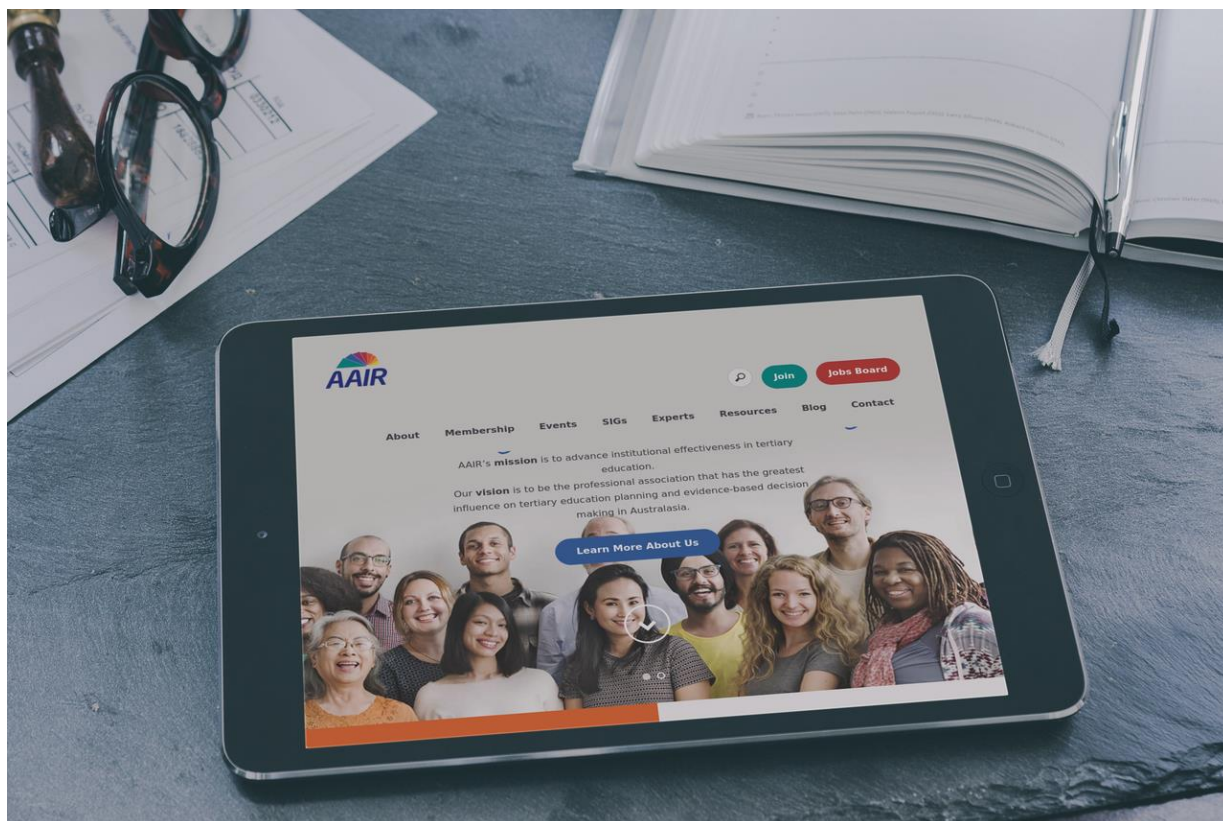




 **AAIR Newsletter October 2018**

## New tax, ruckus around rankings and growth in global HE



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**INSTITUTIONAL RESEARCHER'S  
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**BOOK REVIEWS**  
... PLUS A RANGE OF INTERSTING  
REPORTS AND NEW PUBLICATIONS  
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## From the President

### So what is a career?

The question came to me recently in one of those moments of, 'why am I doing what I do and have I had a career or not?' I think this typically comes to you when you are relatively near the end of your 'career' as I am, and perhaps because my term as President of AAIR is coming to an end soon too.

“ I am not sure if I have always liked numbers and data, but I have certainly come to appreciate them and what they can and can't do. ”  
Kathie Rabel

I came to institutional research (IR) late in my working life, and thinking about that late bloomer effect reminded me of something I wrote for AAIR's 21st birthday back in 2010 where we were asked to talk about 'coming of age' and how we came to be involved in IR. I wrote, 'I am not sure if I have always liked numbers and data, but I have certainly come to appreciate them and what they can and can't do.' In fact, I distinctly remember my first-year class in statistics at St Lawrence University with Dr Singh and my excitement over receiving an A in that class – my first A ever in anything related to mathematics. I was quickly brought back to reality when I took a second-year paper in non-parametric statistics thinking I was good at it, and was delighted to scrape through with a C. Don't ask me what non-parametric statistics is, because I either never learned or have conveniently forgotten.

While at St Lawrence, I was able to study at the University of Nairobi for a semester, and as part of that, I was

involved in a study of thermo-regulation and respiratory water loss in giraffes. It was a life-changing experience that led me to realise that perhaps working in the environmental and development areas was somewhere that I could make a difference. (I will come back to that point about making a difference.) I then studied for my Masters of Environmental Management at Duke University. Armed with that qualification, I worked for the next four years in various capacities on a project called the Resource Conservation and Utilization Project which was a [USAID](#) project in Nepal – another life-changing experience that led me to an appreciation of performance measures, success and what really makes a difference in people's lives.

