



## From the President's Desk

by Dave Marr

Strategic Planning is front and centre of my thinking this month. The AAIR Executive Committee are about to spend a weekend developing some key thoughts around AAIR's vision for the future, our values and considering strategies that will deliver benefits to our members over the years ahead.

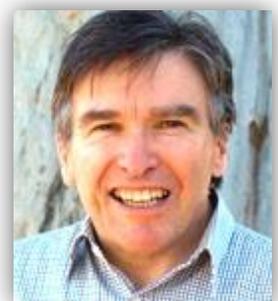
We'll need to consider whether what we're currently doing is sufficient; whether we need to expand into new areas and if so, what those new areas might be. Do we try to expand our membership to include more people from the VET sector or from private providers? Do we expand geographically into the Pacific basin? Do we develop a more collaborative approach by partnering with other not-for-profit groups either in the area of institutional research e.g. South African or Southeast Asian AIR, or with other education organisations such as ATEM? Does AAIR want to play more of a lobbying role in the sector? Do we wish to use the expertise of our members by applying for more research funding in areas of interest? These are the types of questions we're grappling with and which we'll explore more during the weekend.

I came across the matter of research funding when I was scanning the *Australian's Higher Education* section from last week. There was a 'Request for Research Proposals' from the National Centre for Vocational Education Research (NCVER) seeking applications from 'researchers to conduct high-level research relevant to the contemporary tertiary education and training environment'. Well I thought, that sounds like something AAIR could or should be doing, isn't it? One of the specific topics was around 'engagement, retention and completions in post-school VET programs: what works and why?' Again that sounded like something we could undertake given the right data. But as a voluntary organisation how do we go about doing that? Who has the time and inclination to extend what we do into that space?

Another possibility is for AAIR to provide commentary on topics of national importance. For example, should AAIR contribute a submission on the Draft National Strategy for International Education, which Louise flags later in this newsletter? Submissions close on 29 May

so we're probably well and truly behind the eight-ball in considering doing something his time. But it does beg the question: is this the type of thing AAIR should be focussing on? As an organisation, we aren't currently asked to contribute to the national debate although some of our individual members probably are. Again, is it possible to expect our voluntary members to contribute in this way? Could our retired members be involved in some way? Or do we find a way to fund these activities?

It is hoped that once the Executive Committee have formulated our ideas about what the future of AAIR might look like, we'll distribute these to members for your input as that's an important part of the process.



Dave Marr,  
President

# 2015 AAIR Data Warehouse, Business Intelligence and Load Management Special Interest Group

Hosted by University of Southern Queensland  
19-21 August 2015

The 2015 AAIR Special Interest Group (SIG) Forum for Data Warehouse, Business Intelligence and Load Management will be hosted by the University of Southern Queensland and held at the Kingfisher Bay Resort on Fraser Island.

The theme of this year's forum is "Expand your Horizons" and will focus on Data Warehousing, Business Intelligence, and Load Management.



## Registration and Accommodation

[Registrations](#) and accommodation [bookings](#) are now open.

## Abstracts

The due date for [abstracts](#) for the AAIR SIG August Forum is fast approaching, so hurry to reserve your place if you're keen to participate in our premium program and escape the winter chill on the warm, sandy beaches of Fraser Island.

A large number of high-quality submissions will mean this year's program will once again feature an impressive line-up. Submissions include learning analytics with student evaluations, student retention/attrition analyses, and load and budget management demonstrations, with a single framework around lifelong analytics for education, research and employment.

## Awards

There will be two prizes related to presentations that will be awarded at the forum. These are:

### *Best DW/BI Session*

This prize will be awarded to the best DW/BI presentation or workshop at the SIG Forum and will be judged by the SIG Forum delegates. The winner will receive a free registration at the next year's SIG Forum.

### *Best Load Management Session*

This prize will be awarded to the best load management presentation or workshop at the SIG Forum and will be judged by the SIG Forum delegates. The winner will receive a free registration at the next year's SIG Forum.

## Sponsorship

Sponsors supporting the AAIR SIG Forum 2015 include:

### Platinum Sponsor:



### Gold Sponsors:





## Registrations for the 26th Annual Forum

On behalf of the Australasian Association for Institutional Research (AAIR) Forum Organising Committee, we would like to extend a warm invitation to you to participate in this year's 26th AAIR Annual Forum.

It's been 16 years since the Forum has been across the Tasman to Australia's easterly neighbour, so we're well and truly overdue for a visit. If you haven't been to either Wellington or New Zealand, then you're in for a wonderful surprise. Lonely Planet named Wellington, 'the coolest little capital in the world', and it certainly lives up to that claim. Nestled between a sparkling harbour and rolling green hills (at least in November), New Zealand's capital city is renowned for its arts, heritage, culture and natural beauty.

## This year's Theme: The Winds of Change

It seems only fitting then that this year's theme is "The Winds of Change". If there's one thing that higher education has in common across the globe is that 'change' is the new norm whether that's because of changes in government policy or radical improvements to technology. Institutional researchers are more often these days being asked to lead the institution's response to these changed environments. Our skills help us to meet these challenges and AAIR plays an important part in developing those skills and your knowledge.

