



2018 AAIR SIG Forum summary ... and more



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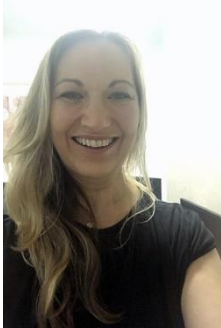
BOOK REVIEWS ... PLUS A RANGE OF INTERSTING REPORTS AND NEW PUBLICATIONS THIS MONTH. SEE PAGE 9-11

2018 AAIR SPECIAL INTEREST GROUP FORUM

Politics, Planning and Performance: Good Governance Starts How?

AAIR SIG Forum

26–27 July 2018
Canberra, ACT



By Zanné van Wyk

AAIR SIG attendees from Australia, New Zealand and the USA gathered in Canberra for the Annual AAIR SIG Forum, hosted by the University of Canberra and held at Rydges Capital Hill on the edge of the parliamentary triangle, only a few hundred metres from Parliament House. This SIG Forum encouraged networking and skill building with other members of the AAIR SIG community.



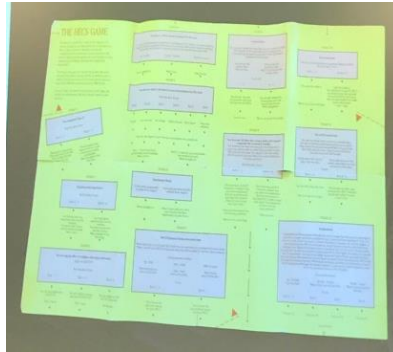
The University of Canberra's DVC Academic, Professor Nicholas Klomp, welcomed us to the conference. He discussed the importance of governance and data quality to work towards integrated learning and enhanced student experience.



The keynote speaker and HECS Architect, Professor Bruce Chapman from the Australian National University, gave an engaging and enjoyable

presentation. He explained the origins of HECS, the conceptual basis, changes and issues over the last 30 years, and international comparisons. Free higher education meant free to students, not to universities.

A key takeaway from the keynote presentation was that HECS, an income contingent loan (ICL), was designed to take away contingency and anxiety. Imagine our surprise when we heard that there is a HECS board game!



The Politics, Planning and Performance panel discussion was chaired by Fiona Sutherland. Included in the panel was Catriona Jackson (Universities Australia), Phil Aungles (Department of Education and Training) and Lisa Bolton (Social Research Centre QILT).



'Making policy change when it makes sense'

Our platinum sponsor (Altis) presentation by Chris Kearns and Mythili Baker was *Hot topics in the data & analytics space – sorting through the vendor hype and bringing to bear the good bits for higher education*. It was an informative session about big data, data lakes, artificial intelligence and geospatial analysis.

Mythili Baker's presentation was about the relevance of geospatial analysis to higher education. The audience was intrigued by the University of Canberra, Microsoft Azure, Research Portal POC Architecture for a Data Lake.

Thank you to our Platinum Sponsor:



Paul Leskovec and Leone Nurbasari from the Australian National University discussed the policy and politics of collecting and reporting academic staff metrics.



Serge Herzog, from the University of Nevada and John Stanley, University of Hawaii – West Oahu, received the award for best new presenters for their presentation, *From descriptive reports to actionable predictive business intelligence: How to leverage institutional productivity in the age of 'Big Data'*.



The forum concluded on Day 1 with an animated QILT story told by Lisa Bolton, (Social Research Centre QILT). She elaborated on what they measure, why they measure it, the underlying assumptions, and how to interpret the QILT survey data to support quality, planning and performance.

'... we are not predicting the future... we are causing it...'

Cathy O'Neal
(Author of *Weapons of Math Destruction*)



At the Forum dinner, AAIR President, Kathie Rabel, conferred a special category of membership (Honorary Member) to Chris Kearns for his support and outstanding contribution to AAIR.

Vicki Williams, Vice-President Finance and Infrastructure, kicked off Day 2 of the forum with the University of Canberra host presentation.

The keynote presentation by Dr Marijke Welvaert and Dr Jocelyn Mara from the University of Canberra Research Institute for Sport and Exercise (UCRISE), *Sports analytics and statistics at UCRISE: Data-driven performance*, came as a welcome treat after a big night for some. Jocelyn said that the question to answer was – can we think differently about sports analytics?



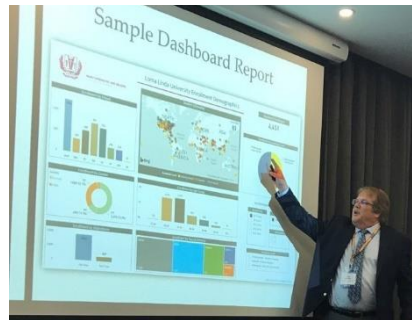
Marijke talked about how to apply statistics to make an inference.

'Everything that can be counted does not necessarily count; everything that counts cannot necessarily be counted.'

Albert Einstein

The next presentation was *Moving the needle on benchmarking institutional outcomes for accreditation/quality audit, strategic planning, program review, and post-graduation student outcome assessment* by Serge Herzog, from the University of Nevada and John Stanley, University of Hawaii – West Oahu. They presented excellent examples of BI reports to improve institutional accountability.

The best presenter award went to Ken Nelson from Loma Linda University for his presentation, *Leveraging Microsoft Power BI for competency-based medical education at a health sciences university*. He shared the CBME action plan, discussed the challenges, showed sample Power BI dashboards and planned enhancements.



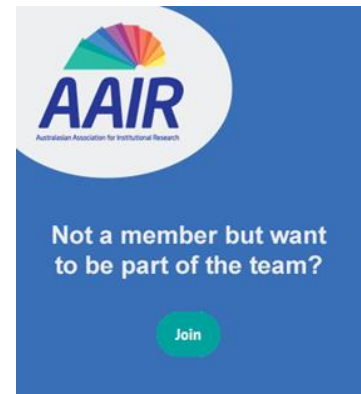
Asheesh Gautam from the University of Waikato gave an enlightening presentation on *Where's my crystal ball... Using unstructured WIFI, Moodle and*

library data for attrition risk assessment – proof of concept.