Fast forward, and I ended up living in Wellington married to a New Zealander, and I had to reinvent myself once again. This led me to working in universities. I started at the University of Otago, where I worked for 20 years, before coming to Victoria University of Wellington where I have now been for over 11 years. At both institutions, I held several roles that increasingly involved data, data usage, and presentation of the data for decision making and sense. I started to learn terms like mix of provision, educational performance indicators, equity groups, retention and attrition, GES, ATAR, NZCED/ASCED, strategic planning, load management, data warehousing, business intelligence and had to learn to be 'agile'.

As you can see, it was a very circuitous route I took to get to where I am today as Manager of Institutional Analysis.

So, how did you get where you are today and, if you thought about it, is it where you thought you would be?

In the end, I am not sure that it worries me too much because all I really wanted to do was make a difference to someone or something. Have I succeeded in my career? And what is success really? I guess others will have to judge this themselves, but I am not sorry that I have ended up working with some amazing colleagues at the University of Otago, Victoria University of Wellington, in AAIR and the wider IR community. And by the way, where do I really want to be now – back in Kenya doing this!



Kathie Rabel, AAIR President

## EDITORIAL

### 2018 AAIR Forum

It's all-hands-on-deck for the upcoming 2018 AAIR Forum. The organising committee has been hard at work attending to last minute details so that the final program and social activities are now in place (and we're sensing a strong animal theme with the Forum dinner being held at the Melbourne Zoo!). Full acknowledgement has to be made to Forum sponsors: Platinum sponsor Explorance, and Silver sponsors QILT and La Trobe University. AAIR has formed valued relationships with these sponsors who have participated in the AAIR Forum for many years and have become a part of the AAIR community.

Being part of the AAIR community also means forming lasting connections. Prior to the Forum some members have organised a 'Last Century Dinner' for long-standing members and friends who may or may not also be attending the Forum event in Melbourne (attendees of the Last Century Dinner are not required to attend the Forum as well). The dinner will be held on the Sunday evening prior to the Forum (18 November 2018) – register your interest now.

Our Institutional Researcher this month is Bo Liu, Senior Analyst, University Performance at Australian National University (ANU). At last year's AAIR Forum in Alice Springs Bo Liu and Annie Rose Smedley won the Award for Best New Presenters. Bo and Annie reported on their survey of survey managers' and presented information on how universities manage their student evaluation activities.

Happy reading – Tracy

## SECTOR NEWS AND VIEWS

Universities face new tax over student loans. Australia's higher education institutions face a heavy and unexpected new tax for every student who takes out a federal loan to cover the cost of their studies. Under unusual legislation introduced in federal parliament, universities will become liable to pay the tax every year to support the cost of running Australia's student loan scheme.

Regions apart: why higher education is critical to regional Australia. New Education Minister Dan Tehan has written on the value of regional higher education in Universities Australia regular publication. Tehan reaffirms the current government's commitment to funding HE adding, "The Government has committed \$16.7 million over four years to help establish and maintain up to eight community-owned, regional study hubs across Australia. These hubs will provide study space, video conferencing, computer facilities, and pastoral and academic support for students studying via distance at partner universities, improving access to higher education".

Top Aussie universities revealed amid stark warning on funding cuts. The world's most prestigious university rankings have come with a stark warning as "declining" Australian institutions struggle to absorb federal funding cuts. The Australian National University held onto its spot among the world's top 50 universities in the Times Higher Education (THE) results, but fell from 48th to 49th spot. Peak body Universities Australia was quick to comment on the new Times ranking, saying the results "sounded alarms" about the impact of funding cuts for Australia.

Labor promises AU\$300m for university research facilities. Labor has promised a \$300m fund to pay for university research facilities, including laboratories and other infrastructure, and has accused the Coalition of failing to fund capital projects.

Study projects dramatic growth for global higher education through 2040. Angel Calderon's updated study maps the continuing growth in global demand for higher education through 2040, and anticipates that by that point there will be nearly 600 million students enrolled in universities around the world.

Victoria University's new first year teaching model has had some coverage this month. Firstly, the University has won this year's innovation award from the International Education Association of Australia. The new teaching structure was originally designed to assist people new to study, completing one unit at a time, with support from teaching-specialists, rather than taking semester long subjects. Also, Associate Professor Jason Lodge discusses the model in *The Conversation* (October 11) in Why block subjects might not be best for university student learning. Lodge queries whether over the long term the model will be a success and how we measure impact without mechanisms like the former Office for Learning and Teaching. Lodge adds it is "difficult to determine this until student learning and development are made the priorities over crude economic indicators".

Excellent commentary from Julie Hare this month in *Wonkhe*: Talking freely about freedom of speech. Hare says that freedom of speech is a combustible topic that gets the whole nation debating about universities. In Adding the diversity dimension Hare discusses *Diversity in Australian tertiary education: more than words?* Referring to the paper presented at the inaugural seminar of the Monash Commission, Hare notes: "This paper doesn't have any concrete answers and in many ways it covers old ground. But we are all acutely aware that Australia has some systemic problems: a vocational system that is not fit for purpose, a massified university system in an environment of declining graduate outcomes, the looming fourth industrial revolution. All of this dysfunction is happening within an inefficient funding system. Surely something has to give".

Also of interest from *Wonkhe*: Higher education needs more strategic insight. We often see HE institutions conducting sub-group analysis using socio-demographic indicators (ethnicity, working status, and so on) to find statistical differences in academic performance or student experience. Students have a wide range of attitudes, motivations, behaviours, and expectations that can be organised around needs rather than characteristics and together can help universities to better understand young people's experiences and struggles. When combined effectively, these can override the influence of socio-demographics and offer more actionable insight.