Forum themes include:

- Benchmarking for Continuous Quality Improvement
- Informing Learning and Teaching through Evaluation and Surveys
- Closing the Loop – Putting Evidence into Practice
- Influencing Change through Information and Evaluation
- Modelling the Implications of Change
- Looking forward, looking back, new horizons
- Compliance and Government Reporting
- Planning, Policy and Positioning
- Business Intelligence and Analytics

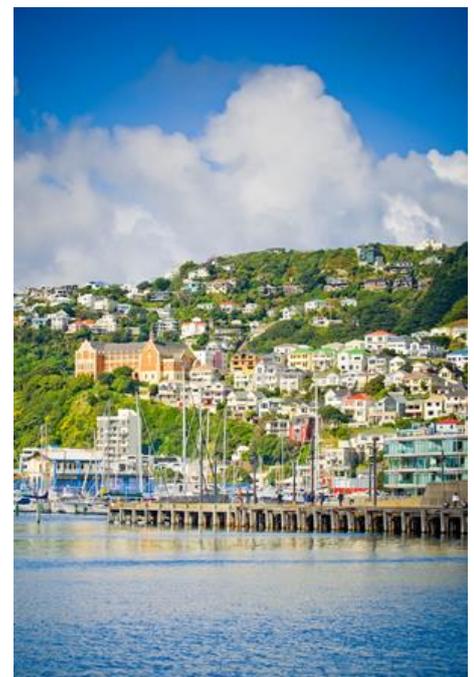
## Program and Abstracts

Please see our [Forum Program](#) for latest program updates. [Abstract submissions are now open.](#) You are invited to submit an abstract for consideration in the Forum program under one of the [forum themes](#). Abstracts will be peer reviewed and presented within the program and published on the AAIR website along with the full papers from the participants who wish to submit under the "full paper" guidelines. Abstracts should be received by **5.00pm, 19 June 2015**.

## Introducing our Keynote Speakers:

[Stephen Few](#) founded Perceptual Edge in 2003. With 30 years of experience as an innovator, consultant, and educator in the fields of business intelligence and information design, Stephen is now a leading expert in data visualization for sensemaking and communication.

[Steve Maharey](#) is the Vice-Chancellor of Massey University. He was the Member of Parliament for Palmerston North from 1990-2008 and a Senior Cabinet Minister from 1999-2008. Earlier in his career he was a Senior Lecturer in Sociology and a Junior Lecturer in Business Administration. His main areas of academic interest include social policy (particularly social development), education, media and cultural studies, social change and politics.



# Higher Education@home

by Louise Hargreaves

## 2015 Budget

In the lead up to the 2015 Budget the Coalition remained [steadfastly committed](#) to higher education reform banking nearly \$3 billion (\$1 billion in efficiency dividends on top of \$1.9 billion in course funding cuts) in higher education cuts that have repeatedly been blocked by the Senate.

A brief summary of higher education budget issues are outlined below. 2015-16 Budget papers may be accessed [here](#) and the Department of Education and Training Portfolio Budget Statements [here](#).

1. Government will [extend the HELP repayment](#) framework to debtors residing overseas.
2. \$16.9 million over 4 years to implement the Government's response to the Teacher Education Ministerial Advisory Group's (TEMAG) 2014 report, Action Now: Classroom Ready Teachers.
3. The Government will provide distributions of \$10 million to medical research in 2015-16 from the [Medical Research Future Fund](#), with more than \$400 million expected to be provided to researchers over the next four years.
4. As part of a broader \$131 million cut to the Department of Education and Training, the [Office of Learning and Teaching](#) (page 46) will be moved to a university-based institute and provided with A\$28 million to promote excellence in learning and teaching in higher education.  
  
[Pyne's axing of Office of Learning and Teaching provoked a backlash](#) with commentators raising fears that smaller grants will be scrapped with the proposed funding focus on "substantial sector-wide initiatives".
5. 150 million cut to the [Sustainable Research Excellence \(SRE\) program](#) identified to pay for two years of National Collaborative Research Infrastructure Strategy (NCRIS). SRE funding will also be cut by \$37.5 Million in 2017-18 and a further \$75 million in 2018-19 (total funding cut of \$263 million).

6. A \$5 million cut to the Higher Education Participation Programme ([HEPP](#))
7. [The Collaborative Research Centres](#) (CRCs) will be cut by \$17m between 2015 and 2018.
8. No additional funding has been allocated to the Collaborative Research Network (CRN) programme with funding to end on 30 June 2016.
9. The Budget also confirmed the funding support that [The Conversation](#) has received from the Australian Government since 2011 has ended.
10. Andrew Norton's post-budget review highlights that [the Budget significantly understates likely student-driven higher education spending](#).
11. Budget Analysis also shows that [GDP on spending on higher education](#) is set to fall below 0.5% by 2018, well below the OECD average of 1 per cent.
12. In his [reply speech](#), Bill Shorten promised to [write off the debts of 100,000 STEM students](#) if returned to Government. Shorten also vowed to oppose funding cuts to higher education and de-regulation of fees. Labor's [National Platform Consultation Draft](#) set down for debate at the ALP National Conference in July indicates a return to Compacts and higher education targets.
13. Andrew Norton's review of the reply speech indicated that there was [no need to spend more than \\$2 billion promoting STEM subjects](#).

