

CONTENT

[Bluenotes APAC 2019](#)
[From the Acting President](#)
[Editorial](#)
[Sector News and Views](#)
[Learning and Teaching](#)

[Graduate Outcomes & Employability](#)
[Big Data & Analytics](#)
[Research Report & Resources](#)
[On the Move](#)
[Book Reviews](#)

[Positions Vacant](#)
[Have you dreamed of?](#)
[Trainings, Conferences and Events](#)
[Institutional Researcher's Corner](#)
[Call for contributions/Disclaimer](#)

BLUENOTES APAC 2019

by Tim Brennan, General Manager Asia-Pacific, Bluenotes Group

On 14–15 February 2019, Monash University hosted the annual Bluenotes Asia-Pacific conference entitled, 'Using Feedback Data to Lead the Way to Improve and Shape the Future of Higher Education'. Over 40 delegates from 12 institutions attended this year's forum.



The keynote speech was presented by Dragan Gašević (pictured above). Dragan is the Professor of Learning Analytics in the Faculty of Education, and Adjunct Professor in the Faculty of Information Technology at Monash University. A computer scientist by training and skills, Dragan considers himself a learning analyst developing computational methods that can shape next-generation learning and software technologies and advance our understanding of information seeking, sense-making, and self-regulated and social learning. Dragan provided a thought provoking and engaging presentation centred on the role of Learning Analytics for Evaluation in Higher Education.

A standout presentation was that by Dr Bernardine Lynch and Associate Professor Elizabeth Santhanam who presented on Australian Catholic University's (ACU) use of the Bluepulse tool to obtain in-the-

moment formative feedback. Branded 'Unitpulse' at ACU, the tool enables the collection of student feedback during the study period, therefore helping shape improvement in units, teaching practice and ultimately contributing to an improved student experience. Students value the self-initiated feedback within the confidential platform, while lecturers value the added benefit Unitpulse offers to improve the Student Evaluation of Learning and Teaching survey results at the end of the semester.



A topic that piqued the interest of the group was the advances Explorance has made in Blue Text Analytics with the recent update to the dictionary and the machine learning project that is now underway. Keep your eyes peeled for the much-requested, automated comment redaction feature!

Between presentations and panel sessions, there was plenty of fun with the awarding of two door prizes to the value of USD\$5,000 to attend the [Bluenotes Global 2019 Conference](#) in Chicago in August this year. Congratulations to Emma Dawes from the University of Newcastle and Isabelle Li Ying from Monash University.



Over the years, the Bluenotes Group has become a united family of current and prospective Blue users who are working in the field of course evaluations within higher education and tertiary institutions. The forum is great place to meet and greet, share successes and best practices, and learn from each another. Events are hosted by community members and supported by Explorance.

To find out more about the Bluenotes group, see <http://www.bluenotesgroup.com> or follow them on Facebook, Twitter and LinkedIn and join in the conversation or contact Tim Brennan at tbrennan@explorance.com.



FROM THE ACTING PRESIDENT

What's upcoming, or... ...is that what's coming up?

Our campus is buzzing with activity as the first trimester has just started. I know I have said this before, but every year the students look younger and more eager than I remember. Of course, the real problem is that I am getting older and think that I have seen it all before. The students never cease to amaze me, and an observation this year is that they all seem very enthusiastic and involved. Oh to be young again!

Speaking of being eager, I am sure that all of you are eager to attend some of the upcoming events we have planned for this year. The first to let you know about is the AAIR SIG Forum, which will kick off on Thursday 4 and conclude on Friday 5 July 2019 in Darwin. First also, because AAIR has never held any of its fora in Darwin. It's very exciting for us to bring AAIR to the NT for this second time ([Alice Springs](#) in 2017), but first time in Darwin. [Charles Darwin University](#) has agreed to host the forum at its [Waterfront Campus](#).

So, put your creative thinking caps on and start pondering what you can share with your colleagues. While the theme of the conference is still under consideration, you know that we will have streams covering our four [special interest groups](#). So, pick up your pens, arm yourself with your keyboard, and start clacking the keys. We'd love to hear what you have to say.



Networking opportunities will be served on a platter during the welcome reception on 3 July 2019, and again at the SIG Forum dinner the following night.



The AAIR Annual Forum will be held in Tasmania this year at [Wrest Point](#) on the waterfront in Hobart—it seems like waterfronts are featuring strongly in AAIR this year—and will be held from 11 to 13 November 2019. Planning is at the early stages, but you can 'Wrest' assured, the devil will be in the detail! It's going to be an interesting forum this year. AAIR has only hosted one forum in Hobart in the history of the Association, which was back in 2004. The theme back then was 'Better the DEVIL you know...'

So folks, mark your calendars and be sure to start making your plans, booking your flights, penning your presentations. Think about what you might present to your colleagues and fellow AAIRies. Be sure to check the [Events page](#) on our website for updates and more details.



Kathie Rabel
Acting AAIR President



EDITORIAL

Firstly, I'd like to give my personal appreciation to those who sent their friendly comments and positive feedback after my first newsletter was issued last month. I am humbled but cannot take all the credit myself. Kathie, Liesha, Greg, and in particular, Tracy, supported me and helped make this editorship succession as smooth as possible. I feel inspired and encouraged.