Other news





[QUT is leaving the Australian Technology Network](#) lobby of applied science research universities. "QUT's strategic direction has evolved significantly since joining the ATN, and today we find ourselves on a trajectory we feel best able to pursue in our own right," Vice Chancellor Margaret Sheil said. "While we still have much in common with the other members of the ATN and will continue to work closely with them, QUT also has a range of joint projects with other higher education institutions both in Australia and overseas. We feel it is best to pursue these collaborations independent of a sub-grouping affiliation."

From [Julie Hare, writing for Wonkhe](#) (September 25), discusses the new push to reframe equity in higher education, making it more relevant, more responsive to local situations and more accountable to both taxpayers and students. At the core of the roundtables will be a discussion paper [Student Equity 2030](#) written by Nadine Zacharias from Curtin University and Matt Brett from La Trobe.

[Racism and discrimination against aboriginal staff rises](#). Although employed in a supposedly 'enlightened and accepting environment', three-quarters of Indigenous Australians working as academics and general staff in the nation's universities experience racism and discrimination, mostly from colleagues. This is a higher proportion than seven years ago, despite federal efforts to combat the problem, according to a study by the National Tertiary Education Union.

[Monash, UNSW, UQ tap alumni for donations](#). Monash is the latest university to join the race for donations, launching a campaign to tempt 50,000 donors to part with a total of \$500 million.

Male students remain underrepresented in Australian universities. Should we be concerned? Frank Larkins, Professor Emeritus in the School of Chemistry and a former Deputy Vice Chancellor of the University of Melbourne has conducted an [analysis on enrolments](#) across Australia and gender representation among domestic students. Findings indicate that the male participation gender imbalance has consequences for Australian society, including cultural and wealth distribution changes. While celebrating strong female participation further proactive strategies are required

to encourage more males to complete year 12 studies and attend universities.

The 12 ANZ universities which now use the UMAT test as part of the admissions process to medical, dentistry and some clinical science courses [have switched providers](#). The undergraduate and medical sciences admission test, from the Australian Council for Educational Research will be replaced next year by UCAT, from electronic testing company Pearson VUE

New guides to support valuable partnerships between university research students and industry partners [have been released](#). Collaboratively produced by the Australian Council of Graduate Research (ACGR) and the Australian Industry Group (Ai Group), the two complementary publications will assist both universities and industry partners to realise the substantial short-term and long-term benefits that can be gained from graduate research student-industry engagement.

[A Seat at the Table](#). From the U.S. a new study finds that students who form relationships with administrators and interact with the governing boards feel more empowered.

[International study abroad needs to be deepened](#). Australian students now lead their peers in studying overseas, thanks in part to smart government policy such as the New Colombo Plan – and another one, Asia Bound before it – that highlights the benefits of overseas study, lessens the obstacles and brings in non-traditional players. As well, a new survey has revealed [strong international student satisfaction with Australian university education](#).

### [Student and staff wellbeing](#)

[Swinburne trials mental health program for students with Medibank and Uprise](#). Swinburne is conducting a first-of-its-kind trial of an online mental health intervention designed to equip students with coping strategies to improve their mental resilience. In collaboration with Swinburne's [health partner Medibank](#), 70 students will participate in a randomised control trial of the mental health and performance improvement solution created by Uprise.

[Colleges Use Technology to Help Students Manage Mental Health](#). As student demand for mental health services grows, more colleges turn to platform addressing student "wellness."

But mental health experts say these tools should supplement, not replace, in-person services.

From *Wonkhe* in the UK, a series of posts on student mental health – includes: [It's time for regulation on mental health](#) and [Graduate outcomes aren't only about earnings](#)

### [Campus News](#)

[QUT joins online outsource strategy](#). QUT has engaged OES — an Australian company majority-owned by Seek — to build, market and deliver online courses in health management, project management, public health, financial planning and education.

[Victoria University guaranteeing placement to local students](#). School-leavers in the catchment of Melbourne's Victoria University and Victoria University Polytechnic will be guaranteed places under a new scheme aimed at maximising opportunity for admissions.

[Wollongong Uni signs football contract](#). The University of Wollongong has partnered with English Premier League football club Tottenham Hotspur to train footballers on its campus from January 2020.

QANTAS will build a [pilot academy at Wellcamp Airport, at Toowoomba](#), where USQ is based. USQ already participates in the QF Future Pilot Programme, which hires selected USQ aviation graduates to become Qantas Link first officers. The university also has a flight simulator based on a Boeing 737.

[New things afoot in an unexpected place: Sydney's west](#). Two Australian universities — University of NSW and Western Sydney University — are establishing a joint engineering innovation hub in the Parramatta central business district. These two institutions plus Wollongong and Newcastle universities also will combine in a "multiversity" at western Sydney's coming airport. Three of them — WSU, UNSW and Wollongong — are designing the region's newest innovation precinct, 20km away at Liverpool.

### [Rankings and ratings](#)

The [Times Higher Education world university rankings](#) have revealed many top rated Australian universities either stable or sliding.



The University of Melbourne remains the first Australian institution, unchanged at equal 32<sup>nd</sup> in the world. It is followed by ANU at 49 (48 last year), the University of Sydney in a three-way tie for 59<sup>th</sup> position (61), University of Queensland is 69<sup>th</sup> (65<sup>th</sup>), Monash U is 84<sup>th</sup> (down four). UNSW drops nine places to equal 96<sup>th</sup>. The two Go8 members outside the global top 100 are UWA, which drops to 134 from 111 last year and the University of Adelaide down one to equal 135. UTS makes the top 200, at 196.