## Student Recruitment

14. Universities that [pay agents to recruit "lower-quality" foreign students](#) are undermining tuition standards for Australians, the Productivity Commission has warned. Recruitment agents are on commissions of between 11 per cent and 17 per cent of tuition fees to sign up students offshore, the commission revealed in a new [report](#) released in early May.



15. Listed education company [Navitas has bought a majority 51 per cent share in the University of Canberra's pathway college](#) for \$4.9 million and plans to work with the university to boost student numbers.

## International Students in Australia

16. Australia's booming international education sector looks set for even more growth this year according to the [latest student enrolment figures](#). The data shows that international student enrolments across all education sectors increased by 11 per cent in the first three months of 2015 when compared with the same period last year.
17. [Survey says foreign students highly satisfied with studies in Australia](#). The Australian government has just released the findings of its [International Student Survey 2014](#), which focused on measuring students' satisfaction levels as well as comparing these to international benchmarks obtained via the International Student Barometer ([ISB](#)) survey.
18. [3 big reasons why Australia's International student growth is different this time](#). Australia has gotten our attention, showing a spectacular growth in international student numbers this year. M.M Advisory Services has just released its first Indian Students Mobility Report 2015 that brings to attention many underlying shifts in the international students market, including the resurgence of Australia and its likely global impact. Here's what is not so well-known about the Australia growth story.

19. [Competition for international students on the horizon](#). Australia is facing more competition for international students as countries as diverse as Canada and Malaysia revamp their strategies and efforts to attract students. How long will Australia remain among the top five destinations for international students?
20. [Benchmarking Enrolments of International Students in Australian University Postgraduate Business Courses](#). A study by Stephen Connelly and Dennis Murray. Using data from the Australian Government's Higher Education Information Management System (HEIMS), enrolments of international students at Australian universities in two postgraduate business courses, the Master of Business Administration (MBA) and the Master of International Business (MIB) were examined.

## Policy Watch

21. The Government has released for consultation the [Draft National Strategy for International Education](#). The release of this draft strategy initiates a consultation process to ensure that the final strategy represents a shared national vision and responsibility.

Feedback on the *Draft National Strategy for International Education* should be completed in the response template found on the [feedback page](#). The closing date for feedback is 5.00pm AEDT, 29 May 2015.

22. [Research training system under review](#). A broad review of the research training system [announced](#) on May 20 by Education Minister Christopher Pyne has been hailed as long overdue and critical to addressing funding, structural and regulatory issues linked to the training of higher degree research students.
23. [Demand-driven enrolment system near saturation](#). The number of enrolments at Australian universities is nearing "saturation" after the introduction of demand-driven funding led to years of rapid growth.

An [analysis](#) of student enrolment trends between 2009 and 2013, compiled by the LH Martin Institute, shows a 26.6 per cent increase in domestic undergraduate students. But the

report's author, Frank Larkins, warned the growth was sustainable only if resources and funding followed.

## Graduate Outcomes

24. [Mining slide takes toll on graduates](#). A huge dip in the employment rates of new university graduates is likely to be related to the slowdown in the mining boom, but also reflects a worrying - national trend as student numbers escalate but employment prospects decrease. Only 68.9 per cent of Western Australia's graduates had jobs four months after graduating in 2014, down from 75.9 per cent in 2013 and well below the national average of 72.5 per cent.

## Rankings and Ratings

25. [QS released the 2015 subject rankings](#) on April 29 which included six new subjects: Architecture and Built Environment, Art and Design, Business and Management Studies, Dentistry, Development Studies and Veterinary Science. 32 Australian institutions were ranked in at least one subject area.

Methodology issues delayed the release of the 2015 results as outlined in a recent [QS Blog](#). An independent review highlighting the importance of weightings can be accessed [here](#).

26. On the 11th May, Australian Human Rights Commissioner Tim Wilson launched the Lesbian, Gay, Bisexual and Transgender Intersex ([LGBTI](#)) [University Guide](#) at the Human Rights Commission in Sydney. The Guide chronicles the inclusiveness of Australia's universities.
27. Times Higher Education (THE) [Top 100 universities under 50](#) was also released in late April. Australia took out top spot in the rankings with 16 institutions in the top 100.
28. [Australia drops to 10th on ranking of university systems](#). The Australian higher education system is healthy and robust but compromised by extremely low levels of government expenditure and poor connections with industry, a lead ranking of higher education systems has found. The country's higher education system has been placed 10th internationally — on the [2015 Universitas 21 Ranking of National Higher Education Systems](#).