And finally, Fiona Sutherland provided a wrap up of the 2018 AAIR SIG Forum and thanked the speakers, the chairs and participants for attending the event. Continuing the tradition from previous AAIR forums of donating our speakers' money to a local charity, a cheque was given to UC Foundation, Ngunnawal Elders Fund. Fiona also thanked Leishman Associates and the local organising committee for their assistance in organising the AAIR SIG Forum.

Participants left the 2018 AAIR SIG Forum with new ideas and networking opportunities and found themselves looking forward to seeing each other again in Melbourne for the 2018 Annual AAIR Forum.

Links to speaker presentations can be found on the [2018 SIG Forum website](#).



[From the President](#)[Editorial](#)[Sector News and Views](#)[Big Data, Online Learning, Analytics](#)[Graduate Outcomes and Employability](#)[Learning and Teaching Research](#)[Reports and Resources On the Move](#)[Book Reviews](#)[Positions Vacant and Trainings and Development](#)[Trainings, Higher Education Conferences and Events](#)[Institutional Researcher's Corner](#)

FROM THE PRESIDENT

When is 'micro' a really BIG thing?

I don't usually like to brag about things—and no this isn't about my children, although my two daughters are pretty amazing women—however, New Zealand has announced something new in the last few weeks that I think does deserve some bragging. The Education Minister and the New Zealand Qualifications Authority (NZQA), which manages qualifications and credentials on the New Zealand Qualifications Framework (NZQF), announced on 1 August 2018 that it was introducing a micro-credentials system as part of the regulated education and training system in New Zealand.

Micro-credentials, like MOOCs (massive online open courses), have been around for a while, but being formally included in a regulated system is relatively new around the world. They have been called various things like, badges or digital badges, mini- and nano-degrees, or micro-certifications, etc. They are intended to focus on the development of skills in specific areas and are usually much narrower and take a much shorter period of time to complete, than other tertiary qualifications and advanced degrees that are usually broader based. They are often highlighted as allowing people to upskill while working or completing other study and give the

ability for those who complete them the chance to explore different career pathways or increase the possibility for promotion or advancement.

So, how has New Zealand done it and what does it mean here? To quote the NZQA, 'The introduction of a micro-credential system will help ensure that the New Zealand education and training system remains relevant in a period of fast-paced social, economic and technological changes.'

The NZQA ran a pilot scheme with a few organisations from August 2017 through June 2018, and also consulted on proposals for recognising micro-credentials between March and April 2018. The Minister, The Hon. Chris Hipkins, in announcing the new system, said:

'Micro-credentials will provide industry with an opportunity to work with Tertiary Education providers and Industry Training Organisations to bring training related to new or in-demand jobs to market quickly. That's good for employers to access the skills they need, and for providers to ensure they can respond to local demand.'

So, what are they intended to encompass. According to the NZQA:

At a minimum, micro-credentials will be subject to the same requirements as

training schemes or assessment standards and will also be required to:

- be 5–40 credits in size (120 credits are equal to 1 EFT or EFTSL)
- have strong evidence of need from employers, industry and/or community
- not duplicate current quality assured learning approved by NZQA
- be reviewed annually to confirm they continue to meet their intended purpose.

While New Zealand may not be the first to introduce micro-credentials, I do believe that the systemisation of the process and formal regulation of these credentials is something to brag about. If you want to learn more, visit the NZQA website and read [Micro-credentials system launched](#). You will also find links to the [Minister's announcement](#) and the [consultation](#) that occurred.



Kathie Rabel, AAIR President



EDITORIAL

Usually, the latest news from the sector leads the content for our regular monthly newsletter. This month we noticed a number of stories centred on student health and wellbeing, and hence some international perspectives on what appears to be a more prolific interest in matters related to student mental health. The rising rate of student mental health problems is a global issue, with many institutions taking a whole of institution approach, and more pockets of good practice being shared amongst the sector. We will hear more of this issue I'm sure.

Thanks to [Zanne van Wyk](#) for her comprehensive summary of the recent 2018 AAIR SIG Forum held in Canberra (pp. 2–3). Zanne has summarised what was a very busy program of presentations. Zanne was also part of the organising group who, as usual, did a wonderful job of this year's event. Thanks also to the other members of the organising team: Fiona Sutherland, Pallavi Khanna, Don Johnston and Andrew Bradshaw.

We interviewed David Carroll Academic Programs Senior Analyst at Monash University this month from his own Institutional Researcher's Corner. David is an economist and specialist in higher education and, as with all our researchers, it is a pleasure to hear from him. We hope you enjoy this month's interview.

Happy reading – Tracy

SECTOR NEWS AND VIEWS

Student wellbeing

[Universities outsource mental health services despite soaring demand.](#) (UK)

Amid mounting concern over student suicides, some universities have found a surprising solution to their long mental health waiting lists – they are reducing or outsourcing their counselling services in a move apparently designed to shift the burden on to the NHS.

[Universities upgrade student mental health services, report increasing demand.](#) At least 11 university students have died by suspected suicide in New Zealand since 2015, prompting a shake-up of campus mental health services.

The figures, released to the *Herald* under the Official Information Act, show the University of Otago had the highest number of suspected suicides by students, with four last year, and one each in 2015 and 2016.

[Students See Anxiety and Time Management Among Top Challenges to Finishing Degrees.](#) According to a [new survey](#) released by Civitas Learning in partnership with the Center for Generational Kinetics, students view the top challenges to completing their degrees are anxiety (35 percent of respondents) and time management (36 percent of respondents). Other factors included working too many hours (24 percent of respondents) and feeling overwhelmed with managing responsibilities (31 percent of respondents).

