability we seemed to have in comparison to the other side of the Tasman – I obviously spoke too soon. For the first time since 2008, we have a different Prime Minister, and since 2010 a different Minister for tertiary education. We have a recently announced general election coming up on 23 September, but before that, a by-election on 25 February. So I am starting to feel like this will be 'the year of living dangerously'.

So too for AAIR we are facing some changes, but I think these will be changes for the good, and hopefully you will agree. I will highlight a few of the changes we are working on and how we need your help and feedback in accomplishing them.

Late last year we chose a designer to update, refresh and expand our website. Our

Executive Officer, Liesha, has been managing the project, and at the last Executive Committee meeting she took us through the design concepts and work completed to date. The Committee was very impressed with what has been done to date. The plan is to have the project completed by the end of March, maybe sooner!

As an organisation with many members involved in surveying, you won't be surprised to notice that we have started surveying you! On 16 February we sent a survey to you—our loyal subscribers—about what you'd like to see on our website, what you use, what you like, and what you think is missing. Didn't see the email? [Click here to complete the website survey](#), or if you have any thoughts on anything that you think we should include for your benefit, please let Liesha know (info@aaair.org.au).

The next survey is in relation to the Newsletter (as our last newsletter survey was issued back in October 2013, and we incorporated many of your suggestions – [read the results here](#)). It's time again for a refresh. Our editors, Tracy and Monica, have worked with Liesha and our previous editor Louise to develop a survey concerning the newsletter content and changes that might be made so that we can provide a publication that is even more useful for our members and subscribers. So please take our [2017 Newsletter Survey](#). We hope to have a very high response rate!!

We are also going to be surveying you about our Jobs Board and what changes we might make there. Don't worry though we shouldn't have too many more coming your way, as we don't want you to suffer from survey fatigue.

Another new activity for this year is a regional dinner. We are following up last year's successful event in Melbourne, with one in **Sydney on 22 February**. Tony Nolan OAM, is an intelligence analyst who practices data science within the Commonwealth government. He will be speaking about **Using Cohort Analysis with Open Source Datasets for Strategic Operational and Tactical Purposes**. The venue is Casa Ristorante Italiano, and you can still [secure your seat](#).

As always, if you have any ideas or thoughts on issues we should be addressing, please [let us know](#).

Kathie Rabel
AAIR President

February Newsletter

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Welcome to the February 2017 edition of the AAIR Newsletter. The AAIR website is in the process of being redesigned *and we invite our members to take this short [survey about the monthly newsletter and your information needs as a member](#).*

Here are your editors' picks of some of the most noteworthy articles and reports this month:

Because we are all institutional researchers, you might find yourself resonating with what's included in the [Duties and Functions of Institutional Research](#) list developed by our US counterpart, the Association of Institutional Research (AIR).

For fellow planners, what the Inside Higher Ed has put forward in their article, [Hope and Denial are Not Strategies](#) may ring quite true for you as well.

Using [student surveys](#) as a measure of quality always sparks a good conversation. Another topic that always spark good conversations is of course, world university rankings. Check out the series of [special reports on rankings](#) by University World News.

It seems there is just no escaping the news on Donald Trump these days. From [travel ban](#) to the [brand new order](#) to freezing student exchange and [abolishing](#) the Environmental Protection Agency, Trump was everywhere. Speculation continues as the world watches and ponders the future of higher education in the USA.

And of course, lots of interesting initiatives are always happening in the learning analytics, online learning, business intelligence and big data spaces. Take for example, the development of a first [online-only postgraduate university in Africa](#) and increasingly, the expectation that technology should simply be ["anytime, anywhere"](#).

Happy Reading.

Trump and Higher Ed

Britain's Brexit vote and the Trump victory are emerging as key disruptors in the global context of higher education.

Since the January inauguration of Donald Trump media interest has been ramped-up with the

announcement of a ban on entry into the United States by citizens from seven Muslim countries. The travel ban was since blocked by the lower courts although Trump is fighting back with a ["brand new order"](#) as the alternative. As well, the US Senate approved [Betsy DeVos](#) as the next secretary of education on 7 February 2017.

The potential impact of the recent ban, signed by US President Donald Trump, may be severe for international enrolments at many US higher education institutions. It will dramatically reduce the number of international students not only from the seven named countries but other Muslim-majority countries, such as Saudi Arabia and Turkey.

Universities Australia has also [expressed concern](#) about the US's new ban on the free exchange of students, academics and researchers between Australia and the US, fearing potential "irreparable" damage to the academic reputation of the United States.