This month, we have included a summary of *Bluenotes APAC 2019* that was hosted at Monash University last month. I have been to this local chapter of the *Bluenotes'* annual forum twice but unfortunately could not make it this year. Tim Brennan, General Manager Asia-Pacific, *Bluenotes Group*, shared this story and photos. I trust that all presenters and participants had great time meeting in person, sharing their successes and best practices, and learning from each another!

On the Sunday (3 March), I participated the [48th Round the Bay](#). This has become one of the largest recreational events in the world, where the runners, joggers, and walkers (I was one them), tackle an 8.4km course along Tamaki Drive from downtown Auckland to St Heliers Bay.

Now to some reflections for the 2019 academic year:

- You do not have to feel (fully) prepared to start a journey
- You are not alone, even if it feels that way sometimes
- Take your own pace
- Have fun while walking (working) hard
- It is consistency that pays results

Enjoy reading

Lizzie

SECTOR NEWS AND VIEWS

And we're off Open Access (OA) has repeatedly appeared in relation to research and publications funded by public agencies...

[Publishers face ANZ challenge as uni librarians and data experts call for open access.](#) The Council of Australian University Librarians has declared support for the European open access Plan S – which calls for all scholarly publications which result from publicly funded research to be published in OA journals or OA platforms from 2020. The feds having to fund any local Plan S is what. In addition to the infrastructure costs CAUL and AOASG set-out, the for-profit publishers will simply not shut-down their pay-to-subscribe, pay-to-read, pay-to-publish journals money-printing presses.

[University generates income through land development in the face of government cutbacks.](#) Professor Barney Glover, the vice chancellor of Western Sydney University, is creating a new education asset class as he recycles the university's massive 1800-hectare land holdings in Sydney's west in a hedge against tighter government spending on higher education. The recycling process is a potential model for other universities subletting at some of the new locations to education-related businesses. The similar (re)development is seen in Sydney University, the Universities of New England, Newcastle, Wollongong and UNSW. (Robert Bolton, *Australian Financial Review*, 24 Feb).

[Funding agencies say open access is covered in their policies with an exclusion clause:](#) The National Health and Medical Research Council says it will consult with relevant parties about Plan S but that publications based on research it funds, "must be made openly accessible in an institutional repository or other acceptable location (e.g. publisher website, subject repositories) within a 12-month period." The Australian Research Council is also adamant about open access, with a policy stating, "any research output arising from ARC funded research must be made openly accessible within a twelve-month period from the publication date. Both agencies' policy has an exclusion clause, but the conditions to meet the OA exclusion are slightly different.

[Danny Kingsley is coming home and will settle in Brisbane.](#) Dr Kingsley is an expert

in the costs and benefits of OA digital delivery, with the policy knowledge and governance skills to help agencies and institutions towards expanding OA. The ex ANU staffer is leaving Cambridge University after four years as libraries deputy director for scholarly communication & research services. Learned readers suggest this is a win for open access in Australian research, nowhere near as advanced as in the EU, where Plan S prescribes all scholarly publications which result from public funding must be published in OA journals or OA platforms from 2020. (*Campus morning Mail*, 11 Feb).

[Brian Schmidt reports on his administration's performance as ANU VC in his annual state of the university address.](#) Professor Schmidt commits to more Indigenous students and academics; creating, "a student community that reflects the Australian community in all its diversity", using new learning environments to create "a better experience for our students", setting the pace in critical research, and a new resource management model. He also addresses the problem of the gender equity which a survey shows staff satisfaction is lower than in 296 and "bullying remains a real concern in some parts of the university."

[Australian Qualifications Framework \(AQF\) are reviewed by Peter Noonan and colleagues on how new credentials can fit old framework.](#) As the Innovative Research Universities puts it in paper circulating prior to its policy response to the panel, there is a sense AQF needs to adapt to flexible leaning outside formal course structures. The IRU sees a strong case for the AQF including short-form credentials, which could include MOOCs, for it to be relevant to realities in the training market. To avoid overwhelming regulators, short-courses could be covered by the Tertiary Education Quality Standards Agency registration and monitoring of providers.

The government intends to [allocate undergraduate growth places for 2020](#) according to a new performance formula and has asked universities to respond to its ideas on how to do it The prescriptions in the government's discussion paper gave universities not much room to move, perhaps to prevent short submissions of what most universities really want – a return to demand driven funding. A panel chaired by University of Wollongong VC Paul Wellings will report on what institutions propose by end March and



send final advice to government on June 30. (CMM January 14).

[Vocational education reform announced by Education Minister spells major change and disruption for New Zealand's Institutes of Technology and Polytechnics \(ITPs\) and Industry Training Organisations \(ITOs\).](#) The proposal will bring together New Zealand's 16 public Institutes of Technology and Polytechnics (ITPs) as a single entity with the creation of a New Zealand Institute of Skills & Technology, a central, over-arching polytechnic, supported by regional campuses. It would incorporate the Open Polytechnic to provide online learning and host Centres of Vocational Excellence (CoVEs). The regional campuses would have regional leadership committees. Proposals to reform could mean job losses, but it is irresponsible to speculate that 1000 people would lose their jobs. Public consultation is open until 27 March. (Education Central, 13 Feb)

[Australian Catholic University, in cooperation with the Blacktown City Council, announced a new university campus for Blacktown,](#) in Sydney's west. The campus will open in 2020, using a city-owned building until 2024, when custom-built facilities are complete. ACU will start with pathway and executive education programmes with UG and PG degrees to follow from 2021 (CMM, 6 Mar)

[The public higher education system grew income faster than expenses in 2017 with the great contribution of international student boom.](#) Revenue was up 6.2 per cent on 2016, to \$32bn, with expenses growing by 5.1 per cent to \$30bn. The system is also dependent on international student fees. However, some higher education providers had net operating deficits. While international student fees increased from 20 per cent to 23 per cent, it didn't stop or decrease international student coming to Australia. The universities of Sydney and Melbourne collected \$750m each from internationals in 2017. (CMM, 6 Mar).