And from the U.S. - [With a Year of Crisis Text Line Data, California Community Colleges Launch Mental Health Program.](#) The country's largest community college system is turning to technology to connect more students with mental-health services—and to better understand what challenges students are grappling with most. The California Community College system, which is made up of 114 institutions, partnered with the Crisis Text Line in May 2017 to offer students a free and anonymous way to get help during mental health emergencies. As of June, nearly 2,800 students have engaged in 4,500 conversations through the texting service.

Other news

The [Universities Australia Student Finances Survey 2017](#) surveyed more than 18,500 university students from 38 institutions about their cost of living and day-to-day financial reality. The 2017 survey follows earlier studies in 2012 and 2006. See summary on [page 9](#)

Plenty of discussion around a report released from KPMG this month: [Federal government should take over TAFE and vocational education, KPMG says.](#) The distinction between university higher education and vocational courses would be abolished under a bold plan for a complete federal takeover of tertiary education – including state-run TAFE colleges – proposed by advisory firm KPMG. Full report from KPMG [here](#) and our summary on [page 9.](#) [Universities Australia](#) has responded less than positively about the recommendation. While different areas like the [Business Council of Australia](#) have welcomed a potential reform of the VET sector.

As well, Australian Universities need a new approach to education, one that harnesses the enthusiasm of the next generation of students to solve society's biggest problems, a new [white paper](#) has argued. Authored by Innovation Manager at the CSIRO David Burt, along with Michael Locke and Matthew Wilson from marketing, brand and strategy consultancy LOCKE, the paper proposes that the conventional approach to higher education – termed the Knowledge Model and focused on the creation, curation and distribution of knowledge – is no longer effective.

The [Nous Group](#) have released a [discussion paper](#) on the proposed merger of the University of Adelaide and the University of South Australia. Submissions for comments are due **September 21.**

The ANU Academic Board has published a [university statement](#) on academic freedom, which includes; "Academic freedom enables scholars within the university to pursue knowledge, speak and write without unreasonable restriction. This includes the right to comment on political matters including policies affecting higher education, and the actions of the university, on the basis of legitimate intellectual and professional criteria".



[‘This woman is so old’: Insults hurled at academics spur survey rethink.](#) *The Age* (August 8) has reported on the experience of some academics and student feedback. Student surveys to review the quality of teaching and subjects are increasingly being used as tools of abuse. A recent survey by the National Tertiary Education Union found that 60 per cent of its members had been subjected to disrespectful and abusive comments in student evaluations.

[UK “likely” to be overtaken by Australia – CGHE.](#) The UK is likely to lose its position as the second most popular study abroad destination to Australia, according to a paper published by the [Centre for Global Higher Education](#).

Universities Australia has [released guidelines](#) for member institutions dealing with reports of sexual assault and sexual harassment. They were created with input from student groups, victim support providers, student services and university lawyers. However, the [Council of Australian Postgraduate Associations](#) has expressed concern that the process of recognition and action on sexual misconduct has been slow. And also, [Guidelines don’t address failure to report sexual assault](#). Recommendations fail to address a [key finding](#) of the Australian Human Rights Commission: that 94% of students who were sexually harassed and 87% who were sexually assaulted did not make a formal complaint to their university.

[Elite universities divided over international student growth following introduction of new cap at ANU.](#) Australia’s top universities appear split about how many international students they should enrol after the Australian National University (ANU) revealed it would be halting growth in all enrolments.

Charles Sturt University has released a [guide](#) to its economic importance to communities where it has campuses. The university reports what it kicks in to household income and FTE employment, in seven regional centres, plus Sydney and Canberra.

Blog from *Inside HigherEd* (July 18) [Perpetuating Inequity Despite Higher Education Expansion](#). Despite the encouraging strides made in the expansion of higher education across the globe, the unavoidable challenges of equity are far from being addressed. The disparities of access and opportunities

among students of different economic backgrounds remain a major concern. Against the claim of being an equalizer, higher education is blamed for perpetuating inequity and not serving as a channel to equal opportunity and social mobility.

Murdoch University is offering international students a discount on fees. The university [refers](#) to these as “international welcome scholarships”.

YES PLEASE: [The four-day work week is good for business and Working fewer hours makes you more efficient. Here’s the proof.](#) After spending two months testing a 20% shorter week, a New Zealand company found its employees happier, more focused, and producing the same amount of work. Now they’re making the change permanent.

If you have access to *Campus Review* an excellent piece by Dr Leanne Holt pro-vice-chancellor (Indigenous) at Macquarie University, and deputy chairperson of NATSIHEC- [Indigenous excellence: whole-of-university approach key](#). Dr Holt, a Worimi woman, outlines the strategy unveiled in the Report of the Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People (also known as the Behrendt report) in 2012 and the outcomes to date, specifically the experience of Macquarie University.

[Casual academics thrown into frontline without proper training.](#) Researchers want universities to get serious about the professional development of casual academics, who now undertake the bulk of undergraduate teaching. Researchers from the University of Melbourne and La Trobe University argue that because casual academics are the face of teaching, they need quality support so they can have a positive impact on their students’ learning. Writing in the latest edition of the [Journal of Higher Education Policy and Management](#), the researchers say professional development requires “developing a sustainable whole-of-institution approach to supporting sessional teachers”.

The Paul Ramsay Foundation (“empowering people, enabling change”) [will provide \\$16.4m to the University of Newcastle](#) to deliver its Quality Teaching Rounds program to 30 000 Australian teachers. The foundation is supported by the estate of the late Paul Ramsay, which also separately funds the Ramsay Centre for Western Civilisation.

[Fewer teenagers plan on further study, with disadvantaged teens most at risk.](#) A new survey by the [Australian Council for Educational Research](#) (ACER) found in 2015 a total of 54% of 15-year-old students were aiming for a university degree. Around 3% were aiming for a TAFE diploma. This was down from 2003, when 63% planned to go to university, and 8% planned to do a TAFE diploma. **Report summary p. 10**

In a [new paper](#) for the L H Martin Institute, Professor Frank Larkins expands on a previous project that looked at our out of synch sources of international students providing comprehensive statistics on changing demand this century warning that eight of the top 20 countries sending students to Australia in 2017 accounted for a lower proportion of the internationals-total than they did in 2002.