29. [ANU tops Leiden ranking, but UTS on the march](#). A highly respected international ranking of individual institutional research performance has confirmed the conclusion that Australia has a healthy, middling system but lacks the firepower of star top-end universities. The [2015 Leiden ranking](#) includes 23 Australian universities on its list of 750 internationally, the same number as last year.
30. [Why are young Australian unis punching above their weight?](#) The latest Times Higher Education rankings of universities under 50 years old paints a positive picture for the Australian higher education sector. Of the Top 100 Under 50, Australia has more high-ranking universities than any other country. What is it about the Australian higher education system that allows new universities to flourish more so than in the US or UK?

## Higher Education Funding

31. [University staff changes 'will pipe \\$14m to research'](#). The University of Adelaide will create 100 teaching-only positions and set out strict performance guidelines detailing academic staff duties in a move that will save at least \$14 million a year to be redirected to research activities. Vice-chancellor Warren Bebbington said the move had been motivated by mounting pressures on research funding, especially in light of the government's failure to get tuition fee deregulation passed by the Senate.
32. [Most HELP debtors still owe less than \\$20,000](#), but big debts are increasing. The [ATO personal income statistics](#) provide information on how much debt students and former students are holding. Although debt levels are increasing, the vast majority of HELP debtors (71 per cent in 2012-13) still owe \$20,000 or less.
33. [New Plan to recover HECS debt from Aussies living abroad](#). For the first time ever, Australians who have moved overseas for more than six months will be required to pay back the same amount of their HECS debt as they would if they were residing in Australia from July 2017. This change is expected to improve Australia's balance sheet by more than \$140 million over the next ten years.

34. In an article in *The Conversation*, Geoff Sharrock, Senior Lecturer at LH Martin Institute at University of Melbourne, supports [redirecting compulsory superannuation contributions into HELP repayments](#) as a way to reduce student debts during study.
35. [TAFE directors seek lower funding for online courses](#). TAFE Directors Australia has posed some thorny questions for universities by proposing that state government funding rates for training places be heavily discounted for purely online delivery relative to face-to-face.

## Sector News and Views

36. [UCL to maintain Adelaide presence](#). Prestigious University College London is to partner with the University of South Australia to maintain a downscaled presence in Adelaide once it shuts down its branch campus at the end of 2017. UCL's decision to close its Adelaide operation had been a blow to the South Australian Labor government's long running effort to market the state as a global knowledge capital.
37. [University-industry collaboration not as bad as OECD portrays](#). Australia's low level of collaboration between universities and businesses has been a rallying cry for those pushing for greater focus on industry engagement and the production of more applied research. But what if the level of collaboration isn't as bad as it looks? Queensland University of Technology business academic Henri Burgers has a different slant. He argues that the OECD data is just plain wrong.
38. [University degrees 'losing relevance'](#). The traditional degree credential in which an employer can simply rely on a university certifying that a student has met requirements is going to be a thing of the past and new credentials are needed to reflect not so much what a student has learned but what they can do. A [new report](#) from Deloitte Australia's research arm, The Centre for the Edge, warns that employers are already moving away from relying on credentials to screening candidates.
39. [Curtin Uni joins world's top universities in edX education platform](#). Curtin University has become just the fourth Australian university to join the edX global consortium of many of the

world's top ranked universities, with plans to build a global community of online learners who will be actively engaged with the Western Australian educator.

40. [Uni of Melbourne launches super cheap finance courses](#). The University of Melbourne has launched the first in a series of super cheap finance courses with the US massive open online course (MOOC) provider Coursera. The four-week [The Language and Tools of Financial Analysis](#) course started on May 25 and will teach the foundations of accounting principles and financial analysis. Students can do the course for free, but will earn a verified certificate of course completion by paying \$US89.

41. [UTas looks to \\$200m Launceston campus](#). The University of Tasmania is pushing ahead with plans to build a new campus and almost double the number of enrolments on a new Launceston campus despite lacking federal government support for its ambitions. The plan would see the majority of an additional 10,000 students in Launceston enrolled in short, intensive, vocational courses, such as associate degrees

42. [Explainer: what is an H-index and how is it calculated?](#) A previously obscure scholarly metric has become an item of heated public debate. When it was announced that Bjorn Lomborg, a researcher who is sceptical about the human causes of climate change, would be heading a research centre at the University of Western Australia, the main retort from most scientists was "just look at the guy's H-index!"

So what exactly is an H-index and why should we use it to judge whether someone should be appointed to lead a research centre?

## Who's on the Move?

43. Australia Post chairman John Stanhope named [Deakin University's next chancellor](#). Deakin University has chosen one of its most successful alumni, Australia Post chairman John Stanhope, as its next chancellor. Mr Stanhope, who graduated with a bachelor of commerce from the university in 1982, will take over from former Ford Australia president David Morgan in the chancellor's role from January 1 next year.

44. [Lloyd to stay at UniSA until 2022](#). Just two years after coming into the job, the head of the University of South Australia has had his contract extended for another seven years. David Lloyd, who at the age of 39 was thought to be

Australia's youngest ever vice-chancellor when he took over the role in 2013, will now stay at UniSA until 2022.

45. [New Universities Australia boss Barney Glover swings into action](#). On May 19, Barney Glover took over as chairman of Universities Australia. Professor Glover agreed there were big challenges confronting the sector: issues around international students and education agents, quality and transparency and declining graduate outcomes.