A multitude of media sites and educational commentary has discussed the situation in the last month (and continue to do so) and the commentary has been generally fearful of the implications. However, from the Australasian perspective there could be upsides for local universities, particularly in the availability of high quality researchers and academic staff and in movements of international students.

Other concerned parties include Dr Alan Finkel, Australia's Chief Scientist, who has likened the Trump's decision to [abolish the Environmental Protection Agency](#) to Stalinist Russia. "...science is literally under attack" said Dr Finkel.

Sector News and Views

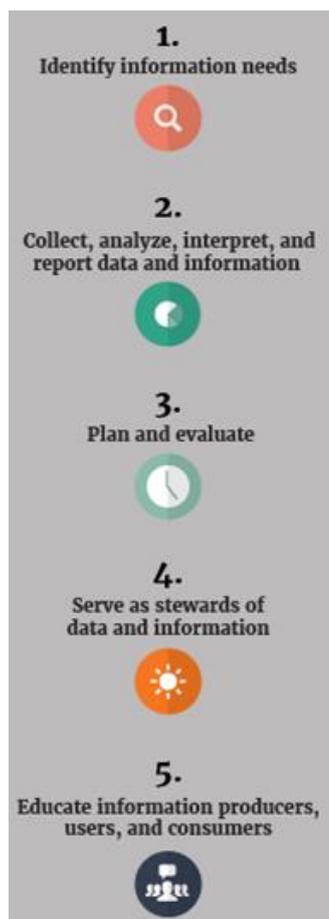
The Australian government will be finalising its [higher education reform](#) "pretty soon" and will not "throw the baby out with the bathwater" when it comes to funding and the allocation of places, according to Minister Simon Birmingham in an interview with Sky News on 30 January 2017.

Universities Australia's [submission](#) for the May budget has urged the current government not to pursue a ["dramatic overhaul"](#) of the nation's higher education system as it prepares to legislate a new round of university reforms. In a [media release, UA](#) has urged the government to abandon its proposed \$3.2 billion in cuts to university funding, but does back a further lowering of the HECS repayment threshold.

The Tertiary Education Quality and Standards Agency plans to follow in the footsteps of other regulators by fast-tracking

disclosure of its decisions. In a consultation paper TEQSA outlines a [proposal](#) to publish information about its decisions when they are made.

[The Association of Institutional Research \(AIR\)](#) has released the results of a 12 month project to define the function of institutional research and explain and assess the roles and functions. [Duties and Functions of Institutional Research](#) and a companion piece – Knowledge and Skills - are designed to assist the Association in identifying the requirements of professional development offerings.



Comments on the project are invited and more information on the project can be found in the [summary document](#).

Times Higher Education (THE) announced a **new** rankings league table - [the World's Most International Universities 2017](#). Five Australian institutions claimed top 25 places: ANU (7th); University of NSW (14th); University of Melbourne (18th); Monash University (21st) and UTS (24th). The University of Auckland came in at 25. The rankings were dominated by institutions in relatively small countries where English is the official language or widely spoken. Swiss institutions ETH Zurich and École Polytechnique Fédérale de Lausanne claimed the top two places, followed by the University of Hong Kong and the National University of Singapore. Overall Australia

rates fifth and New Zealand sixth, behind Singapore, Switzerland, Hong Kong and the UK as the most international education nations.

In the UK, the [Higher Education Statistics Authority](#) released its first student data figures for the academic year 2015/2016 indicating a slight increase in enrolments but a 1% decrease in first-year enrolments from non-EU countries. China remained the biggest provider of non-EU students to UK higher education institutions. Meanwhile, Malaysia overtook both the US and India to become the UK's second largest non-EU student source country, as Indian student numbers continued to drop

The [Higher Education Policy Institute](#) released a report on rankings late last year (*reported in the January Newsletter*). More commentators have shared their views via a special report in [University World News](#) and include: [Why most universities should quit the rankings game](#) – aimed at regional and specialist universities and colleges; [Are global university rankings a badge of shame?](#) – questions the reliability of institutional data; [Rankings – A useful barometer of universities' standing](#) – notes a misunderstanding of the context in which rankings are compiled.

Still in the UK, the British PM Theresa May announced a series of prestigious Institutes of Technology are to be developed to offer a "[credible alternative](#)" to the academic route of university for young people. The new funding will be used to deliver higher-level technical education in science, technology, engineering and mathematics across the country. The new system will replace thousands of existing programs, many of which the government says are of low quality.

Alarming: The Irish Times report on the high drop out rate of first years in some college courses. The [report](#) indicated that more than 70% of students do not get beyond their first year of college in some higher education courses.