And finally, don’t miss [In conversation with: Glyn Davis](#). Interview in *Campus Morning Mail* (July 19)

Campus News

[Murdoch to break new ground by delivering courses in Myanmar with Kaplan.](#) Murdoch will be the first Australian university to deliver courses in the once long-shuttered nation of Myanmar, formerly Burma. Working in partnership with education provider Kaplan, the university plans to offer master of business administration and graduate certificate of business administration courses from September in the new Kaplan Myanmar University College in Yangon, Myanmar’s largest city.

Rankings and ratings

Australia has 23 universities in the world top 500 in this year’s [Academic Ranking of World Universities](#). The University of Melbourne holds its top ANZ premier place again, up one place on 2017, to 38th in the world. The University of Queensland is second, in an unchanged 55th spot. Four New Zealand institutions make the first-500, University of Auckland (201-300), the University of Otago (301-400), Victoria University of Wellington (301-400) and the University of Canterbury at (401-500).



Meanwhile in New Zealand

The New Zealand Qualifications Authority will register [micro-credentials](#) from the end of the month.

[NZ: Exploitation at the centre of post-study work changes.](#) The New Zealand government has unveiled new post-study work rights with an emphasis on reducing exploitation in the workplace, in a move that will see the country leapfrog others to offer the second most generous PSW rights in the world.

The council of Victoria University of Wellington "has agreed in principle" to [change its name to the University of Wellington](#). But, "the draft decision also includes a commitment to the ongoing use of the word Victoria to ensure its heritage is honoured and maintained."

[How will fees-free education affect New Zealand's universities?](#) From *Times Higher Education* John Ross examines what Jacinda Ardern's policy might mean for institutions, employers and students

[NZ industry "rebalances" as enrolments drop and value holds.](#) The total number of international enrolments into New Zealand institutions has dipped, according to the latest stats from Education New Zealand. But while there were fewer enrolments, the economic impact remained steady.

The Tertiary Education Commission has [warned institutions](#) they could lose funding for courses with poor results for Māori and Pasifika students. The commission has told the tertiary sector it will withhold 2019 funding from poorly performing courses until institutions show how they plan to improve their figures.

[Māori Students to Access Top-Ranked Universities with Return of \\$100k Scholarship.](#) New Zealand's first scholarship to support Māori students to gain admissions to top global universities is open for applications again following its successful introduction last year. The [Te Ara a Kupe Beaton Scholarship](#) recipients will receive tailored tutoring and mentoring support that helps them to apply and secure admission to top-ranked universities in New Zealand and abroad.

International news

[Temple Rankings Scandal: From Bad to Worse.](#) This month, after an

independent investigation, the university admitted that its Fox School of Business had, for several years, [intentionally submitted false data to boost the rankings](#) of its online MBA program. The falsehoods were about standardised admissions tests, grades of new students, debt of graduates and more. [Blind Staff Loyalty.](#) The Temple University (U.S.) rankings scandal points to flaws in the way higher education leaders treat professional staff, writes Allison H. Keene in *Inside HigherEd*

['Tide turning' against using student evaluations to rate staff.](#) Experts have predicted a global "sea change" away from the use of student evaluations to measure lecturers' suitability for promotion or tenure, after a union successfully challenged the practice. An arbitration case between [Ryerson University](#) in Toronto and its faculty association that had stretched on for 15 years finally concluded with a [ruling](#) that course surveys can no longer be "used to measure teaching effectiveness for promotion or tenure".

[International student and academic numbers are rising.](#) Germany is increasingly being sought as a destination by international students and academics, says a recent report that also shows that the number of German students going abroad remains at a high level. "With more than 350,000 international students enrolled, we have reached the goal agreed with the federal German states earlier than expected," said Federal Education and Research Minister Anja Karliczek, presenting the report *Wissenschaft weltweit 2018*.

[Americans Still Believe in Higher Ed's 'Public Good'.](#) A new survey finds that most Americans continue to support government funding of higher education and to recognise that colleges and universities play many roles beyond helping them (or their children) get a good job or other personal return on investment.

Putting wellbeing at the heart of the student experience. [Student experience is a central concern for universities in the United Kingdom](#) – and elsewhere. The Higher Education Academy defines student experience as "the totality of a student's interaction with the institution". This includes student learning, career development and wellbeing as well as other factors that contribute to enhancing a student environment.

BIG DATA, ONLINE LEARNING, ANALYTICS & TECHNOLOGY

[The Future of Institutional Research: An Aspirational Model.](#) By changing the way data is collected and leveraged, colleges and universities can begin the process of informed transformation and ultimately better follow through on their promise to serve students. Executive Director of the Association for Institutional Research Christine Keller refers to the [Statement of Aspirational Practice for Institutional Research](#). **Note: Christine Keller has just been announced as one of the [keynotes](#) for this year's AAIR Forum in Melbourne.**

[Looking to 2040: Anticipating the Future of Higher Education.](#) Richard DeMillo, Director of the Center for 21st Century Universities, Georgia Institute of Technology. By expanding the strategic planning horizon from 10 to 20 years, Georgia Tech is positioning itself to meet the changing demands of postsecondary students, institutions and employers for years to come.

[Big Data Is Getting Bigger. So Are the Privacy and Ethical Questions.](#) Goldie Blumenstyk, a senior writer at *The Chronicle of Higher Education* shares observations on the people and ideas reshaping the higher-education landscape and discusses privacy and ethical questions.

[Big Data Networks Connect Higher Education Researchers.](#) From EdTech (July 30) The benefits of a big network go beyond academic collaboration. Research networks can integrate with enterprise networks, attract grant dollars and serve as a bellwether for emerging IT trends. Often, the need to accommodate a specific use case will spur innovations that ultimately benefit the campus as a whole.