## Tips and Tricks

46. [A Simple DIY Approach to Tracking and Improving Student Learning Outcomes: Excel](#). A professor and former dean of performance excellence at San Antonio College uses Excel data to inform his instruction and achieve better learning outcomes for his students.
47. From our AIR colleagues: [Excel Indexing and Spinner Controls](#). Myriad options exist for selecting subsets of data and analyzing them in Excel. Many analysts use complicated tables and often need coding and/or programming skills to make data meaningful. However, other analyses are simple and do not require any complex formatting, programming, or coding. An Excel "spinner" control used in tandem with indexed data is a useful option for simple analysis of small- or medium-sized datasets.

## Frivolous Favourites

48. [#overlyhonestresearchmethods](#). When the scientific method and the sheer laziness of humans collide – enjoy!
49. [Why does it always rain on me?](#) Academics forecast their day - #AcademicForecast.

## Positions Vacant



Seeking another opportunity in Institutional Research? Try our [Opportunities](#) webpage for current vacancies in the profession.

## Looking for some Training and Development?

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

## Higher Education Conferences Events and Opportunities

A selection of upcoming events that may be of interest are listed below. Please see our [Events/Fora](#) webpage for more national and international events.

[Employability and Internationalisation: Student Satisfaction, Institutional Models and Alternative Providers](#) 9 July, 2015 Melbourne

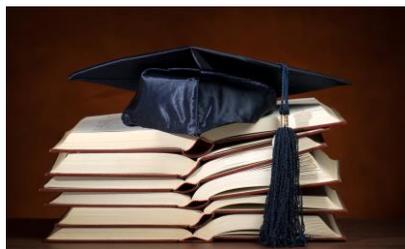
37th Annual European Association for Institutional Research (EAIR) Forum 30 August to September, 2015 Austria. [From Here to There: Positioning Higher Education Institutions](#)

The International Association of Universities (IAU) International Conference 28–30 October 2015. Siena, Italy. [Internationalization of Higher Education: Moving Beyond Mobility](#)

6th International Conference on World-Class Universities 1 to 4 November, 2015.

Save the Date [2016 AIR Forum](#) May 30 to June 3, 2016 – New Orleans, LA

## Enjoy Reading?



Here are a few recent releases:

German intellectuals created the idea of the research university, and with it, academic disciplines. In [Organizing Enlightenment: Information Overload and the Invention of the Modern Research University](#) (Johns Hopkins University Press), Chad Wellmon explores this history and its impact on academe in the United States, right up through the creation of massive open online courses.

Book Review: [Selling Students Short](#)  
Richard Hil's [Selling Students Short: Why You Won't Get the Education You Deserve](#) is a timely exposé of the difficult conditions facing students at Australia's increasingly corporatised universities.

The book is a follow-up to Hil's [Whackademia: An Insider's Account of the Troubled University](#). This focused on the perspective of academics struggling to negotiate progressively more burdensome bureaucracies.

[Extending the Credential](#)  
"Extending the Credential" is a print-on-demand compilation of articles that explores such topics as competency-based education, internships, the role of co-curricular activities, and the evolving role of the transcript and of the degree. The booklet is free and you may [download a copy here](#).

[The PIE Review 2015 Spring Edition](#). Do you want to take your time soaking up insightful articles about the international education sector? Then you need to read The PIE Review. Brought to you by the team behind [The PIE News](#), The PIE Review offers fascinating features, insightful comment from key stakeholders in the industry, infographics, and considered in-depth analysis of the current topics you need to know about.

[Higher Education in the Digital Age](#), by William G. Bowen. Two of the most visible and important trends in higher education today are its exploding costs and the rapid expansion of online learning. Could the growth in online courses slow the rising cost of college and help solve the crisis of affordability? In this short and incisive book, William G. Bowen, one of the foremost experts on the intersection of education and economics, explains why, despite his earlier skepticism, he now believes technology has the potential to help rein in costs without negatively affecting student learning.

## A Look Behind the Scenes

Have you ever wondered who works behind the scenes at AAIR? I recently asked Liesha Northover, our systems and processes expert about her involvement with AAIR.

### Can you tell me about your role at AAIR?

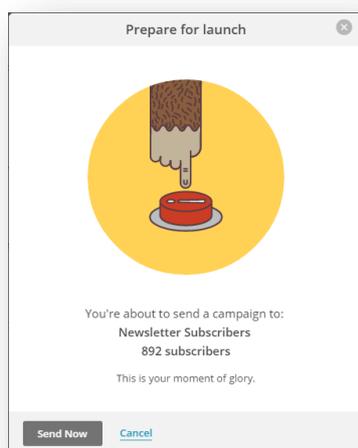
My role with AAIR has evolved somewhat over the years. When I first began working with AAIR things were in a wee state of disarray, and it took quite some time to sort it all out. I was hired into this newly created position for just this purpose, to relieve the burden on the Executive Committee, and to manage the organisation of the Association; all the 'behind-the-scenes' bits and pieces, which is probably why nobody knows who I am.