[ANU's new admission system is live.](#) Announced last May by then DVC A Marnie Hughes Warrington, it adds co-curricular service to academic achievements as entry requirements and prioritises admissions from regional, Indigenous and low SES students (CMM May 30 2018). The platform handles scholarship and campus accommodation applications. It's "underpinned" by the NSW Universities Admission Centre's

"bespoke business solution" UAC Connect, which "provides full coverage of the admissions process from application to offer generation. (CMM 5 Mar)

Datamaster Stuart Palmer (recently ex Deakin U) recognises [what the QILT can cover](#). The Quality Indicators for Learning and Teaching includes 600 records of large-scale student perceptions of graduate employment outcomes. The data is readily available and statistically worth the analytic effort. "It would be an interesting model of the factors contributing to graduate outcomes nationally," he adds (via Twitter, March 1). So why not? Probably because universities are not collectively keen on QILT, what with the way its results do not support some marketing messages.

Tim Pitman (CurtinU) explains why [Australia should start planning for universal tertiary education](#). The foundation of the Australian higher education system is built on two broad principles. The first is that they exist for the betterment of the nation. The second is that the doors of universities and other higher education institutions are open to everyone. He views higher and tertiary education as universal could help an incoming government better design policy. All Australians need to be prepared for, informed about and able to make a choice that is right for them about whether or not to pursue post-school education. He is calling "**Making Australian higher education look more like, well, Australia**".

[Deakin U announcing a deal with the Institute of Management and Leaders ANZ \(the Australian Institute of Management as was\).](#) The university will "embed" chartered manager designation in its MBA and MBA healthcare management programmes. Graduates will also get a level seven diploma in strategic management and leadership from the UK Chartered Management Institute. Last year Griffith U MBA graduates were given chartered manager status, extended last month to Griffith M Bus grads, in an arrangement with IML (CMM, 7 Mar)

Ranking and rating

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The EvoLLLution interviewed Nick Ducoff, Founder and CEO, Edmit. He reflects on the areas where popular college rankings miss the mark when it comes to serving learner needs and shares his insights on what an ideal college rating mechanism would look like. His proposal was [Personalization and Context Must Be Central to Any Effective College Rating](#) (6 Mar).

[QS International Student Survey 2018](#) revealed QUIL's data and its value to international student market for Australia and New Zealand. "the success of QILT as a widely-used objective rating of teaching quality depends on university marketers, who are best-placed to promulgate it to prospective international students. It is potentially a powerful resource for international students, but there is a collective responsibility to raise awareness."

[Rating compiler QS is very keen to get a learned reader's opinion, asking him to complete its annual survey of university performance.](#) A follow-up, "there's not much time left" email was sent a minute after the original. So did the LR get cracking? "For the first time, this year I am not going to bother – fed up providing labour free to for-profit organisations – you could call it the journal syndrome (*Campus morning Mail* 11 Feb).

[Times Higher Education has released its 2019 Asia-Pacific university ranking, with results pretty much in the same order as the global one.](#) The top ten Australian universities in the Asia-Pacific are Uni Melbourne (3, on the regional list (down one place and equal 32 in the world), ANU (8, unchanged and 49), Uni Sydney (11, unchanged and =59), Uni Queensland (12, down 3 and 69), Monash U (15, down 2, =84), UNSW (=19, down 4 and =96), Uni Adelaide (23, down 1 and =135), UWA (24, down 5, 134), UTS (29, up 2, 196) and QUT (33, down 2, 201-250 band). The regional ranking uses "the same performance indicators" as the global list, with weightings "adjusted to reflect the younger profile of some of the universities in the region." (CMM, 22 Feb).



The [QS discipline rankings](#) are released 27 Feb. The global position of the top ten ANZ universities by broad discipline category, Humanities, Engineering and technology, Life sciences and medicine, Natural sciences and Social sciences, looks like pretty much every other league table.

International News

Universities UK has a [campaign promoting](#) the benefits of applied research, "made at uni: the 100+ plus ways universities have improved everyday life." The message is much like the new Universities [Australia campaign](#) "uni research changes lives", promoting the benefits of applied research. The two are rather like the way individual university brand-campaigns are often interchangeable, change names in the creative and no-one would notice. (*Campus Mail*, 12 Feb)

[‘The sooner you go home the better’: is this the UK’s message to international students?](#) In an Interview, Anna Fazackerley talks to Prof Nigel Carrington, vice-chancellor of the University of the Arts London (UAL), and Prof Paul Wellings, vice-chancellor of Wollongong University in Australia. They discuss why UK immigration policy is deterring international students. (*The Guardian*, 5 Feb)

[Ant Bagshaw \(Director at Nous Group\) spoke about value and, specifically, ways in which universities can better influence perceptions of value](#) at the annual conference of the Higher Education Strategic Planners Association (HESPA) at the University of Nottingham. He summarises his speech: "Bridging the gap between the value which universities do - and think that they - provide and public perceptions can, of course, mean delivering greater value. It also means better demonstrating that value (and universities' values) to public audiences". This brings opportunities, perhaps more challenges for IR professionals to provide "what" data/information and "how" to tell stories on the universities' belief in public good!