From *Inside Higher Ed* (August 13) [Blockchain Gains Currency in Higher Ed.](#) Despite lingering scepticism about the future of cryptocurrencies like Bitcoin, the technology behind them is becoming a focus of university teaching and research

From EDUCAUSE, [Looking Ahead at IT and Higher Ed: An Interview with Vernon Smith.](#) Vernon Smith has been the chief academic officer at three colleges and universities. He is an academic leader



who understands and values the contributions technology can make to advance the academic mission.

In *Campus Morning Mail*, David Myton charts the rise of digital technologies in the last 20 years and offers some future forecasting in [The rise and rise of technology in higher education](#)

[GDPR and the Blockchain: An Irresistible Force Meets an Immutable Object.](#)

Blockchain technology presents very exciting and impactful opportunities to transform higher education, but its potential to move the industry forward is threatened by GDPR policy. It's critical to find a way for these two seemingly opposing forces to complement one-another

[Facebook insists it's not poaching academia for AI goals.](#)

Facebook has in recent months amped up a push to bring in professors from top-notch universities to work on long-term artificial intelligence (AI) research part time, but the company says it views universities as partners rather than competitors to poach top talent from.

[Beyond the Classroom: The Rise of University Blockchain Labs.](#)

As the cryptocurrency industry matures and public interest heightens, blockchain research and educational efforts have made their way into the halls of some of the world's leading universities. [Courses on cryptocurrency finance, blockchain development and related law](#) are developing into serious avenues of study.

[The Babel Problem with Big Data in Higher Ed.](#)

Rather than creating a "data gumbo" rich with integrated data sources, most colleges still experience "data babel" – critical operational challenges that involve applications, platforms and data bases that do not "talk" with one another and are difficult to integrate.

[This is what work will look like in 2100](#)

London-based online office marketplace [Hubble](#) recently asked a pair of futurists to explore what the workplace of the 2030s and 2100s will look like, and the [results](#) paint a more completed picture of a world that's already begun to emerge.

[From the U.S. Sophisticated use of data in college recruiting grows.](#)

Colleges have long used data about prospects for recruitment, but the efforts are getting [increasingly sophisticated](#) much

like those of retailers who market to potential customers with targeted approaches, such as reminding them of their interest in a product they had examined but not purchased.

[Why One Professor Says We Are 'Automating Inequality'](#)

Podcast from Virginia Eubanks, an associate professor of political science at SUNY Albany and a long time advocate for underprivileged communities as well as an expert on tech. *EdSurge* connected with Eubanks this month to ask her about her explorations of technology's unintended consequences, and about what people in education should consider as they leverage big data systems.

[Google adding data to college information searches.](#)

Google will enter the [college exploration process](#) by offering information about institutions when their names are entered into its search function. According to MarketWatch, the tech giant reported that the data about four-year colleges and universities will include specific information about costs, financial aid, admissions and graduation rates and graduates' income levels.

Yikes! From *Campus Review* (August 1):

[UniMelb develops 'world-first' discriminatory AI.](#)

If I were to tell you I could detect your personality and rate your attractiveness based solely on a head shot, would you believe me? Probably not. Would you believe an AI could do those things? Maybe, but you shouldn't, cautioned University of Melbourne researchers. To underscore this point, they have actually created such an AI. Biometric Mirror 'reads' the facial characteristics of anyone who stands before it within seconds.

GRADUATE OUTCOMES AND EMPLOYABILITY

In the *Campus Morning Mail* David Myton reports on the Bloomberg Next-Workday report – [Building Tomorrow's Talent: Collaboration Can Close Emerging Skills Gap](#) – which found that new recruits in the US were not meeting expectations in soft skills such as emotional intelligence, negotiation, persuasion, and complex reasoning.

The Oz group of [technology universities](#) has called for a major shift towards more flexible, "lifelong" tertiary education to

include short "micro-credentials" and assessments on practical competency instead of theoretical knowledge. In a new [report](#) the Australian Technology Network, which represents five technology universities, also says industry and the public need to drop "outdated perceptions" about tertiary education and accept that apprenticeships and "work-based" educational models can lead to professional and leadership roles.

From *The Evollution* (August 7)

[Micro-credentials: On the Outside Looking In.](#)

Micro-credentials are rising in popularity among higher education institutions. Once considered leading-edge, micro-credentialing is becoming more commonplace despite some cautious scepticism.

LEARNING & TEACHING

[Why some veterans feel alienated on campus and how universities can help.](#)

New research suggests some veterans say they find campus alienating, don't feel they belong and fail to disclose their military status when they enrol, according to one of the first snapshots of Australian veterans' experience of university.

[The Myth of Multitasking.](#) New study shows that splitting attention between lecture and cell phone or laptop use hinders long-term retention, and those in class suffer from others' use of devices.

[Recorded lectures inferior to live alternative for deep learning.](#)

New research on recorded lecture videos suggests they offer less valuable learning than live lectures, a finding that has ramifications for those universities that increasingly rely on the format. Investigating Undergraduate Mathematics Learners' Cognitive Engagement with Recorded Lecture. Published in the [International Journal of Mathematical Education in Science and Technology](#), the paper was the first of its kind to examine the issue of lecture video usage by examining the experience of students in a naturalistic setting.

[Don't assume online students are more likely to cheat. The evidence is murky.](#)

From *The Conversation* (July 27) More university students are choosing to study online rather than face-to-face, prompting concerns about academic integrity.