The Executive Committee members act in a voluntary capacity and they do a magnificent job of running the Association while holding down full time jobs. I work very closely with this wonderfully dedicated team who selflessly give of their time in order to make the Association the success that it is today...but, without an Administrator to glue it all together, I think it would be an unimagineable task!

I have worked hard over the years setting up systems and processes to support the future of the Association and the succession of Executive Committees. To name a few, I have created AAIR email addresses to ensure communications don't leave the Association with the turnover of the Committee, I have implemented cloud accounting and data storage solutions, a cloud email client for all the wonderful communications you now receive from the Association, such as the Members Only Bulletins, Job Vacancy Alerts, and various other emails such as those containing the Newsletter, and emails to the various SIG mailing lists. If it landed in your inbox, chances are I was the one who wrote it and clicked the big old send button, sweat pouring from my brow!

I also produce monthly Google Analytics reports for the Committee. I luuuurve Google Analytics, I'm a Google Girl! Google Chrome to the end! Sorry to all those Safari users out there and those suffering through IE because that's all their workplaces will allow. I feel your pain. Been there.

Except for the AAIR Forum Facebook page developed by our event management team,



Leishman's and Associates, I have set up the other social media sites for the Association and manage those when time allows. I hope you are following us! If not, here's your chance. Click to your heart's content:



### How long have you been working for AAIR?

I have been working for AAIR one day per week for almost six years. I hold the only paid, ongoing role in the Association, and working just one day per week helps to keep operational costs down while also allowing me time to work for my other clients.

### Does AAIR have an office? If not, where are you based?

The AAIR office is usually my home office in Melbourne. Sometimes the AAIR office is the kitchen table at my friend's house on the coast, updating the website while I listen to the ocean across the road. It has been a youth hostel in Darwin, my father's office, and a fold up table in a friend's hallway as I dog sit for them. Last week it was a holiday apartment in Bright, Victoria. Beautiful autumn leaves falling while I clickety clack on my keyboard, sending out Bulletins and job ads to our loyal members. Can you see the dedication I have to AAIR! It's a tough life, but somebody has to do it.

### What qualifications do you have?

I started out in life as a textile designer. Yep, I've come a long way, haven't I! I studied Textile Design at the wonderful Charles Sturt University in country NSW and absolutely loved my time there. I loved the country lifestyle and the small studio in the art department that I called home for three

gorgeous years. I then worked as a textile designer but became disillusioned with the industry and left my job to return to study Professional Writing and Editing, and absolutely loved this creative pursuit as well. I published various manuals, children's stories, articles, both fiction and non-fiction, and have since worked on a larger creation yet to be announced. I have also studied various Small Business Management courses, web development, Google Analytics, quality assurance, internal auditor training, and so on, the list is long my friends, very long. I now combine those creative, analytical and systematic skills in the approach I bring to AAIR.

### What might AAIR members be surprised to know about you?

Um...well...I worked at AUQA for nearly seven years and then at TEQSA for just over three years. During my time with AUQA, I established the Asia-Pacific Quality Network (APQN), supporting its growth from an idea to the leading quality assurance network in the world.

As a result of the work I did with APQN, I was offered a World Bank funded consultancy to present a [capacity building workshop](#) in Cairo to assist the Arab Network for Quality Assurance in Higher Education in establishing their internal systems and processes. I was also contracted to the International Network for Quality Assurance Agencies in Higher Education (INQA/AHE) on a number of occasions, including as editor of *Postcards to INQA/AHE*, the celebratory publication marking 20 years of INQA/AHE.

Connect with me on LinkedIn at <https://www.linkedin.com/in/lieshanorthover>

### What do you do when you aren't working?

I performed with a belly dance troupe for about 10 years. Then I started African drumming and have performed at many gigs over the years. I subsequently brought my drumming ensemble, Drumbalaya, and my



belly dance troupe, Womanjah, together to perform at a magical fundraiser for juvenile diabetes. That was a highlight. I also built the first Womanjah website several years ago, and have just built a brand new website, soon to be released. I have forged wonderful friendships with the dancers and drummers and we regularly get together outside of gigs for social events.

I have also embarked on a venture I call my 'passion project'. It's a little niche business that I work on in my lack of spare time, so it's been slow going, but enjoyable. You can visit my site at [www.catsanddiabetes.com](http://www.catsanddiabetes.com) and learn all about it, and if you know anyone with a diabetic animal, please direct them to my site.

### Tell me how you first got involved with AAIR?

Who remembers the illustrious Josie? Josie was my first belly dance teacher, who then invited me to perform with her and [Al Jadida](#) at Chapel off Chapel, and we soon became friends. She knew the skills I could bring to the Association and offered me some work. I thoroughly enjoyed it and haven't looked back.

### What was your first impression of AAIR?

The wonderful people involved in the Association, as well as their desperate need for someone to help them with the enormous load of running a successful organisation.

I think some of the main challenges of running an organisation like this are the lack of an office and lack of staff. AAIR in USA has a staff of more than 20 people and a street address! AAIR has no office, office number or postal address, and has only one part-timer! Yours truly! Generally we use the Secretary's personal contact information where needed. All things considered, I think we operate very smoothly without such infrastructure though, with teleconferencing facilities utilised throughout the year as the Executive Committee *generally* only meet in person once per year at the Annual AAIR Forum.