[IDP Education acquires Hotcourses Group for £30m](#) Global student placement company, [IDP Education](#), has acquired the [Hotcourses Group](#) for £30.1m. The purchase will add some of the world's largest education search websites including Whatuni, The Complete University Guide and Hotcourses Abroad to the student recruitment giant's portfolio.

[Lifelong learning is becoming an economic imperative](#). Technological change demands stronger and more continuous connections between education and employment. A special report in The Economist on lifelong education which included articles on

MOOCs, in-house education and economic imperatives around continuous training and education.

In NZ participation in tertiary education appears to be on the decline. The Annual Report 2015/2016 [Student Loan Scheme](#) notes that participation in tertiary education peaked at 14 per cent in 2005 and is now down to 11 per cent. However, the percentage of people taking out student loans to fund bachelor degrees increased from 58 per cent to 70 per cent between 2006 and 2015.

More future thinking: [Trends That Will \(Re\)Shape Higher Education in 2017](#) From a US perspective: Scrutiny on the cost of education; impacts on international students following the presidential election; evolution of academic programs in response to consumer demands; review of campus safety and institutional accountability as translated in the employment market.

[How do millennials research university?](#) Between 2013-2016 Quacquarelli Symons (QS) surveyed a number of students across the UK examining how prospective undergraduates made their decisions on where to study. The key findings noted the following:

- While official websites are perceived as an essential source for information, social media platforms are just as important.
- Video content (YouTube) are becoming hugely influential.
- Applicants noted that trying to find information on scholarships, financial information and application details are the most challenging.
- Students are increasingly using mobile devices to research universities.

It is also worth noting that university ranking websites follow official websites as key resources for information. Finally, alumni and 'brand ambassadors' have never been more important – "Students really are the best ambassadors, and a personal recommendation means far more than a traditional advertisement ever will."

[Hope and Denial are Not Strategies](#) Some institutions are involved in thoughtful, data-informed and effective planning, but others are not directly confronting such challenges and are failing to engage in such planning. The institutions that ignore their challenges offer important cautionary tales. Those who find ways to address them by planning strategically can be useful models.

[Education exports hit record high of nearly US\\$17 billion](#). Educating international students continues to be Australia's third

largest export earner, behind iron ore and coal. [Universities Australia Chief Executive Belinda Robinson](#) said Australia's global outlook and excellent reputation for the quality of education and research in the nation's universities were key factors in the growth. Based on Education Department statistics, it seems likely that some 400,000 foreign students were undertaking courses in Australian universities in 2016 – 28% of the total student population.

[Release of consultation draft National Code for public comment](#)

The Australian Government invites all international education stakeholders and interested parties to comment on a consultation draft of a revised *National Code of Practice for Providers of Education and Training to Overseas Students 2007* (National Code). The National Code sets nationally consistent standards for delivery of education to overseas students. Proposed changes aim to modernise and simplify the National Code. The closing date for submissions is **5.00 pm AEDT, Friday 10 March 2017**.

Finally, the [eAIR February newsletter](#) is available and includes discussion on using survey data for student success, visualisation of university data, tips for Tableau and a special feature on the National Survey of IR Offices (US).

Big Data, Online Learning, Analytics & Technology

[Why the next 10 years of Edtech will crush the last 10](#). Adaptive learning will personalise learning in classrooms. Adaptive education, at its best, is using technology to measure a student's strengths and weaknesses and then adapting their education accordingly. When the goal of adaptive education is to develop the student, not meet pre-established standards, then real education can take place.

[Will you graduate? Ask Big Data](#). From the New York Times – this? article details the growing number of colleges and universities using predictive analytics to spot students in danger of dropping out. Crunching hundreds of thousands and sometimes millions of student academic and personal records, past and present, they are coming up with courses that signal a need for intervention.

Data analytics and business intelligence remain peripheral at many institutions today, but for institutions that have leveraged these tools the benefits have been significant. [The Evolution](#) interviewed Javier Miyares, President, University of Maryland University College in the US who discussed their data analytics program to help their students succeed and the

challenges around lack of expertise and infrastructure within institutions to build a comprehensive data analytics program.

The University of Adelaide is offering more MOOCs under its [AdelaideX](#) mantle with the inclusion of credit eligible micromasters. The University of Adelaide joined edX in 2014 and will this year offer a course in data science.

More MOOCs: The [University of Sydney](#) is offering five courses via [Coursera](#) to indirectly address attrition. A range of courses are aimed to equip students with the skills required to be a successful student and include information and digital literacy.

[Georgia Tech's Model Expands](#)

In the US, Georgia Institute of Technology will offer an online master's degree program in analytics for less than \$10,000, a new investment in the institute's model for low-cost, online graduate education. Georgia Tech has chosen to partner with massive open online education provider edX for the analytics program and will offer three of the courses in the program as a [MicroMasters](#), an edX credential targeting learners who may be interested in some professional development but not a full degree.