AIR has a special feature on [Insights on Foundations for Evidence-Based Policy-making Act of 2018](#). It is important to note the article summarises "while evidence can inform better decisions, it does not provide one "right" answer, and does not replace difficult conversations about differing values and goals".

[Cambridge University offers up to 100 places for disadvantaged students second chance to apply to increase student diversity](#). Cambridge will for the first time participate in the Ucas system of adjustment that allows students who have outperformed the terms of the conditional university offer they are holding to refer themselves for consideration by another institution (Sally Weale, *the Guardian*, 6 Mar).

LEARNING & TEACHING

Sean Gallagher, Executive Director of the Center for the Future of Higher Education and Talent Strategy, Northeastern University, in her interview [The Growing Profile of Non-Degree Credentials: Diving Deeper into 'Education Credentials Come of Age'](#) with *The EvoLLLution*, commented that Higher education is entering a "golden age" of lifelong learning and that will mean a spike in demand for credentials. If postsecondary institutions want to compete in a crowded market, they need to change fast (6 Mar).

[International students fail NZ University Entrance; educators call for more intensive courses](#) Keith Burgess, the director of studies at Canterbury College has obtained data under the Official Information Act showing only 21 per cent of all Year 13 international students achieved University Entrance (by Simon Collins, *NZ Herald*, 3 March)

[Research shows students are as good as professors in tutorial teaching](#). A research team from Australia, New Zealand and Switzerland institutions explored whether it makes sense for professors to teach tutorials and found it doesn't. In [the discussion paper](#), researchers shared that the most effective instructors – postdoctoral researchers. Full professors are no better than student instructors in improving students' grades in related course or job satisfaction and earnings after graduation. However, higher-ranked instructors achieve better course evaluations. This finding implies that universities can free up resources by not asking their most expensive staff to do a job that students can do equally well.

[Dr Kevin Larkin, Australia's university teacher of the year](#). Dr Larkin lectures in math education at Griffith U. Dr Larkin also wins the social and behavioural sciences teaching award. "Dr Larkin has transformed how maths education is taught – based on his internationally-published research and three decades of

experience in school teaching and leadership," UA's citation states. BIG CONGRATULATIONS from AAIR to Dr Larkin and all winners for their awards in Teaching and Learning Excellence! (CMM, 27 Feb)

Online study support provider, Studiosity, reports 71 per cent of domestic students surveyed and 86 per cent of internationals said they felt their [universities supported them, pointing to learning assistance on offer and their sense that staff care](#). However they also believe teaching-staff are stretched and do not have the time needed for feedback and advice.

[Case Studies: The Benefits of Blended Learning](#). The growth of blended learning has led to creative and impactful training solutions. Companies from all industries are using the methodology to meet their learning goals and reduce training costs. There is no shortage of cool tools out there. The first step is developing a solution that meets your most important needs. (Catriona Barbato, 4 Feb)

[Victoria University has won an excellence award from learning technology provider D2L](#), for its "highly successful and acclaimed" block learning model. D2L should know what the new model does, Victoria U uses D2L's Brightspace cloud-based learning management system.

[‘Universities stamp out creativity’: are graduates ready for work?](#) What universities can do to prepare their graduates for an unknown future was the subject of a roundtable, sponsored by HSBC, held in Birmingham last week and attended by senior academic leaders, employers and policy-makers. The consensus was that whatever the future of work looked like, it would demand creativity.

Walter Jarvis and Natalia Nikolova (UTS) asked [What are we teaching in business schools? The royal commission's challenge to amoral theory](#). Business schools teach the people who will one day be the managers and leaders who run banks and other financial institutions. But what about changes in education, which is where much of what's wrong begins? The idea of a "dignity threshold", the minimum level of respect that should be accorded to people affected by and engaged in a business – not only those directly involved (customers and employees), but also those indirectly affected, such as local schools, hospitals, and government agencies.



[Economics needs to get real if we want more young Australians to study it.](#)

According to data gathered by the Reserve Bank of Australia, year 12 enrolments in economics courses have plunged 70% nationwide over the last 25 years. Enrolments are so low, many schools are abandoning the subject altogether. Jim Stanford and Richard Denniss argue that if we want economics to appeal to young Australians, it needs to move away from theory and towards tackling some of the trickiest issues faced by the next generation. (The Conversation, 23 Feb)

[Jedidiah Evans discusses 15% of students admit to buying essays. What can universities do about it?](#)

caught my attention and thought it is worth of reading/circulating to those working in relation to academic integrity and assessment policy. Understanding why students are willing to pay for assessments might also illuminate a problem at the heart of tertiary education – one that is related to our present repackaging of knowledge as a resource to be bought, rather than an ennobling pursuit that is worthy of all the energy, time, and attention teachers and students can devote to it.