[The unfulfilled promise of online higher education.](#) A new report from the Observatory on Borderless Higher Education, a higher education think tank with institutional members across 30 countries, believes that decades after the first stirrings of online learning were felt in higher education, the revolution its advocates had foretold has yet to occur. *A book of country case studies on online distance learning is due to be published later this year: Open and Distance Education in Australia, Europe and the Americas: National perspectives in a digital age; edited by Adnan Qayyum and Olaf Zawacki-Richter (Springer).*

RESEARCH

The seven member strong [Innovative Research Universities grouping is calling](#) for more flexibility in how universities spend their government research funding. IRU executive director Conor King told a House of Representatives committee hearing yesterday that, while research funding had risen over the past decade, the proportion of “open” funding, which could be spent on a research project of the university’s choice, had fallen.

[Dutch publishing giant cuts off researchers in Germany and Sweden.](#) Elsevier has stopped thousands of scientists in Germany from reading its recent journal articles, as a row escalates over the cost of a nationwide open-access agreement.

[Growing Role of Amazon in Library Acquisitions.](#) From the U.S. Research on where academic libraries buy their books has revealed the increasingly important role of non-traditional vendors such as Amazon. A [preliminary study](#), by Ithaka S+R, found that Amazon was the second most popular venue through which academic libraries purchased books in 2017.

[What happened to internationalisation of the curriculum?](#) In *University World News*, Craig Whitsed, Wendy Green and Carla Camargo Cassol explore this as part of their involvement in the Australian Academy of Science Australia-Americas PhD Research Internship Program. The authors claim that “IoC, it seems, has all but disappeared as an educational priority in Australian universities. Along with its demise, we are seeing the loss of the expertise, resources and knowledge acquired during the decade or so when IoC held our strategic attention. Much

like Button, IoC is blinking out of existence”.

REPORTS AND RESOURCES



[Reimagining tertiary education. From binary system to ecosystem](#)

KPMG

The report is offered as a contribution to the current debate about the future of Australia’s tertiary education system. Informed by a discussion with 52 participants (senior in the tertiary sector), the lead author Professor Stephen Parker AO has worked closely with Andrew Dempster of Proofpoint Advisory and Mark Wharburton from the LH Martin Institute on this document. This report makes ten broad recommendations, to be implemented in stages, based on the premise that no one really knows what the future holds, and therefore the conditions must be created for institutional innovation, to “maximise our prospects”

1. A national tertiary education and training system
2. A tertiary education system with the Australian Qualifications Framework at its centre
3. A unified funding framework
4. Greater funding transparency and accountability
5. Independent tertiary education pricing authority
6. A unified tertiary education loan scheme
7. Regulatory arrangements
8. Valuing teaching excellence
9. Improving information on tertiary education outcomes
10. Removing higher education provider categories



[2017 Universities Australia Student Finances Survey \(Media Release, Full Report and Factsheet\)](#)

Universities Australia – Melbourne Centre for the Study of Higher Education

The 2017 Universities Australia Student Finances Survey finds that while there has been slight improvement in university students’ financial circumstances overall since 2012, a significant proportion of students continue to experience serious financial difficulties. One-third of university students have estimated expenses that are greater than their income. Some groups of students (low SES, Indigenous and regional students) are more likely to experience financial hardship. Key findings include:

- the median annual income for full-time students is \$18,300;
- one in seven students regularly go without food and other necessities, this rises to one in four Indigenous students and almost one in five students from poorer backgrounds;
- three in five university students say their finances are a source of worry, with low SES students (63 per cent) and regional students (64 per cent) even more likely to be worried;
- one-third of students have estimated living expenses exceeding their income;
- one in 10 of students deferred their studies because they could not afford to continue, while one-fifth reduced their course load for financial reasons;
- two in five students said their paid work adversely affects their university performance; and
- one in three regularly missed uni lectures or classes because they had to work



[The Wisdom Of Students Monitoring Quality Through Student Reviews](#)

Quality Assurance Agency

From the UK, This research compares publicly available online feedback through Facebook, WhatUni and StudentCrowd with more mainstream



measures such as the National Student Survey (NSS), the Teaching Excellence and Student Outcomes Framework (TEF), and external reviews of the quality of education provision.



Data Landscape Steering Group: Annual Report

UK Higher Education Statistics Agency

Also from the UK, the first [Annual Report of the Data Landscape Steering Group](#) (DLSG) summarises the areas that the group has focussed on in the past year and sets out the next steps on this journey towards a more efficient and effective HE data landscape.

The report covers DLSG's work on the standardisation and rationalisation of data flows, improved data capabilities and the codes of practice for HE data collections. Release of the report coincides with [public statements of support for the Demand-side Code of practice](#) from major data collectors



Equity, Performance and Accountability

Matt Brett, NCSEHE

Half of all domestic students now belong to a designated equity group, supported by a multi-billion dollar Commonwealth investment, but optimising accountability for this public expenditure is challenging in an increasingly complex and dynamic higher education system. New research by NCSEHE 2017 Equity Fellow Matt Brett (La Trobe University) has identified opportunities for

recalibrating and strengthening evaluation at a system level, through a process-driven approach.



PISA Australia in Focus Number 2. Educational Expectations

Australian Council for Educational Research (ACER)

PISA has established a profile of what 15-year-old students can do and what they are like as learners. This report seeks to explore how students' expectations for further education are measured in PISA 2015. It addresses educational expectations across countries and across Australian jurisdictions, as well as educational expectations for different demographic groups in Australia. It also considers changes in educational expectations for Australian students over time, and for different demographic groups in Australia.

Some findings:

- More than half (54%) of the Australian students surveyed in 2015 expected to go university. This is higher than the OECD average (44%), and students in Ireland (46%) and New Zealand (45%), but lower than those in Canada (64%) and the US (76%).
- Across the states and territories, two-thirds (66%) of students in the ACT expected they would complete a university degree, compared to just 44% students in Tasmania. At the same time, around 8% of Tasmanian students – twice the national average – planned to leave school without completing year 12.
- Higher proportions of students from an immigrant background (both first-generation Australians and second-generation), compared to students born in Australia to Australian-born parents, expected to go to university.