OS has released their business school rankings. Overall, just three Australian unis made the top 100 MBAs, UniMelb (28), UNSW (39) and Monash U (87). Another ten scored a spot between 100 and 250. UniMelb (16) and La Trobe U (51+) are on the business analytics masters list. UoQ, (69th), Bond U and Griffith U (101+) are on the finance list. UniSydney is 34th for its management masters and Uni Wollongong is 76th. No Australian unis are on the marketing masters list.

Griffith shines but Uni Queensland the brightest Aus star in Nature research ranking. Overall Australia rated 11<sup>th</sup> in the world, behind Spain in tenth place. The ANZ institutions on the top 500 universities and research organisations lists, (announced earlier this year) are: UniQueensland (110), Monash U (119), UNSW (130), UniMelbourne (158), ANU (178), UniSydney (228), UWA (347), CSIRO (372), UniAdelaide (389), UniWollongong (436), UniOtago (441) Curtin U (489) and UniAuckland (499).

Deakin University slips to third in the new Shanghai Ranking of sports science in universities. The University of Queensland holds fifth place this year, for the third time. Australia has four universities in the global top 20, the most of any nation. Overall it rates fourth for institutions in the world-best 300 with 20, behind the US (75) the UK (41) and Canada 25.

Queensland universities have fared well in the release of the Good Universities Guide. In a new addition for the national university guide, universities are ranked by the proportion of the student cohort who are the first in their family to enrol in a higher education course. Good Education Group chief executive Chris Lester said the new ranking provided information on which universities were actively supporting students whose

parents had not pursued education beyond year 12.

From Wonkhe, Higher Education Power List 2018. This UK list brings you the top 50 names that set the agenda – often behind the scenes, sometimes in full view, inside and outside of universities and across the world of politics and policy. No Australian intuitions have made the 2018 Reuters innovative universities ranking. The Reuters ranking is based on data from Clarivate Analytics (Thomson Reuters as was) including the Derwent patent index and Web of Science journal citation stats. The US accounts for 46 of the top 100 (there are two from Canada) this year.

'Rethink role of HE beyond rankings', says minister. The role of higher education is changing, and the existing research-led university model and the system of university ranking and evaluation need to evolve with the times, Singapore's Education Minister Ong Ye Kung told an international higher education conference recently. In his 26 September speech at the *Times Higher Education* World Academic Summit, held at the National University of Singapore, Ong questioned international university ranking systems' ability to take into account the "varied and profound roles of universities today".

### Meanwhile in New Zealand

Call for University of New Zealand. The country's eight universities are at risk of a financial shock and should consider forming a single University of New Zealand, former Massey University chancellor Russ Ballard says.

The Council of Victoria University of Wellington has voted for new names, the University of Wellington, and Te Herenga Waka as its new Maori name.

Investment in university research pays off. Earlier this year, Universities New Zealand (UNZ) asked Deloitte Access Economics to estimate the impact on New Zealand's economy of research and innovation in universities. In a report just released by UNZ, Deloitte found that:

- investment in university research between 1984 and 2015 cumulatively increased real GDP by \$129 billion in 2017 dollars over the period
- the contribution of higher education research in New Zealand probably accounted for around

\$25.9 billion in 2017—8.9% of total GDP

- investment in university research generates a longer-term economic return of around 5.1 to 1—that is \$5.10 for each \$1.00 invested.

### International news (all from the UK this month)

Transnational education: Global location, local innovation. A new report from the UK includes case studies from 17 universities in who are currently delivering TNE overseas via partnerships and collaborative arrangements. The report highlights the contribution to the economy and the benefit to both UK and host institutions as a result of delivering UK programmes overseas, and illustrates a variety of provision and programmes

From Wonkhe (September 24) The equality indicators are quietly flashing red. Mark Corver of dataHE has original analysis, which he uses to argue that access and participation policy needs to follow the data. Corver notes. "The key message in these 2018 figures is the need for a greater sense of urgency ... If more equal entry is not embedded in universities before the early 2020s then it is quite possible that little progress will be made for a generation".

World's 1st blockchain university to begin teaching in 2019. The pioneers at Woof University will use blockchain, the technology behind crypto-currencies such as bitcoin, to provide a system of one-to-one education that will prove cheaper for students and pay more for teachers. *Forbes* recently described the university as "uber for students and airbnb for academics."

Remote participation yet to take off in universities. A new study of 1,000 United Kingdom university students has revealed that, on average, students miss 10 hours of classes a month, yet UK universities are struggling to keep up with the remote study trend, which has taken off in the workplace to adapt to modern lifestyles. The survey conducted by OnePulse for Owl Labs, the smart video conferencing company, revealed a severe lack of remote learning options at UK universities, with 59% of students stating they do not have the option to attend lectures or seminars remotely.

University heads call for ban on essay-writing companies. More than 40 university bosses in the United Kingdom have written to the education secretary calling for so-called essay mill companies



to be banned. Some students pay for bespoke, original assignments – which cannot easily be detected by anti-plagiarism software.

[Cambridge University to offer poor students year long free course to give them a 'leg up'](#). The "Transitional Year" programme will be for bright but poor pupils who are offered a place to study at Cambridge but fail to achieve good enough grades in their A-levels to meet their offer.