Dr Juliette Torabian asks [Has marketisation of higher education reached its limits?](#) Studies show that this market-based quality brouhaha, replete with league tables and rankings, bears no tangible transformative or empowering benefit for academics or students and neither does it bear a positive effect on the quality of teaching and learning. She believes that quality of teaching and learning can be restored. Higher education systems will bifurcate from the previous market logic and fall under the influence of more relevant 'attractors', leading to their reorganisation. (UWN, 22 Feb)

Student Retention and Success

[Universities Australia has released its first annual report on "gains in Aboriginal and Torres Strait Islander participation, retention and success in universities."](#) UA sets out plenty of positives, for example, Indigenous enrolments "on track to hit one of the key UA targets—enrolments at 50 per cent above the growth rate for non-Indigenous enrolments, or preferably at twice the rate." But UA also acknowledges its members are not steaming towards all objectives – completion rates after nine years, for example, are 47 per cent for Indigenous

students compared to 74 per cent for others.

[Flinders U announced a big initiative in education for innovators, with a new degree and units adapted from Fox Business School at Temple U](#) in 2016.

Approx. 1000 students have been part of the programme, with nearly 400 of them enrolling this semester. There are two courses and six electives on offer. What looked like a brave idea now resembles a success two years on.

NCSEHE 2019 appointments: the NCSEHE will support Prof. Sally Kift as the NCSEHE Visiting Professorial Fellow to conduct a project: Transition Pedagogy to advance student learning, success and retention in higher education. Prof. Dawn Bennett will be collaborating with the Centre through 2019 and will represent the NCSEHE at the 2019 EPHEA/NAEEA Conference in November 2019 for a Special Interest Group — Equity and Employability in Higher Education. Prof. Sarah O'Shea (University of Wollongong) will continue with the Centre in 2019, conducting a year-long Research Fellowship project.

Sally Baker and Caroline Lenette (UNSW) discusses why [Higher English entry standards for international students won't necessarily translate to success](#). For success, international students need ongoing support meeting the needs of culturally and linguistically diverse students. "Universities should also offer incentives to collaborate and showcase best practice strategies for others to use and adapt". (The Conversation, 25 Jan)

Student Voice and Experience

[Students: the missing voices in internationalisation.](#) International student mobility is the most visible aspect of internationalisation while students' voices are the least heard in internationalisation-related discourses. Omolabake Fakunle's PhD research explored international students' motivations for studying on a one-year masters in the United Kingdom. The findings revealed four different rationales for studying abroad: educational, experiential, economic and aspirational. His findings show that the masters entailed much more than just obtaining a degree. The intrinsic and practical benefits of the masters degree were intertwined. This was related to the students' sense of professional and personal development. (University World News, 15 February 2019)

Susan Grajek, Vice President of Communities and Research, EDUCAUSE, discusses [How Student Expectations Are Driving Digital Transformation](#) (The EvoLLLution, 6 Mar).

[Phil Pilkington's latest narrative on higher education explored the "dark" side of discourse on improving the student experience.](#) Phil argued that "the "dark side" of the discourse on improving the student experience (which has been mostly restricted to the teaching-learning relationship) has been expressed as worries about students' self-image as consumers".

[Feedback matters: how can universities truly capture the student voice?](#) John Atherton is Higher Education Director (UK & Ireland) at Explorance explains that "the real challenge facing most universities...is developing a wider system which allows them to gather students' learning experiences and then use these for both quality assurance and quality enhancement purposes. Some institutions are making advances; others are at the start of their journey and restricted by the absence of consistent, institutional approaches to module evaluation". He concluded that "Feedback matters: and we all have a responsibility to help universities worldwide respond to this shift, not least in terms of how module evaluation feedback is being gathered and used". A report on [the Student Voice](#) is available on request.

Staff and Student Wellbeing

[Stopping sexual harassment in STEM.](#) Half of women working in STEM, and one in ten men say they have been sexually harassed, according to a survey by peak lobby Science and Technology Australia. And 70 per cent of people say they did not report it, for reasons including fear of reprisal and because they thought nothing would change. "The STEM sector is not yet meeting the expectations of its workforce ... the prevalence of sexual harassment is high," STA warns. The survey "informs" STA's submission to the Human Rights Commission inquiry into sexual harassment in the workplace.

Sebastian Rosenberg (ANU) and Ian Hickie (USyd) challenged Mental Health Reference Group's reports, and recommended that [online therapies can improve mental health, and there are no barriers to accessing them](#). This a shift from a focus just on access to instead considering how best to provide high quality, individualised services at scale –



particularly to those who are disadvantaged economically, socially or geographically.

With the 'Practical Complaint and Misconduct Handling: Policies, Systems and People' program, set to run on March 8, it was interesting to see Geoff Maslen's article in *University World News* entitled "[Universities commended for tackling sexual harassment](#)". Australia's higher education institutions have been commended by the federal quality and standards agency for their efforts to prevent sexual assault and harassment on campus. Tertiary Education Quality and Standards Agency (TEQSA) submitted a report to Education Minister Dan Tehan. The review found that Australian universities were "moving in a positive direction", with significant work undertaken to ensure student well-being and safety were enhanced, and that relevant standards were being upheld.