ON THE MOVE

Braden Hill is appointed PVC Equity and Indigenous at Edith Cowan University. Mr Hill moves from Murdoch University where he was director of Aboriginal education, equity and inclusion.

Carina Kemp is AARNET's new director of e-research. Dr Kemp was previously CIO at GeoSciences Australia.

UniSA's **Anthony Elliott** will lead the new EU-funded Jean Monet Centre of Excellence and JM Network, based at the university. The two ventures will foster Euro-Australian research on Industry 4.0 (AI, internet of things and etc), creative industries and migration and culture.

Amir Mahmood will become dean of business at Western Sydney University in October. Professor Mahmood is now head of the University of Newcastle's Singapore campus.

Reported in *Campus Morning Mail* (July 19): **Deb Verhoeven** (UTS) has Cad\$350,000 per annum for seven years as a Canada 150 research chair at the University of Alberta. Professor Verhoeven will go to Alberta in April where she will lead a team, "using machine learning and crowdsourcing to create an open-linked, open data knowledge base of feminist content sourced from a wide range of Canadian cultural collections."

Deborah Terry has been confirmed to stay on as VC at Curtin University until 2023. The former University of Queensland professor and alumna of the Australian National University, graduating with a PhD in psychology, joined Curtin as VC in 2014.

Former Victorian premier **John Brumby** will be the next chancellor of La Trobe University.

Professor **Suzanne Chambers** has been announced as the new dean of health at UTS, replacing the acting dean, Professor Fiona Brooks.

Mary Campbell has been appointed interim chief executive officer of TAFE Queensland

The University of Sydney has three new associate deans in the Faculty of Medicine and Health. All three are internal appointments. **Victoria Cogger** becomes associate dean for research education, **Inam Haq** is associate dean (education) and **Mark McEntee** is now AD Student Life.

Jim McDowell will stand down as chancellor of the University of South Australia, prior to becoming head of the SA department of premier and cabinet, in September. He was expected



to leave the university at its August 16 Council meeting.

Australian Catholic University has appointed **Zlatko Skrbis**, DVC Students Learning and Teaching. He moves from Monash University where he is Senior PVC (Academic). He replaces Anne Cummings who is retiring.

Su-Ann Tan is the new director of ANU's Singapore Liaison Office. She moves from the university's school of Asia-Pacific affairs, where she managed communications.

Warren Hogan is the inaugural executive in residence at the UTS Business School. He is well known for his work as ANZ chief economist.

Daniel Martin becomes director of development for medicine and science at UNSW. Until December last year he was director of development at the University of Sydney.

Elizabeth Capp is the new head of campus at La Trobe University, Shepparton. Ms Capp moves from the University of Melbourne where she is director, students and equity.

John Germov will move to Charles Sturt University to become provost and DVC A. He is now PVC A at the University of Newcastle. He starts in November, taking over from Robyn McGuigan (ex JCU) acting since June.

University of Tasmania DVC Global
Monique Skidmore is leaving.

After four years **Kent Anderson** is leaving UWA, which he joined as DVC community and engagement in 2014.

Tim Colmer is the successful candidate in an expression of interest process at UWA to become **PVC Research**.

Jeremy Kilburn will be PVC for Curtin University's faculty of science and engineering. He moves from the University of Aberdeen.

Bruce Northcote is the University of Adelaide's new PVC Research Engagement. He adds the role to his other jobs, as director of the university's Teletraffic Research Centre and CEO of mobile comms company TelAri Analytics. The PVC role is for the rest of the year.

Ashlea Wallington joins the University of Sydney Union's student accelerator Incubate as director of entrepreneurship.

Stephen Winn will join Edith Cowan University in January as executive dean of education. He is moving from the University of Southern Queensland.

Dean Gould is returning to university communications, scheduled to start as marketing head at Southern Cross U. He was director 204-17 at Griffith University, before moving to the Gold Coast tourism agency.

Macdonald Christie is the new associate dean, research at the University of Sydney Faculty of Medicine and Health. His prior appointment was deputy dean, research at the university's Sydney Medical School.

Theologian **Zachariah Duke** is moving from the Australian Institute of Theological Education to become assistant dean, academic at the Catholic Institute of Aotearoa New Zealand.

Cathy Foley is the new CSIRO chief scientist. She moves from science director and deputy director for manufacturing there.

BOOK REVIEWS

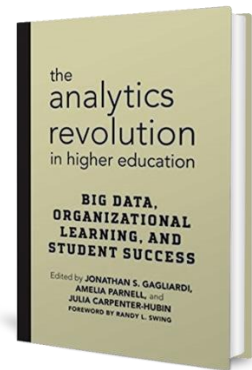


[The Future of Tech Is Female: How to Achieve Gender Diversity](#)

Douglas M. Branson

The share of women in many science and technology fields has increased dramatically in the last generation -- in some cases reaching parity with men. But women's gains have lagged in computer science, some technology fields and in the businesses where many of the graduates of those programs aspire to work. A new book says that both colleges and businesses can do better. Failing to improve, the book argues, means wasting talent that could promote innovation in both academe and industry.

Interview with author in [Inside HigherEd](#) (July 17)

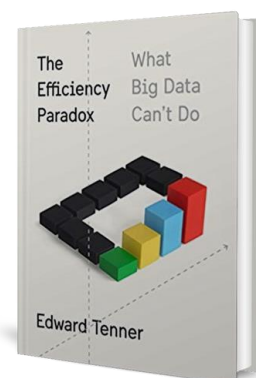


[The Analytics Revolution in Higher Education: Big Data, Organizational Learning, and Student Success](#)

edited by AIR members Jonathan S. Gagliardi, Amelia Parnell, and Julia Carpenter-Hubin with a Foreword by Randy Swing.

This volume helps readers understand and respond to the "analytics revolution," examining the evolving dynamics of the institutional research (IR) function, and the many audiences that institutional researchers need to serve.