[The Student Life Meme Manual](#). Imperial College London is a research-intensive institution in the United Kingdom. A member of the prestigious Russell Group, Imperial is one of the best universities in the UK. And, they do a brilliant job with their social media accounts. In early October they posted a [Student Life Meme Manual](#) on their Twitter account. Created by Jesse Alter, Social Media Manager and Henry Firth, Social Media Officer, the manual is a series of tweets pertaining to life at Imperial.

## BIG DATA, ONLINE LEARNING, ANALYTICS & TECHNOLOGY

[University of Canberra predicts students' study progress](#). A learning analytics tool developed at the University of Canberra (UC) is giving students and staff real-time feedback on learning and teaching progress. The InterFace app has continually evolved since it was built in 2015, providing new tools for students and educators alike to track and even predict their progress.

From Ben Williamson's blog [Code Acts in Education](#), several interesting posts of late: [The mutating metric machinery of higher education](#) and [The tech elite is making a power-grab for public education](#)

From Omer Yezdani [The digital revolution is not about technology: it's about people](#). Omer outlines the transformation of ACU's BI capabilities in his LinkedIn post.

[Google Curriculum, College Credit](#). Tech giant gets hands-on with its new online IT certificate, as a growing number of community colleges and Northeastern University create credit pathways with the curriculum.

[Pushing the Boundaries of Learning With AI](#). A growing number of academics are experimenting with new technologies powered by artificial intelligence, but many of the technologies aren't yet ready for prime time.

[To Bring Analytics to College Classrooms, New Effort Starts With 'Data Laundry'](#). A consortium of 25 universities unveiled a [new platform](#) last month that will pull in information from systems across campus to bring richer analytics to college classrooms. But its leaders have found that getting all the data into a form that professors can actually use presents a messy challenge, requiring what one project leader is calling "[data laundry](#)."

[Brown University Cafe Accepts Personal Information In Lieu Of Money](#). [Shiru Cafe](#), a Japanese based cafe now operating at [Brown University](#), does not accept cash or card as payment for their goods—only personal information. Instead of standard monetary payments, Shiru Cafe charges its customers, who must show student ID to receive service, information like name, age, major, interests and email address for goods.

[In the AI era, universities must make us 'robot proof'](#). With up to half of white and blue collar jobs expected to vanish due to artificial intelligence (AI), the priority for universities is to make people 'robot proof' by teaching 'humanics' – technical, data and human literacy – and providing experiential and lifelong learning. That was the message from keynote speaker Joseph Aoun, president of NorthEastern University in Boston in the United States, talking on higher education in the age of AI, at the 'EnlightED: Reinventing education in a digital world' conference in Madrid, Spain, on 3-5 October. And from the same conference: [How will universities prepare students for Industry 4.0?](#)

[What Do Edtech and IKEA Have in Common? Persuasive Design](#). In an [EdSurge On Air podcast](#), a discussion by three experts who study persuasive tech, behaviour design, and the ways that algorithms behind technology and search engines can leave damaging effects on society and further exacerbate social inequalities

## GRADUATE OUTCOMES AND EMPLOYABILITY

[VET needs support to rebuild its role in getting disadvantaged groups into](#)

[education and work](#). VET's role in skill development and educating those who engage in the range of occupations that contribute to Australia's economy is critical. But we also need to strongly support the role VET plays in getting disadvantaged groups into education and work.

## LEARNING & TEACHING

The University of New England started [using on-line exams](#) a year back and they are now being used in 111 units. The software allows a proctor to observe students sitting exams at remote locations – which saves everybody travelling to an exam centre.

[Teachers and trainers are vital to the quality of the VET sector, and to the success of its learners](#). From Professor Erica Smith, Federation University (*The Conversation*, October 5): Teacher preparation has been identified as a key factor in the quality of education, so to improve the quality of the VET sector, we need to ensure teachers and trainers are getting the right training themselves. Other factors – such as funding – affect VET quality and student success.

In the U.S. first-generation students make up a third of all college students. Yet only 27 percent of this group graduates within four years. A new report says real progress requires institutional shifts, not just adding new programs. Put together by the Center for First Generation Student Success at NASPA in partnership with Entangled Solutions, a higher education consulting agency, the [report](#) outlines the current state of programs for first-generation students and presents concrete suggestions, backed by data, to improve their success.

## RESEARCH

The National Health and Medical Research Council (NHMRC) has launched its new website (October 3). Some key features of the new site include: New search capability; Updated [Funding finder](#) to make it easier to find the grant; Digital and downloadable publications and; Increased accessibility.

Also, The new council for the National Health and Medical Research Council has been announced. Bruce Robinson continues as chair. Ingrid Winship (UniMelbourne) chairs the health ethics committee. Steve





Wesselingh chairs the research committee. Professor Wesselingh, from the South Australian Health and Medical Research Institute, chaired the NHMRC's recent structural review of the NHMRC's grant programme. Sharon Lewin (Peter Doherty Institute) is a continuing council member. She chairs the health translation advisory committee. Katherine Woodthorpe (non-executive director of oncology company Sirtex Medical) chairs the health innovation advisory committee.

[Must academic evaluation be so citation data driven?](#) In *University World News* (September 28) Steve Fuller outlines how imperfections and gaming in the academic citation market raise important questions over its use in choosing which researchers to push up the career ladder.

[Huge peer-review study reveals lack of women and non-Westerners.](#) Women are inadequately represented as peer reviewers, journal editors and last authors of studies, according to an analysis of manuscript submissions to an influential biomedical journal.