[Top unis for workplace gender equity.](#)

Some 19 universities and subsidiaries are among the 141 employers of choice rated by the Workplace Gender Equality Agency for 2018-19. Griffith U and UTS lead the higher education community, each now being cited by the WGEA for seventeen years. Curtin U, QUT and Western Sydney U follow with 16 citations each (CMM, 26 Feb)

Dr Tracy Chandler shares her opinion on [Why more and more younger people have an inability to cope with life in NZ](#). NZ has the highest rate of youth (15-19-year-old) suicides out of 41 OECD and EU countries. Other statistics include the progressively rising rates of 15- to 24-year-olds battling mental health issues, with around 5 per cent affected in 2012, and **11.8% in 2017**. There is a well-known link between processed (for example sugar-laden) food and depression and yet little is done in this area. New Zealand's one of the world's worst rates of bullying in school, combined with very high rates of child poverty and family violence, will also play a part. As the previous Minister of Health Dr Jonathan Coleman said, "our mental health can be impacted by many environmental and social factors". Dr Chandler urges the government initiative to address all the underlying root causes of the depression, the violence, and poverty and not just settle for blaming the bullying, violence and poverty.

[Research finds majority of young workers face exploitation and harassment in their first job.](#) Carley Ruiz, David Bartlett and Dr Emily Moir conducted surveyed 330

undergraduate university students about their experiences in the workplace. Overall, almost three-quarters (74.2%) of respondents reported experiencing some form of exploitative, abusive or harassing behaviour in their first job. To improve the situation, governments and workplace regulators should more actively monitor, investigate and enforce the laws and regulations. Governments and industry groups also need to more effectively engage with employers to make them more aware of their legal obligations. Technology tools, such as The Fair Work Ombudsman's "[Record My Hours](#)" smartphone app, can help young people monitor their working conditions.

The EvoLLLution interviewed Kristen Lee | Associate Teaching Professor in the College of Professional Studies, Northeastern University on [Supporting Mental Health and Wellness for Adult Learners](#) (6 Mar)

Sally Weale Education correspondent to the Guardian reports [students in UK Universities 'alarmingly high' levels of anxiety, loneliness, substance misuse and thoughts of self-harm](#). The survey also flagged up the vulnerability of students in their second and third years who are said to be at "significantly higher risk" than freshers. The findings constitute "an urgent call to action" (*the Guardian*, 8 Mar)

GRADUATE OUTCOMES AND EMPLOYABILITY

Nita Temmerman (PhD) is a former university pro vice-chancellor (academic) and executive dean of the faculty of education at the University of Southern Queensland, Australia discusses [when a degree just isn't enough, also offer upskilling](#). A large number of university courses now include some work-based learning, but those experiences can be limited in time and breadth of experience. Another option that more universities are starting to embrace is the incorporation of professional skill-based certificate-level qualifications as a supplement to a conventional degree level course (UWN, 8 Mar).

[Nearly three quarters of Australians say a university education improves career prospects](#) and nine out of 10 want tertiary education to be constantly updated to meet changing workforce needs, according to a new survey. The findings of research commissioned by UNSW Sydney also show nearly 80% of respondents

want the next federal government to review the tertiary education system comprising vocational training colleges, such as TAFEs, and universities.

[Unis grow student work-experience placements.](#) Some 450 000 undergraduates participated in work placements, internships or fieldwork as part of their study in 2017, according to Universities Australia. The data is in federally funded research on work-integrated learning arranged by UA member universities with industry partners. Placement programmes now the norm the support students expect in developing generic job search and securing skills will surely escalate to include personal development and search programmes (CMM, 27 Feb).

[How do universities prepare graduates for jobs that don't yet exist? Solving future skills challenges](#) warns that the UK isn't even creating the workers that will be needed for the jobs that can be anticipated. By 2030, it will have a talent deficit of between 600,000 and 1.2 million workers in the financial and business sector, and technology, media and telecommunications sector. Technological changes such as automation and artificial intelligence are expected to transform the employment landscape. The question is: will our tertiary education system keep up? See more details of this report in [Reports & Resources](#).

[Jump in numbers of graduates and postgraduates.](#) Latest figures show that almost one in four Australians now hold a bachelor degree – up from 18% a decade ago – while ever increasing numbers are going on to undertake postgraduate studies. The number of Australians with postgraduate degrees has jumped by an astonishing 50% over the past five years. (Geoff Maslen, *World University News*, 6 February 2019).

[Choosing a career? These jobs won't go out of style](#) Fears of automation and artificial intelligence (AI) wiping out future work are well founded – new technology is changing the way we work. But as the current workforce grows up alongside an ageing population, future generations will have many job opportunities, if they acquire the right skills. (Lisa Denny, Research Fellow - Institute for the Study of Social Change, University of Tasmania, *the Conversation*, 20 Feb 2019).



'Google isn't interested in degrees': is the UK snobby about technical education?

The vice-chancellor of the University of Hertfordshire and the president of Germany's Hamburg University of Technology on whether vocational training is fit for purpose. Both VCs agreed work placements are hugely beneficial, and says it tends to be the most ambitious and motivated students who choose to do them at his university. (By Anna Fazackerley, The Guardian, 21 Feb).

RESEARCH

Does HE change the way people vote? We all know the stereotypes – higher education is stuffed full of Remain-voting citizens of anywhere ... or nowhere. To send a young person to university is to fill their head with the values of an "elite" and divorce them from the communities that nurtured them. A university nearby likely means a sitting Labour MP and a strong pro-EU sentiment. David Kernohan took measures of HE participation, application rates, and the visibility of higher education by constituency, and examined the effect on votes in the 2017 General Election and the 2016 EU Referendum. Young participation rates are a decent predictor of a constituency likelihood of voting Remain in 2016, but proximity to a university, its staff, and students is not.