[A New Normal for Online Learning... and OPMs](#)

While online learning has experienced significant innovation and growth over the past two decades, its most heady days of expansion may be behind us. Online enrolment continues to outpace overall higher education growth, but there is evidence that the supply of online programming is growing faster than demand.

[Are Artificial Intelligence and Machine Learning The Same Thing?](#) Any easy to understand definition from Bernard Marr shared on LinkedIn. Marr adds that another field of AI – Natural Language Processing (NLP) attempts to understand natural human communication, either written or spoken, and communicate in return with similar, natural language.

Danielle Caldwell's piece in *Inside Higher Ed* [Confessions of a Reformed Dataphobe](#) provides a personal perspective on the value of big data in the tertiary environment and the ability to merge predicative models of student success with real time indicators.

[Rethinking the university for an online era](#)

The Virtual University of Uganda (VUU) is the first online-only postgraduate university in Africa. Director of Programmes at VUU Deirdre Carabine discusses the challenges setting up the institution and the approach taken to enhance the student learning experience.

[The Strategic Imperative of Technology in the Modern University](#). Technology is no longer an optional part of higher education. "Anytime, anywhere" is the expectation. 90 percent of courses at our university utilize some form of enterprise technology. This phenomenon contributes to the ever-growing reliance on robust IT services and support. Much like electricity, students, faculty and staff believe IT systems, services and infrastructure should simply work and be as easy to use as flipping on a light switch.

[Enablers, but for Boot Camps](#). The rise of coding boot camps is creating a new market for companies that help colleges break into the business. The growth in online education at public and private non-profit institutions created what has been come to be known as online program management (OPM). Central to many of them is that they offer marketing, enrolment, instructional design and student support services to colleges looking to offer fully online degree programs. A new market segment is materialising. Call it "continuing education program management."

[Internet of Things \(IoT\): Market potential and trends in 2017 and beyond](#). A report in LinkedIn discusses trends in IoT - IoT is the blanket term for the internet of things (things can refer to a variety of devices or machines) and their connectivity to software, the internet, or other cloud-based programs, which enables these "things" to send and receive data.

Graduate Outcomes and Employability

Analysis by the [Department of Education and Training](#) has revealed a dramatic difference in completion rates across Australian institutions. [The Australian](#) reported the university dropout rate is worsening, with one in three students failing to complete the course they began within six years of enrolling, prompting the federal government to name the country's worst performing institutions for the first time. [Education Minister Simon Birmingham](#) has encouraged students to research where they choose to study if they plan to go to university in light of the new data on completions.

Top 10 completion rates (based on 2009 cohort), %				Bottom 10 completion rates (based on 2009 cohort), %			
	2005-10	2009-14	Rank*		2005-10	2009-14	Rank*
University of Melbourne	83.9	88.0	1	Edith Cowan University	56.8	55.4	>30
University of Sydney	84.4	81.9	-3	Charles Sturt University	56	53.5	NR
Australian National University	79.8	81	2	University of the Sunshine Coast	48.5	53.3	>30
Monash University	74.2	79.3	5	Southern Cross University	52.6	52.5	>30
University of NSW	75.8	78.1	6	Federation University Australia	65.4	51.3	NR
University of Technology, Sydney	77.1	77.1	-11	Murdoch University	54.1	49.6	>24
University of Wollongong	76	76.7	-11	University of New England	52.9	49	NR
RMIT University	68.5	74.8	-24	University of Southern Queensland	43.4	44.4	>34
University of Western Australia	77	74.5	7	Central Queensland University	43.9	42.5	>34
Macquarie University	71.9	71.3	-11	Charles Darwin University	46	41.8	>41

NR=no ranking * Australian rankings by Times Higher Education

Andrew Norton added the Grattan Institute's analysis to the discussion on completion rates in his blog posts [here](#) and [here](#). [Tim Pitman](#), from Curtin University provided some caution to comments adding that "This stat makes a good headline, but oversimplifies the reality, which is detrimental to improving higher education standards." [Universities Australia](#) also provided some perspective on the figures.

Coursera, provider of MOOCs, is testing strategies with goals to move from their current platform of courses to a broader [career-building service](#). Coursera officials would not elaborate on the new career-service features they plan to add, except to say they will include "diagnostics and assessments and matching," and that they plan to unveil more of them in September.