### What is your first memory of working with AAIR?

I suppose my first memory of AAIR is excel spreadsheet overload, death by excel, followed closely by the treasure hunt that accompanied the new Administrator role. I was given a plethora of excel spreadsheets from various sources, and one of my first tasks was to collate them all and make sense of the lists. I also took over updating the previous website, which was done in

Dreamweaver and uploaded using ftp, back in the olden days before the Cloud even existed!

### What surprised you most about working with AAIR?

The friendships I have developed with the Executive Committee and others within the organisation, and also how the organisation has grown up so much over these few short years, and I with it.

### What's the best/worst thing that has happened to you since you started working with AAIR?

While there are many good things about working with AAIR, one of the best for me is the freedom the role affords me. I no longer need to catch the train to the city with myriad travellers to be chained to a desk in an air conditioned office in the sky. I also love that the Executive Committee welcomes my wild and crazy ideas and actually takes some of them on board ☺

I think the worst thing will be the 98.7% (totally accurate figure data geeks) probability that I won't be attending the Forum in Wellington. Everybody say "aaww".

### If you could change one thing about AAIR what would it be?

Well, we did do a magnificent job of conquering the excel spreadsheet plague; however, while that was simplified enormously by being compiled into one enormous spreadsheet, this is sadly still what we use. We are exploring alternative membership management solutions, and this will be discussed further at the Strategic Planning Meeting in Sydney on 23 and 24 May. Fingers crossed!

### What do you wish other people to know about AAIR?

Just how much goes into keeping the Association alive, but also how truly rewarding the experience is.

### The interest in AAIR seems to be growing, why do you think that is?

We have started seeing a few private providers joining the Association. These providers are subject to the same regulatory requirements as the universities, and it's possible they are now seeing the importance and value of being associated with AAIR. Similarly, it wouldn't surprise me if planning departments and the like within universities are growing.

Yabba Dabba Doo, that's all folks!

Liesha





## Online Learning

16. [Reports Of Mass Disruption To Higher Ed Greatly Exaggerated](#). Rick Levin, CEO of Coursera and former President of Yale University believes true disruption to higher education will take many years and largely impact commuter colleges not known for deep engagement between students and faculty. For universities that sit on the sidelines, there could be significant consequences.
17. [Not classy enough](#). When Massive Open Online courses (MOOCs) took off three years ago, there was much concern that they would destroy traditional universities. That isn't happening. "We're doing a better job of improving job skills than of transforming the university sector," says Rick Levin, a former President of Yale, who runs Coursera, the biggest of the MOOCs.
18. [What Is Being Learned From MOOCs? New Report Takes Stock](#)  
A new report, [Preparing for the Digital University](#) recently released, seeks to answer the question "Where is research on massive open online courses headed?"  
The report is the work of the MOOC Research Initiative, funded with more than \$800,000 in grant support by the Bill & Melinda Gates Foundation.
19. [Chrysler Is Giving Its Dealership Workers Free College Tuition](#). Yet another major company wants to send its workers to school. Fiat Chrysler Automobiles [said](#) that it plans to offer free college tuition to the 118,000 workers at its Chrysler, Jeep, Dodge, Ram and Fiat dealerships across the United States.  
The move comes a month after Starbucks [expanded its online](#) college degree program with Arizona State University, allowing its baristas to study for four years for free.
20. [Six Myths about Online Degrees](#). It has become commonplace for institutions to work with Online Program Management (OPM) firms to grow their presence on the online degree market. Administrators tasked with coordinating this growth will face a variety of challenges. One of the first is dealing with preconceptions that

faculty and academic administrators bring to the endeavor.

21. [College-Bound High Schoolers Finding Favour with Online Options](#). College-bound high schoolers are showing more interest in the blended model of instruction and less interest in going for the all face-to-face approach. That finding surfaces in the latest edition of Eduventures' annual [College-Bound Market Update Report](#).
22. [New Arizona State-edX MOOC: Another blow to traditional college](#). In late April Arizona State University (ASU), in partnership with edX – the Massive Open Online Course (MOOC) provider launched in 2012 by Harvard and MIT – announced it will offer MOOCs for credit this Fall. The cost for each course will be no more than \$200 per credit hour or less than half the amount ASU charges for its regular online or in-person courses.
23. [Does online learning really promote plagiarism?](#) According to a new study, there is no significant difference between levels of plagiarism between traditional brick-and-mortar institutions and online institutions. However, that doesn't mean plagiarism isn't rampant in higher education.
24. [Mooc test agreement between FutureLearn and Pearson](#). The UK massive open online course platform FutureLearn has signed an agreement with the proctored examination provider Pearson VUE. The deal will allow MOOC students to take certified tests at one of the organisation's global network of secure exam centres.

## Competency Based Education

25. [Kaplan University introduces competency reports](#). Kaplan University will now offer competency reports as companions to student transcripts for the 45,000 students across its schools and online programs. Inside Higher Ed reports the introduction has been years in the making, beginning with the incorporation of general education competencies into its courses and then the development of assessments to measure students' mastery of them.