Margaret Gardner will call for a return to the demand driven supply of publicly funded undergraduate places and restoration of research funding. The chair of Universities Australia and Monash U VC say in her speech to the National Press Club "We cannot develop high quality graduates ready for innovative careers without research that creates new knowledge. This research-teaching nexus is the foundation to create and disseminate the next generation of ideas". Australians recognise the value of research; "two-thirds of Australians believe that cutting funds for student places at universities is the wrong decision for Australia's future. (CMM, 27 Feb).

Publisher Elsevier is committed to "improving the information system supporting research" and explains what could happen across the next decade in a new paper. "Elsevier is becoming a data-centric organisation, which involves much more than technology; it is about embedding analytics across every aspect of decision-making."

Contract cheating in Australian higher education: Implications for teaching and learning. The Australian Government Office for Learning and Teaching commissioned a research project co-led by Associate Professor Tracey Bretag and Dr Rowena Harper to explore the relationship between contract cheating and assessment design. The key findings provide an evidence base with which institutions and educators can begin to address this egregious breach of academic integrity. The critical first step is for institutions to focus on the teaching and learning environment by adequately resourcing educators and academic integrity breach decision-makers.

Merlin Crossley (DVC, Academic), Emma Johnston and Yanan Fan re-examined a large dataset consisting of more than 500,000 student responses collected over 2010 to 2016 at the University of New South Wales (UNSW). They found University students, like many in society, demonstrate bias against women and particularly women from non-English speaking backgrounds. That's the take home message from a new and comprehensive analysis of student experience surveys (EES). One of implications is, if students graduate with less bias than when they entered their degree, we will be contributing to creating a more equitable and inclusive society in the future.

Survey Announcement

The Survey of Employer Use and Views of the VET System, managed by the National Centre for Vocational Education Research (NCVER), aims to collect the views of up to 9000 employers between now and June this year. Employers across the nation will be contacted in the coming weeks to find out how they employ and train their staff, and how effective this training is at meeting their skill needs.

The survey, first conducted in its current form in 2005, covers all training provided in the previous 12 months and provides information at both national and state levels, as well as by industry and business size. To find out more about what information the survey collects and to view data from previous years, visit the NCVER Portal.

Grant & Funding

The second round of Australian Research Council Linkage Grants was announced 17 Feb. Some ten universities shared Linkage funding, with the University of

Queensland and partners winning three projects. Swinburne U and the University of Melbourne picked up two each.

Hugh Durrant Whyte, the (newish) NSW Chief Scientist and Engineer announced a \$2.5m "bio-foundry" at Macquarie U last week. It will research, synthetic biology technology in the agricultural, healthcare, biofuels and chemicals sectors. That was followed by a \$5m state government commitment for a fund to commercialise physical science devices and services. And yesterday he announced \$1.5m for a recycling plan involving government, industry and researchers.

Health Minister Greg Hunt has announced new research made possible by the Medical Research Future Fund, \$32m Researcher Exchange and Development within Industry grant programme "which will assist researchers gain access to entrepreneurial training and experience, with a 70 per cent achievement of new to world innovation. The programme will be allocated over four years with application due April 9.

Early career researchers with Australian Research Council funding will have collaboration opportunities in Europe under an arrangement between the ARC and the European Research Council.

There are 41 Australian early career scientists working in Europe who already have grants. Australia is the 13th partner in the programme. The Euro agency adopted a similar agreement with the National Health and Medical Research Council last October. The ARC says the connection will open "late" this year and "further information will be provided closer to the date," whenever that turn out to be.

The NCSEHE conducts an annual competitive research grants program, building a solid evidence base to improve access and outcomes for students from disadvantaged backgrounds. Priority themes are identified in each funding round for particular focus. In 2019, specific research areas to be determined following the Australian Government Department of Education and Training National Priorities Pool (NPP) expressions of interest process.

Reports and Resources

More than 81% of some 10,000 students surveyed from China, Hong Kong, India, Indonesia, Malaysia, Singapore, Thailand and Vietnam said they wanted to study abroad to improve career opportunities,



or to pursue a specific career, according to Cturtle's [International Student Employment Outcomes and Satisfaction Report 2019](#).

[The Journal of Higher Education Policy and Management](#), has published its first edition for 2019. This issue includes two articles focusing on Australian student choice factors and attrition, and other articles on academic workforce issues (diversity and talent management), university resource dependency, collaboration with industry, and the impact of new technologies on university missions.

The TEQSA 2018 conference Papers are available on [YouTube](#).

The latest national apprentice and trainee data show there were 34 290 commencements in the September 2018 quarter, down 5.0% compared with the September quarter in 2017. NCVET has today released the following NEW VET statistical information that may be of interest: [Apprentices and trainees 2018 – September quarter](#)

[Future Frontiers Analytical Report: Preparing for the best and worst of times](#). Led by Professor John Buchanan, Head of Business Analytics at the University of Sydney Business School, and the Sydney Policy Lab, an inter-faculty team consider the question of what today's six years olds will need to thrive, and not just survive, when they finish school given the extent of predicted technological and global change. Employability skills such as problem-solving and critical thinking are considered generic; deep knowledge and specialist expertise over time is critical.