Is there really a [STEM skills shortage](#), especially after there is growing evidence that universities are churning out more STEM graduates than available jobs? Last year, the Productivity Commission reported a STEM skills surplus in life sciences, chemistry and the physical sciences while data from the Federal Department of Education and Training revealed more than 100,000 students graduated with a STEM-related degree in 2014. The number of graduate jobs available in Australia each year is nowhere close to that level.

The Australian Association of Graduate Employers has released the results of its [graduate survey](#) of the 75 organisations "that provide the most positive experience for new graduates." The rankings are determined entirely from survey feedback gathered from graduates who have spent 12 months working with these organisations. The top ten are software developer Thoughtworks, WA Department of Mines, KordaMentha, Laing O'Rourke, Atlassian, AMP, WA Water Corporation, ASIC, accountants ShineWing and Australia Post.

Learning & Teaching

The [University of New England](#) is offering "bespoke" courses for people who want to acquire or upgrade specific skills without taking on a full degree. [Bespoke Courses](#) aims to cater for those who want to further their study but don't want to commit to a full degree. Under the model, students can study two, three or four units of study.

[Student surveys point to good teaching and ways to be better](#). UNSW DVC (Education) Merlin Crossley piece in The Australian discusses the worthiness of student experience surveys and highlights the worth of acknowledging good teaching adding, "Committing to student experience surveys — imperfect as they are — at least provides

an opportunity for showcasing and rewarding important contributions."

Student evaluations of teaching are also discussed in [Teaching in the Eye of the Beholder](#). In the US, the [RateMyProfessors](#) website has attracted much attention but Colleen Flaherty points to recent [research](#) and [studies](#) indicating those more formal student evaluations of teaching can be just as unreliable.

The University of Tasmania has launched [associate degrees in applied business and agribusiness](#). They are designed for people who want to increase their skills or who want to sample study before committing to full degrees. The advent of associate degrees is a recognition that the University's current undergraduate programs are not appealing to as many Tasmanians as they should. A key target are the 3,500 Tasmanian students who finish Year 12 each year but do not pursue further study.

[An Oxford graduate is suing the university for £1m](#). Faiz Siddiqui argues that the poor standard of tuition he was subjected to led to him receiving a paltry 2:1 instead of a coveted first class degree. That result in turn, Siddiqui argues, prevented him from pursuing his dream of a career as an international commercial barrister. Years of depression and insomnia followed. His claim, valued at over £1m, is for loss of earnings. [Recently](#), the university had applied to the High Court to strike out the claim for damages by Faiz Siddiqui, who studied modern history at Brasenose College more than 16 years ago, arguing it was "hopelessly bad" and "time barred". However, in an 18-page judgment, Mr Justice Kerr refused to do so and instead ruled that Oxford "has a case to answer" and that the arguments should be heard in a trial "as soon as possible". If successful the case could open the floodgates to dozens of similar claims.

Research

The [Engagement and Impact Assessment](#) pilot will take place in the first half of 2017. It will test the proposed approach (methodology and processes) for the full engagement and impact assessment, ahead of a national roll-out in 2018. You may recall that The Engagement and Impact Assessment is part of the [National Innovation and Science Agenda \(NISA\)](#), a whole of government initiative that was announced in December 2015. The ARC has written to all 42 Australian universities informing them of the pilot and inviting them to participate (participation is voluntary). Participating universities are expected to make their pilot submissions to

the ARC in May 2017. A review of the pilot will be reported in late-2017

Australia's start-up community has responded to [a performance review of the country's science, research and innovation system](#), saying the country needs to lift its game significantly if it wants to become a top tier innovation nation. The review also concluded Australian business expenditure on R&D is low relative to expenditure to other countries, and that government procurement could do a lot more to foster innovation.

[Scientific discovery](#) could be stifled by a data-driven obsession to second-guess the next big breakthrough, researchers have warned. The essay, by a trio of American physicists and mathematicians, summarises the state of play in the "science of science: the study of the social processes that lead to scientific discoveries".

The Australasian Council of Deans of Arts, Social Sciences and Humanities (DASSH) has recently [welcomed](#) the current draft [2016 National Research Infrastructure Roadmap](#) and has specifically acknowledged the inclusion of the Digital Data and eResearch platforms adding the Roadmap goes a long way in recognising the developments in humanities and social sciences research and its contribution to a national research and innovation agenda.

[Research bodies seek changes to EU copyright proposals](#). Five key European research organisations have called on legislators to modify current European Union copyright reform proposals, including broadening exceptions from copyright on text and data mining, to facilitate research and innovation in a digital environment — or risk impeding progress in one of the most dynamic parts of the economy. "Providing innovators, educators, students and researchers with more legal certainty on the rights and duties linked to the use of materials is a seminal step forward for universities," explains David Drewry, EUA vice-president and chair of the Research Policy Working Group.