[The alarming rise of predatory journals.](#) The maxim 'publish or perish' is more relevant than ever, now in evidence all over the world. As a consequence, academic publishing is booming, with demand to publish in scientific journals having increased exponentially in recent years. This prompted the launch of a succession of new journals, a large number of which operate according to an open access model whereby the cost of publication is transferred from the reader to the author.

[Publishers Escalate Legal Battle Against ResearchGate.](#) American Chemical Society and Elsevier are again suing academic networking site ResearchGate in an attempt to stop it distributing copyrighted research papers.

[Do Women Conduct More Useful Research Than Men?](#) A [research study](#) has suggested that female-authored research has more educational impact than male-authored research. The study, published Oct. 4 in the *Journal of Altmetrics* -- a [newly launched](#) peer-reviewed open-access journal -- compared how many people read articles by male or female first authors in the same field using data from users of reference manager Mendeley.

[Researchers step up at UNSW and ANU.](#) UNSW announced its first four futures institutes, to be funded from a \$200m commitment to inter-disciplinary

research. ANU has also announced a new research initiative in its second Grand Challenge Scheme.

## REPORTS AND RESOURCES



[Equity Focus: The future of Australian higher education — A synthesis of recent research and policy reports with implications for student equity.](#)

### The National Centre for Student Equity in Higher Education

This *Equity Focus* publication presents a synthesised review of 14 reports with implications for student equity which illustrate these challenges and issues, and comprises three sections:

1. A synthesis of the drivers of change in equity in higher education based on high-level findings from the reports.
2. Summaries of 14 recent national reports (2015-2018) with a focus on key trends, facts, ideas and recommendations.
3. A synthesis of the ways in which higher education may need to evolve to accommodate and resolve the sometimes conflicting pressures for change.

This publication complements the NCSEHE "[Student Equity 2030](#)" project — an ongoing process of discussing the future of equity in higher education.



[The impact of artificial intelligence on work: an evidence synthesis on implications for individuals, communities, and societies](#)

### The Royal Society and the British Academy for the Humanities and Social Sciences

In the face of predictions that Artificial Intelligence and automation could see between 400 and 800 million jobs vanish by 2030, a new study contends society is

"still in the driving seat" when it comes to AI's impact on the future of work.

This evidence synthesis provides a review of research evidence from across disciplines in order to inform policy debates about the interventions necessary to prepare for the future world of AI-enabled work, and to support a more nuanced discussion about the impact of AI on work. While there are a number of plausible future paths along which AI technologies may develop, using the best available evidence from across disciplines can help ensure that technology-enabled change is harnessed to help improve productivity, and that systems are put in place to ensure that any productivity dividend is shared across society.

## ON THE MOVE

**Matt Brett** is leaving La Trobe University, where he is higher education policy manager. He is moving to Deakin University, to become director, academic governance and standards.

**Professor Cindy Kiro (Ng Puhi, Ngiti Kahu, Ngiti Hine)** has been appointed Pro Vice-Chancellor (Maori) at the University of Auckland. She takes over from Jim Peters who has been in the position since 2006

**Professor Kerrie Wilson** has been appointed as the new Executive Director, Institute for Future Environments, QUT.

**Dennis McDermott** is La Trobe University's inaugural PVC Indigenous. He joins from Flinders University where he is director of the two Poche Centre's for Indigenous Health and Wellbeing.

**Annabelle Duncan** will stand down as University of New England vice chancellor at the end of her first term, in August next year.

**Iain Martin** will be the next vice chancellor of Deakin University. He will succeed Jane den Hollander in May. Professor Martin was DVC A at UNSW, before he moved to become vice chancellor of Anglia Ruskin University in 2016.

**Brent Moyle** is University of the Sunshine Coast's associate dean research. He joins from Griffith University where he was a researcher in the Institute for Tourism.



Former Melbourne University VC **Glyn Davis** will join ANU's Crawford School of Public Policy as a distinguished professor.

The new dean of humanities and social sciences at the University of Queensland is **Heather Zwicker** who joins from the University of Alberta, where she was vice provost and dean of graduate studies and research.

UTS has announced that **Maureen Taylor** will join in May, as professor of strategic communication. Professor Taylor is now at the University of Tennessee.

The University of the Sunshine Coast has promoted one of its own, **Jay Sanderson**, to be head of the law school.

**Troy Williams** is the incoming CEO of the Australian Council for Private Education and Training. He joins from the Australian Dental Industry Association.

WA Chief Justice **Peter Quinlan** joins the Curtin U law school advisory board.

The International Education Association of Australia has a new president, **Melissa Banks** (PVC I James Cook U). **Emily O'Callaghan** moves up to general manager. **Phil Honeywood** continues as CEO.

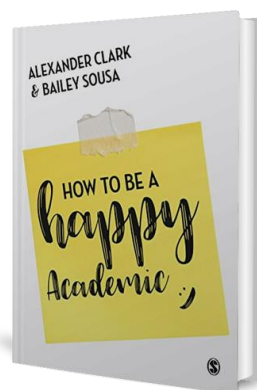
**Michelle King** joins consultants KPMG as director of the education practice. Ms King moves from Monash University where she leads alumni and external engagement.

**Robyn Dowling** will become head of school and dean of the University of Sydney's School of Architecture, Design and Planning as of January 1. She steps up from associate dean, research.