## Technology

26. [Wearable Teaching? College to experiment with Apple Watch as learning tool](#). Even before the Apple

Watch was released, [professors and pundits began speculating](#) on whether it and other wearable devices might play a role in college classrooms. In late April, researchers at Pennsylvania State University's main campus announced that they would be among the first to test the device's usefulness in the classroom.

27. [How can data mining analytics enhance education?](#) With more online learning taking place at websites such as Coursera, Udacity or edX and also universities providing more and more material online, vast amounts of data are generated that can be analysed. [Collegestats](#) released an infographic showing how Big Data improves education.
28. [Another Use for Yik Yak on Campus? Cheating on Exams](#). With new technologies come new ways to cheat. [Yik Yak](#), the anonymous, location-based app that has been a [hotbed](#) of cyberbullying on college campuses, is also the newest tool for students seeking to cheat on exams.
29. [24/7 digital student support service launched](#). In an industry first, [guard.me](#), one of the international education sector's biggest insurance providers, has partnered with Canada-based Morneau Shepell to launch a 24/7 international student counselling and support service. Through the International Student Support Program, students will be able to access support anonymously and in their own language at any time via a range of platforms including online chat, video and email.
30. [Universities find a collaborative way to measure and obtain success](#). An Amazon Web infrastructure has allowed for a predictive analytics framework to determine a university's at-risk students. By using student data from partner colleges and universities across the country, it can identify more than 75 percent of an institution's at-risk students, with the ability to save a potential \$7 million by identifying students twice as likely to drop out.
31. [More Educational Institutions Using Social Media to Fundraise, Measure Outcomes](#). More schools, colleges and universities worldwide are using social media to boost their fundraising results, and are experimenting with new strategies, according to survey results

# Higher Education Abroad

by Louise Hargreaves

released at the 2015 CASE Social Media and Community Conference.

## Rankings, Ratings and Benchmarking

32. [New Rankings Gauge Colleges' 'Value Added' by Measuring Alumni Outcomes](#). The Brookings Institution joined a [crowded market](#) of efforts to classify colleges with the release on Wednesday of its new "value added" [rankings](#). The rankings consider how well colleges' alumni performed on three economic measures: midcareer earnings, student-loan repayment, and "occupational earnings power", the average salary of occupations in which alumni work.

Brookings Institution [later defended their use of data from social media platforms](#) and the contribution of geographic location to school performance.

33. [Turkey mandates students study at top-500 HEI or sit domestic entrance exam](#). Turkish students who study abroad must do so at a top-500 ranked university or take the domestic higher education entrance exam in order for their qualifications to be recognised by the government, under new regulations put in place by the [Higher Education Council of Turkey](#)
34. LinkedIn: the future of global university rankings? Much has been [debated](#) and [researched](#) about the uses and abuses of university rankings. Now, the arena of global university rankings has a new contender, [LinkedIn](#), which has the potential to change the future of the rankings game. Here are the four reasons in support of LinkedIn's potential.
35. [University rankings undermine access policies](#). University league tables are incentivising higher education institutions to chase international talent at the expense of local students from disadvantaged backgrounds, third-level analysts have warned.

## Student Recruitment and Mobility

36. [Report of the 2012-15 Bologna Follow-up Working Group on Mobility and Internationalisation](#). Mobility and internationalisation have been among the central objectives and main policy areas of the Bologna Process and the European Higher Education Area (EHEA) from the very beginning.

This report examines the following issues: Staff mobility, mobility of teacher training students, quality in mobility, common description of study programmes, portability of grants and loans, a potential target for incoming students to the EHEA, quality assurance of joint programmes and mobility of underrepresented groups.

37. [Where Swiss students are going in 2015 and why](#). Of the roughly 40,000 Swiss students who go abroad to study every year, the vast majority choose language programmes. Studying a language in another country is a longstanding tradition among Swiss nationals, who are used to living in a country with four official languages (German, French, Italian, and Romanic), and where English has always been in demand.
38. [Outbound Indian student growth overtakes Chinese for the first time](#). Outbound Indian student numbers have bounced back from four years of decline with a year of rapid growth to break the 300,000 mark in 2014, an in-depth report on the sector has shown. The 10.1% growth meant the number of outbound students from India grew faster than the number from China for the first time ever last year.
39. [London's international students prove lucrative for UK economy](#). International students in London contribute net gains of £2.3bn a year towards the UK economy, yet many of them say Britain's immigration system has negatively affected their experience of studying there.

40. [Egypt's Bid for International Students Raises Eyebrows](#). The new Egyptian international student recruitment strategy seeks to increase the number of foreign students from 55,000 to 200,000, according to a statement by the Supreme Council of Universities. But the government's ambitious plan faces great challenges in the light of the unstable security situation in the country, the poor infrastructure of the universities and the out-of-date curriculum, some analysts say.

## AAIR Newsletter Issue 5, June

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 the last week of June. Please send your contributions to the [editor@aaair.org.au](mailto:editor@aaair.org.au) by Friday June 19.



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