The book suggests that the IR function must become that of teacher, ensuring that data and analyses are accurate, timely, accessible, and compelling, whether produced by an IR office or some other source. Despite formidable challenges, IR functions have begun to leverage big data and unlock the power of predictive tools and techniques, contributing to improved student outcomes.



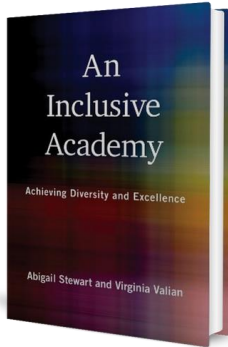
[The Efficiency Paradox: What Big Data Can't Do](#)

Deckle Edge

Algorithms, multitasking, the sharing economy, life hacks: our culture can't get



enough of efficiency. One of the great promises of the Internet and big data revolutions is the idea that we can improve the processes and routines of our work and personal lives to get more done in less time than we ever have before. There is no doubt that we're performing at higher levels and moving at unprecedented speed, but what if we're headed in the wrong direction?



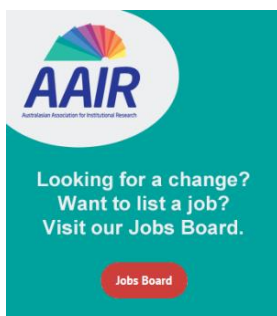
An Inclusive Academy
Achieving Diversity and Excellence

Abigail J. Stewart & Virginia Valian

In this book, Abigail Stewart and Virginia Valian argue that diversity and excellence go hand in hand and provide guidance for achieving both.

Stewart and Valian, themselves senior academics, support their argument with comprehensive data from a range of disciplines. They show why merit is often overlooked; they offer statistics and examples of individual experiences of exclusion, such as being left out of crucial meetings; and they outline institutional practices that keep exclusion invisible, including reliance on proxies for excellence, such as prestige, that disadvantage outstanding candidates who are not members of the white male majority.

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

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

ATEM have released their 2018 event calendar

<https://www.atem.org.au/documents/item/790>

27th National Vocational Education and Training Research Conference 'No Frills'



Aerial UTS Function Centre, University of Technology Sydney
15 - 17 August 2018

In 2018, the 27th National Vocational Education and Training Research Conference 'No Frills' will be co-hosted with New Zealand partners, the Industry Training Federation and Ako Aotearoa.

HEIRNETWORK
HIGHER EDUCATION INSTITUTIONAL RESEARCH NETWORK

The Higher Education Institutional Research (HEIR) Network is calling for abstracts for its HEIR Conference the [Changing Landscape of Higher Education – Challenges and Opportunities for Institutional Research](#). The Conference is on 20th to 21st of September 2018 in Dublin, Ireland.



VISUAL BUSINESS INTELLIGENCE WORKSHOP

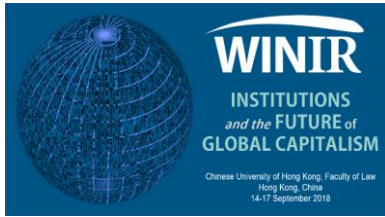
📅 12-14 September 2018

📍 London, UK

This workshop will be taught by Nick Desbarats, the only educator authorised by Stephen Few to teach his workshops, and will include the 'Show Me the Numbers: Table and Graph Design' (two days) and 'Information Dashboard Design' (one day) courses.

[read more >](#)





Fifth WINIR Conference

Institutions and the Future of Global Capitalism

14-17 September 2018, Chinese University of Hong Kong, Hong Kong, China

The international challenges of the twenty-first century place institutional development and reform at the top of the agenda. Organised in collaboration with the [Faculty of Law](#) of the [Chinese University of Hong Kong](#) (CUHK), the Fifth WINIR Conference will explore these institutional challenges



THE World Academic Summit

25-27 September, National University of Singapore

Hosted by the editors of *Times Higher Education*, the global authority on university excellence, the summit offers two full days of interview, debate and discussion, as well as networking events including a gala dinner, drinks reception, lunches and social events.

Higher Education Executive Assistants Intensive

10 - 11 October, Melbourne

16 -17 October, Sydney

Within an evolving and dynamic Higher Education sector, executive support professionals are faced with demanding expectations. This two-day intensive is designed to equip Higher Education Executive Assistants with the knowledge and practical tools to develop professional excellence and step up as an expert influencer in their organisation. **AAIR members receive 10% discount.**



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

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University Supporter

La Trobe University

[read more >](#)



INSTITUTIONAL RESEARCHER'S CORNER

Five quick questions with David Carroll, Monash University



What is your job title?

Academic Programs Senior Analyst at Monash University.

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

The purpose of my role is to provide a range of complex and advanced analytical and advisory services to support the Portfolio of the Deputy Vice-Chancellor (Education), which at Monash has responsibility for course and curriculum development, education policy, learning and teaching quality and the student academic experience, among others.

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

I believe that predictive modelling will increasingly be used within institutions to identify students at risk of academic underperformance and dropout, so that appropriate early interventions may be applied. An ambitious institution may even wish to apply a similar approach to predicting graduates' employment outcomes while they are still enrolled as students, and providing additional career support to those most in need.

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

In a higher education sector increasingly characterised by funding cuts, enrolment caps and greater competition locally and abroad, institutional research is more relevant than ever. I expect that future priorities will include developing courses with relevance to students and the labour market, retaining students once they are admitted, and using data to deliver a rich and personalised student experience.

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

A vibrant and active professional network, both within and external to my institution; *and coffee.*

David has recently written for *The Conversation*. His latest article with Massimiliano Tani and Chris Heaton is [Does it pay to graduate from an 'elite' university? Not as much as you'd think](#). David has also written with Andrew Norton: [How does your choice of university affect your future?](#)

Connect with David on [LinkedIn](#)

CALL FOR CONTRIBUTIONS

Issue 9, September 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 next AAIR Newsletter will be published in late September 2018. Please send your contributions to the editor@air.org.au by September 10, 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*