[The rise of research universities — A tale of two countries](#). Providing a comparative overview of a selection of the region's research-intensive universities with a particular focus on Australia and Singapore, Leo Goedegebuure of the LH Martin Institute in Melbourne, said among the territories surveyed — China, Hong Kong, South Korea, Japan, Australia, Malaysia and Singapore — Singapore represented one of the "most innovative higher education systems" in the region. Almost exclusively, the rise of research among the institutions came on the back of science and engineering

disciplines, the exceptions being Sungkyunkwan University in South Korea which had a strong focus on medical sciences; the University of Queensland in Australia which had a focus on life sciences; and the University of Melbourne where bio-medical research had been chosen as a deliberate focus.

Openness by Default. The Bill & Melinda Gates Foundation now requires all its grant recipients to make their published, peer-reviewed work immediately available to the public, the latest development in a larger push to make research more accessible. The foundation **rolled out** the new policy in 2015, but allowed for a two-year transition period during which grant recipients could embargo their work for 12 months. That option was removed on Jan. 1 -- from now on, anyone who receives some funding from the foundation must make their research and underlying data available, for example by publishing it in an open-access journal or depositing it in a public repository.

Reports and Resources

The boundaries and connections between the VET and higher education sectors: 'confused, contested and collaborative'

Source: National Centre for Vocational Education Research

This paper provides a brief commentary on the relative trend change and potential trajectories of Australia's vocational education and training (VET) sector compared with the higher education sector. This provides the necessary context for more detailed exploration of the multiple issues that lie at what might be described as the 'boundaries and connections' between these two components of the tertiary education sector.

Performance Review of the Australian Innovation, Science and Research System 2016

Source: Office of Innovation and Science, Australia

The report is designed to provide an informed basis for the promised strategic plan for enhancing Australia's innovation, science and research system to 2030, due in late 2017. The Report includes a **Performance Scorecard** consisting of 20 measures assessing the state of knowledge creation, knowledge transfer and knowledge application.

According to the report, Australia does well in many aspects of knowledge creation, but performs poorly when it comes to knowledge transfer and application.

NMC Horizon Report: 2017 Higher Education Report.

Source: NMC and EDUCAUSE Learning Initiative



This 14th edition describes annual findings from the NMC Horizon Project, an ongoing research project designed to identify and describe emerging technologies likely to have an impact on learning, teaching, and creative inquiry in education. Six key trends, six significant challenges, and six important developments in educational technology are placed directly in the context of their likely impact on the core missions of universities and colleges

Digital in 2017: Global overview

Source: Hootsuite and We are Social

The new **Digital in 2017 Global Overview** report from **We Are Social** and **Hootsuite** reveals that more than half of the world's population now uses the internet.

The report findings are testament to the speed with which digital connectivity is changing the lives of people all over the world. Some milestones details include:

- More than half the world now uses a smartphone;
- Almost two-thirds of the world's population now has a mobile phone;
- More than half of the world's web traffic now comes from mobile phones;
- More than half of all mobile connections around the world are now 'broadband'.

The Edvocate's 40 must-read must-read higher education blogs

The list may help you find some of the most insightful, educational, and entertaining blogs in higher education. The Edvocate have also ranked the sites by breaking them into four categories: Activity; Originality; Helpfulness; Authority.

A future that works: automation, employment and productivity.

Source: McKinsey Global Institute

This new report examines the impact of technology on business and society, and specifically our ongoing research program on

the future of work and the potential impacts on the global economy of data and analytics, automation, robotics and artificial intelligence.

On the Move

University of Western Australia chancellor Michael Chaney has announced **Dawn Freshwater** will replace **Paul Johnson** as Vice Chancellor. As Senior DVC, Professor Freshwater drove last year's comprehensive restructure.

Andrew Vann has accepted a second term as Vice Chancellor of Charles Sturt University in Darwin.

Colin Stirling, Vice Chancellor of Flinders University, is the new head of the **Innovative Research Universities**

Peter Binks is the new CEO of the Business Higher Education Roundtable. He succeeds the long-serving **Sharon Winocur**.

Mark McMillan is the inaugural deputy Pro Vice Chancellor for Indigenous Education and Engagement at RMIT

Monash University lost two vice provosts. **Darrell Evans**, VP Learning and Teaching is leaving to become a DVC at the University of Newcastle. **Kim Langfield Smith**, VP for Academic Performance, has also resigned.

Sally Kift is leaving her position at James Cook University as its DVC Teaching and Learning. Professor Kift has been at James Cook since 2012. Her commitment to teaching and learning research were expressed this month in an article in **The Australian**.