ANU DVC Academic **Marnie Hughes-Warrington** will step down at year end. She will stay at the university as a professor of history,

Professor Hughes Warrington joins **Margaret Harding** (DVC Research) in leaving the ANU executive at year end. Professor Harding's successor is already announced, **Keith Nugent**, now DVC Research at La Trobe University.

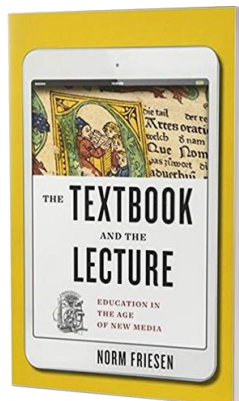
## BOOK REVIEWS



### [How to be a Happy Academic: A Guide to Being Effective in Research, Writing and Teaching](#)

Alexander Clark and Bailey Sousa

Similar to most self-help books, *How to be a Happy Academic* offers its target readers a training manual on self-empowerment. In particular, it provides an insider perspective on seeing, doing and – most importantly – taming academic work. Among the highlights of the book is the series of “Over to You” sections, which seeks to bridge theory and practice by inviting readers to critically engage with “The Success Pyramid” and “The Core”



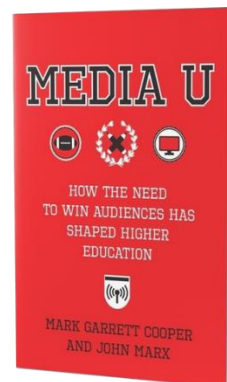
### [The Textbook and the Lecture: Education in the Age of New Media \(Tech.edu: A Hopkins Series on Education and Technology\)](#)

Norm Friesen

Friesen's book is concerned with the relation between media technologies and education, especially technologies of writing and reading. *The Textbook and the Lecture* addresses both a general and a specialised audience. The latter consists of educational theorists and philosophers, especially those working

around educational media, who will be interested in the theoretical intervention of the book. For practitioners, it opens up the black box of educational practices by showing why they may still be using 'outdated' media in their classrooms.

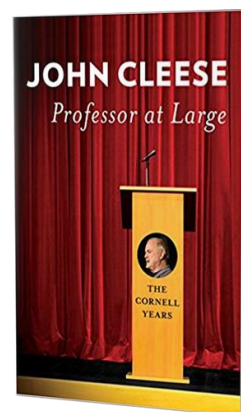
Book reviewed by Lavinia Marin in [LSE Review of Books blog](#)



### [Media U: How the Need to Win Audiences Has Shaped Higher Education](#)

Mark Garrett Cooper and John Marx

*Media U* shows how universities have appropriated new media technologies to convey their message about higher education, the aims of research, and campus life. The need to create an audience stamps each of the university's steadily proliferating disciplines, shapes its structure, and determines its division of labour. *Book review and interview with authors in [Inside HigherEd](#) (October 11)*



### [Professor at Large: The Cornell Years](#)

John Cleese

*Professor at Large* features beloved English comedian and actor John Cleese in the role of ivy league professor at Cornell University. His almost twenty years as professor-at-large has led to many talks, essays, and lectures on campus. This collection of the very best

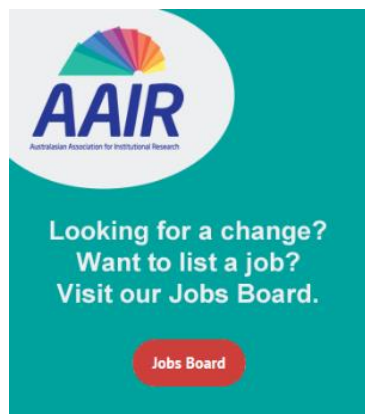




moments from Cleese under his mortarboard provides a unique view of his endless pursuit of intellectual discovery across a range of topics

Scott McLemee reviews John Cleese's new book in [Inside HigherEd \(October 5\)](#)

## POSITIONS VACANT



## LOOKING FOR SOME TRAINING AND DEVELOPMENT?

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



Higher Education Information Management System (HEIMS).

Visit the HEIMSHelp [Training page](#) with details of the training resources that are available to help you meet reporting and verification deadlines

## THE INSTITUTIONAL RESEARCHER ISSUE 10/2018



### Storytelling with Data Workshops:

*Don't simply show your data – tell a story with it!*

'Storytelling with data' teaches you the fundamentals of data visualisation and how to communicate effectively with data. You'll discover the power of storytelling and the way to make data a pivotal point in your story. The lessons are grounded in theory but made accessible through numerous real-world examples—ready for immediate application to your next graph or presentation

[Auckland, New Zealand, 5<sup>th</sup> March 2019](#)

[Melbourne, Australia, 7<sup>th</sup> of March 2019](#)

[Sydney, Australia, 12<sup>th</sup> of March 2019](#)

## LOOKING FOR HIGHER EDUCATION CONFERENCES AND EVENTS?

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



Association for Tertiary Education Management

Check the ATEM 2018 event calendar  
<https://www.atem.org.au/documents/item/790>



development opportunities for professionals

[12th Higher Education Women's Leadership Summit](#)

14th & 15th November, Rendezvous Hotel, Melbourne, Australian

The 12th Higher Education Women's Leadership Summit will provide you with

the skills, strategies and technical know-how to transform your leadership journey and make your way to the top. Unleash your potential, connect with like-minded professionals and kickstart your leadership journey. **AAIR members receive 10% discount - Use booking code Q3.**



[ASCILITE 2018](#)

25-28 November 2018, Deakin University at their Waterfront Campus in Gheringhap Street, Geelong, Australia