The University of Adelaide has appointed **Bev McQade** as IT chief, she joins from South Australia Water. Ms McQade replaces **Mark Gregory** who moved to Flinders University to become VP corporate services.

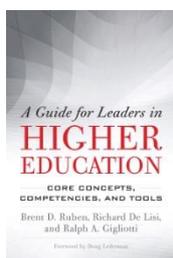
Book Reviews



The Fourth Transformation

Robert Scoble and Shel Israel

In the future our smart phones are replaced by VR/AR enabled glasses. This is the prediction of Robert Scoble and Shel Israel in their new book *The Fourth Transformation*. The “fourth transformation” is the shift from swiping to interacting. By 2025 our digital life will transition from phones to glasses. All technology mediated education will flow through our smart glasses. This new digital education will be immersive, interactive, and seamlessly blended into the physical world. Distance will no longer be a barrier for hands-on and experiential digital learning.



A Guide for Leaders in Higher Education: Core Concepts, Competencies, and Tools

Brent D. Ruben, Richard De Lisi, Ralph A. Gigliotti

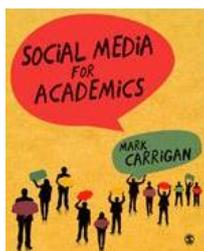
This book is intended as a practical resource for academic and administrative leaders in higher education who seek guidance in dealing with today's complexity, opportunities, and demands. It is also addressed to those who aspire to hold positions of leadership, and to the many faculty and staff members who serve in informal leadership roles within their departments, disciplines, or institutions. Of note, Part 3, which incorporates leadership via applied tools and strategic planning.



“I love learning; I hate school”: An Anthropology of College

Susan D Blum

Frustrated by her students' performance, her relationships with them, and her own daughter's problems in school, Susan D. Blum, a professor of anthropology, set out to understand why her students found their educational experience at a top-tier institution so profoundly difficult and unsatisfying. Through her research and in conversations with her students, she discovered a troubling mismatch between the goals of the university and the needs of students.

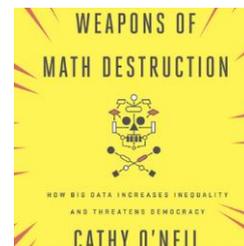


Social Media for Academics

Mark Carrigan

Social media is an increasingly important part of academic life that can be a fantastic medium for promoting your work, networking with colleagues and for demonstrating impact. However, alongside the opportunities it also poses challenging questions about how to engage online, and how to represent yourself professionally.

This practical book provides clear guidance on effectively and intelligently using social media for academic purposes across disciplines, from publicising your work and building networks to engaging the public with your research. It is supported by real life examples and underpinned by principles of good practice to ensure you have the skills to make the most of this exciting medium.



Weapons of Math Destruction

Cathy O'Neil

We live in the age of the algorithm. Increasingly, the decisions that affect our lives—where we go to school, whether we get a car loan, how much we pay for health insurance—are being made not by humans, but by mathematical models. In theory, this should lead to greater fairness: Everyone is judged according to the same rules, and bias is eliminated.

But as Cathy O'Neil reveals in this urgent and necessary book, the opposite is true. The models being used today are opaque, unregulated, and uncontestable, even when they're wrong. O'Neil calls on modelers to take more responsibility for their algorithms and on policy makers to regulate their use.



Source: @LegoAcademics
<https://twitter.com/LegoAcademics/status/827518187449225216>

Positions Vacant

There are no current vacancies listed.

Seeking another opportunity in Institutional Research in Australia? Try our [Higher Education Jobs](#) webpage for current vacancies in the profession. If you are seeking an international career change see our American colleagues [AIR Careers](#) page.

Looking for some training and development?

See our [Training and Development](#) webpage focused on training for institutional researchers.

Looking for higher education conferences and events?

Here is a selection of upcoming events (or past events) that may be of interest. See our [Events/Fora](#) webpage for more national and international events.

Call for presentations: [26th National VET Research Conference](#)

Are you interested in presenting at the *26th National Vocational Education and Training Research Conference 'No Frills'*? The National Centre for Vocational Education Research (NCVER) is now accepting abstracts for both oral and poster presentations from industry, practitioners, policy makers and researchers. We strongly encourage both new and experienced presenters to apply.

Co-hosted with TasTAFE, the conference is being held in Hobart from **5 to 7 July 2017**.

All abstracts must be submitted online by **5pm on Monday 20 February 2017**.