35th International Conference on Innovation, Practice and Research in the Use of Educational Technologies in Tertiary Education



[TEQSA Conference 2018](#)

28-30 November, Grand Hyatt, Melbourne, Australia

The theme for this year's conference – Innovation, Excellence, Diversity – will explore key objects of the TEQSA Act which call for us to protect and enhance these values in Australian higher education. The additional student theme will continue important discussions and involvement of students championed at last year's conference. **Registrations and call for papers now open**

[ANZSSA Conference 2018](#)



The University of Melbourne, Victoria, Australia

2-5 December 2018

The University of Melbourne will host the Australian and New Zealand Student



Services Association Inc. (ANZSSA) Conference in December 2018. The theme, *Authentic Partnerships for Quality Outcomes*, aims to provide opportunities to learn new ways to enable students to achieve their educational and life goals through actively working together.



### AAIR FORUM 2018

19-21 November 2018

Melbourne, VIC

**Reflecting on the past, experiencing the present, shaping the future**

[Submit an Abstract](#)

[Register to Attend](#)

Venue: Rydges Melbourne

**Platinum Sponsor**  
eXplorance

**University Supporter**  
La Trobe University

[read more >](#)



### LAST CENTURY DINNER

18 November 2018

Melbourne, VIC

Following on from the very successful 'Original AAIRies' dinner held as part of the 2014 Forum, Roni and Wendy are planning a follow-up 'AAIRies from the Last Century' dinner which will precede the upcoming 29th Annual AAIR Forum in Melbourne. This dinner will **not** be part of the official 2018 AAIR Forum, so you don't have to be registered for the main Forum to attend this dinner.

[Register an Expression of Interest to attend](#)

[read more >](#)



### Call for Proposals for the 2019 AIR Forum

2019 AIR FORUM • MAY 28 – 31, 2019  
Denver, CO, U.S

*Proposals open Sept. 12- Oct. 14, 2018*

The AIR Forum, the Association's annual conference, is the world's largest gathering of higher education professionals working in institutional research, assessment, planning, and related postsecondary education fields.

# Save the Date

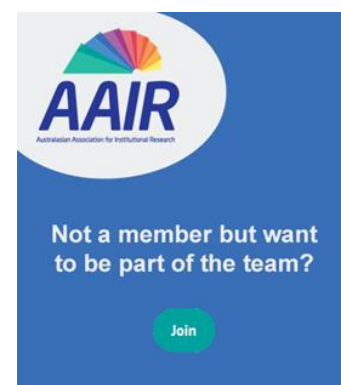
### 28th National VET Research Conference 'No Frills'

10 July 2019 - 12 July 2019 - Adelaide, South Australia

Convenor: National Centre for Vocational Education Research (NCVER)

'No Frills' is a well-known annual national conference where researchers and practitioners in the vocational education and training (VET) sector come together to present, discuss and share information about key issues confronting the sector.

The 2019 conference will be held in Adelaide, South Australia. Further details will be released at a later date.



## INSTITUTIONAL RESEARCHER'S CORNER

### Five quick questions with Bo Liu, Australian National University



#### What is your job title?

Senior Analyst, University Performance, the Australian National University.

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

The University Performance team is situated in the Planning and Performance Measurement Division and reports to the Chief Operating Officer. The team also has extensive engagements with the Australian National University's senior executive in the provision of information, and analyses and insights on institutional performance to best support effective decision making.

My current role largely involves undertaking analyses of university performance, international rankings, competitor benchmarking, environmental scanning and quantitative benefit realisation. My role challenges me as I am continuously gaining knowledge and a deeper understanding of the sector. This enables me to best offer insights of performance, as standard data reports nowadays are no longer meeting stakeholder demands.

My previous role within the Division centred on managing survey data collections and survey results analyses.

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

Making data deliver value. While institutions have been busily collecting data, and continuously optimising enterprise-wide data management platforms, it can still be difficult to deliver powerful insights and predictive information to maximise business value.

In an environment of big data and accelerated data creation, a large amount of data is flooding our data warehouse. However, a large amount of data is left untouched due to limited resources and skills. Sometimes it can be a struggle for data analysts to know how to access the data, or how to turn the 'dumped' data into meaningful assets so that the institution can really benefit from the insights these datasets deliver.

Also, I could see that the 'presenting information to inform decision making' role for analysts is changing to accommodate the higher expectations from stakeholders seeking 'insightful advice and contextual understanding of the area'.

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

As mentioned previously, people who possess the ability of maximising how data is collected and analysed, and can bring all the information together into context to provide new insights to the business, would be of high value to institutions.

Knowing how resources like log data and clickstream data are collected, the capability of taking advantage by effectively using the vast amount of data and offering valuable insights to create value-added information is vital. While automation is talked about by many people, analytical minds with the ability of deeper analysis will still be in demand.

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

...my lunchtime catch-ups with colleagues/friends/ex-colleagues, and midday walks on the beautiful campus. These are all good ways to *energy up* for the afternoon.

Connect with Bo on [LinkedIn](#)

## CALL FOR CONTRIBUTIONS

### Issue 11, November 2018

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 final AAIR Newsletter for 2018 will be published in late November 2018. Please send your contributions to [editor@aaair.org.au](mailto:editor@aaair.org.au) by November 9, 2018.

A reminder about the organisations' social media links to keep you up-to-date and in touch with all the latest news and events.



AAIR on Twitter [@AAIRaustralasia](#)



Tracy Creagh  
Editor, *The Institutional Researcher*