[Universities Australia Higher Education Conference](#)

1-3 March 2017, Canberra, Australia

The theme of the 2017 conference is **Higher Education: Gen Next**. The conference will focus on the future shape of higher education against a backdrop of profound economic, industrial and technological change. The expectations of the next generation of students, the implications for university education and research, and the next generation of technology are topics expected to be explored throughout the two-day conference.

[Times Higher Education Young Universities Summit](#)

5-7 April, 2017, QUT Brisbane, Australia

The summit will gather representatives from the world's best young universities to share insights of how they are competing and succeeding against their well-established rivals. Influential speakers from leading universities, multinational corporations and international governments, will instigate debate on topics such as diversity in leadership, new models of collaboration, real-world futures and integrating STEM and creativity



[Masterclass: Big Data Analytics: Transforming university business](#)

Tuesday 4th of April, 2017, QUT Brisbane, Australia

As part of the pre-summit workshop program for the [Times Higher Education \(THE\) Young Universities Summit](#), QUT will be hosting a workshop titled *Big Data Analytics: Transforming university business* on Tuesday 4 April 2017

This masterclass will focus on how analytics can be applied to large, complex or novel data, enabling universities to be clever and successful in their decision-making, strategy development and transformation processes. The event is ideal for strategists, analysts and senior staff with decision-making responsibilities.

Speakers

- Distinguished Professor Kerrie Mengersen, Professor of Statistics and Australian Laureate Fellow, Queensland University of Technology, Brisbane, Australia
- Duncan Ross, Data and Analytics Director, TES Global, London, United Kingdom
- Alexander Nebel, Deputy Head Budget and Planning, EPFL, Lausanne, Switzerland

Facilitator

Dr Sam Nielsen, Director, Strategic Intelligence Unit, Queensland University of Technology, Brisbane, Australia

To register for this workshop please use this [link](#) and follow the prompts to register for the *Pre-summit workshops only*. Morning tea and lunch will be provided.

[Campus Review's Futureproof 2017](#)

16 May 2017, Sydney, Australia

Engage – Influence – Innovate.

[EAIR 2017](#)

3-6 September, 2017

[EAIR](#) is the The European Association for Institutional Research (International association for higher education researchers, practitioners, managers and policy-makers). In 2017 the conference will be titled: "Under pressure? Higher education institutions coping with multiple challenges". There will be eight major tracks: governance and management, teaching and learning, quality management, strategy and strategising, professionals, performance and assessment, funding and regional innovation.

[SEAIR 2017 Annual Conference](#)

6-8 September 2017

Theme: ASEAN Higher Education at the Crossroad: Challenges, Changes, Capacities, and Capabilities

From networking with peers to presentation sessions by leading experts in the field, the annual conference is the must attend event for academics, educators, researchers and practitioners in higher education

Institutional Researcher's Corner

Five questions with Sharon Liddell, CQ University, Australia



What is your job title?

Surveys Coordinator and Analyst, Central Queensland University, Rockhampton, Australia

Briefly, how would you describe your role in terms of your place in your institution?

My role sits within the Learning and Teaching Services team which is part of the newly formed Tertiary Division (We are a dual sector university now). This was a strategic placement so that the survey work and data reporting was closer to the operational levels, including Pro Vice Chancellor (Learning and Teaching) and the academic and management teams within each of the schools.

From your perspective, what are the emerging areas of interest in institutional research?

The use of data from student and graduate feedback has always been important but more recently with the introduction of the Quality Indicators for Learning and Teaching (QILT) there is a much stronger focus at both the top level (government departments and senior institutional management) as well as academic staff involved with learning and teaching activities. QILT provides more tangible measures and more opportunity to benchmark our institution's performance in various areas of the student lifecycle.

What do you believe will be the future priorities for institutional research?

Improved technology for 'real time' data collection and reporting would be a fantastic approach to improving the quality of learning and teaching in Australia. While the current surveys are great, currently the time it takes to process and report data is sometimes a little too delayed for any significant improvements at the core part of the learning and teaching activities.

Complete this statement: *In my role, I can't operate effectively without ...*

My morning coffee of course! And I would need to mention I would be lost without the amazing support I am given in my role by both my colleagues at CQUniversity but also those other survey managers I have been fortunate to meet through my association with AAIR.

Call for contributions

AAIR Newsletter Issue 3, March 2017

A great way to get involved with the AAIR community is to share your thoughts and ideas. Do you have something you would like to share with your IR colleagues? The next AAIR Newsletter will be published in late March. Please send your contributions to the editor@aaair.org.au by **Wednesday 15 March 2017**.

Again, please consider taking the short newsletter survey so we can understand your information needs. Survey link: <https://www.surveymonkey.com/r/gKK3T7>



Monica Chen and Tracy Creagh
AAIR e-Newsletter Editors