[What is the effect of tuition-free college scholarships?](#) Dr Christopher Erwin (New Zealand Work Research Institute) looked at the academic outcomes of low-performing college students under New Mexico's lottery scholarship. Using administrative data, Chris identifies local average treatment effects on degree completion and course taking behaviour for #students with below-average college grades. Results indicated the scholarship increased credit completion among such students.

[Solving future skills challenges](#) report looks at the rapid pace of change and increasing complexity of work, and highlights the need for continual skill upgrading, lifelong learning and study of higher education qualifications at all levels. The report reveals that: By 2030, it

is estimated that there will be a UK talent deficit of between 600,000 to 1.2 million workers for both our financial and business sector, and technology, media and telecommunications sector. Universities provide many professional and technical qualifications, estimated at around 41% of overall provision.

[Principles for equity in higher education performance funding. Report for the National Centre for Student Equity in Higher Education Research](#) completed by Andrew Harvey and his colleagues at La Trobe University revealed some veterans, while satisfied with their university experience, find campus alienating, don't feel they belong and fail to disclose their military status when they enrol. The research team recommended that Universities recognise military service at admission, introduce financial support for student veterans, and expand on-campus chapters Australian Student Veterans Association.

[How to Drive Data Literacy With the Enterprise: Data Literacy Report](#) Enterprises that embrace and extend the power of analytics throughout their organization will be the leaders in the digital world. However, digital transformation initiatives are being held back by a lack of data literacy. Yet new research shows that those leading the business are struggling to master it, and there's a widespread deficiency in data confidence. In this report, Qlik reveals new insights into data literacy across the enterprise. It also offers practical advice for how to empower enterprises and all employees with the data, tools and learning to achieve personal success and capitalize on an unprecedented economic opportunity.

[Public perceptions of UK universities | A report for Universities UK](#) (conducted and released by *Britainthinks*, November 15, 2018). The report set out to this research set out to: Benchmark public sentiment towards UK universities, and level of awareness of the public benefit of universities; Provide deep-dive qualitative insight on the drivers behind the views the public holds; and Identify the message and themes about the benefits of universities that will resonate most with the public.

In the forthcoming issue of *Assessment and Evaluation in Higher Education*, 44 (3), Anniken Hoel and Tove Irene Dahl published "Why bother? Student motivation to participate in student evaluations of teaching." pp: 361–378. In

the same issue, Sandeep Gakhal and Caroline Wilson's research on students' qualitative feedback, "Is students' qualitative feedback changing, now it is online?" pp. 476-488.

You might find more reports relevant to Institutional Research from online publisher, [issuu](#).

BIG DATA & BUSINESS ANALYTICS

Abram El-Sabagh and David Ireland share their story on [Visualising the Australian innovation system](#) for Office of Innovation and Science Australia (OISA). Their initial 'mapping approach' was difficult to explain the complex interactions. Working closely with OISA, an entirely new approach redirected their focus on the human-centred approach with low-fidelity prototyping mapping individual pathways through the innovation system.

Tim Sandle in *Digital Journal* spoke with Jenzabar Analytics Product Manager, Meghan Turjanica on [Q&A: Why higher education needs data analytics](#), how data analytics' impact on students, overall health of the institution and advantages for the higher education sector.

Antonella Bonanni explains [Why You should explore Thick Data to understand Human Motivation](#). "The next big thing is already here, but it's not Big. It's Thick." Comparing to Big Data based on quantitative approach, Thick Data takes a view from qualitative side and tell us "why". Ethnographer Dr Tricia Wang was quoted as "Thick Data analysis primarily relies on human brain power to process a small "N"... reveals the social context of and connections between data points." (Emphasis added.)

Universities are experimenting with AI and big data to improve how students live and learn on campus. [Are university campuses turning into mini smart cities?](#) The US is leading the way, with on-campus innovations around energy, transport and information). UK institutions are following suit and are working with innovation centre Future Cities Catapult on a strategy to bring smart tech to the campus as it expands. Deakin University has built and implemented a similar system, named Genie. It's a digital assistant, in the form of a Siri-style voice-activated smartphone



app, with information on assignments, timetables, referencing and more.

ON THE MOVE

Geoffrey Crisp moves to DVC Academic at the University of Canberra.

Deborah Terry, Curtin U VC, is elected as chair of Universities Australia.

Helen McCutcheon will move to Curtin U on May 20, to become a deputy PVC.

Nick Zwar becomes dean of health sciences and medicine at Bond U.

Megan Fisher is La Trobe U's new PVC Industry Engagement.

Caroline McMillen returns to the University of South Australia as a member of council.

Uni SA also has announced **Jim Hazel** as a new pro chancellor, and John Hill as deputy chancellor.

Shamit Saggarr is the inaugural director of UWA's Public Policy Institute.

Megan Smith is new science dean at Charles Sturt U.

Chris Stoltz becomes a professor of practise in engineering at La Trobe University. The graduate is founder and MD of specialist engineering and geospatial IT company Spatial Partners.

Paula Johnston will become CFO at the University of Newcastle in June.

Caralee McLiesh is confirmed as managing director of TAFE NSW. She has acted since October.

Ann Farrell is appointed deputy chair of the Australian Children's Education & Care Quality Authority Board.

Kirsten Andrews is the chief of staff to University of Sydney VC Michael Spence.

Ben James is incoming director of the University of Queensland Press.

UNSW Vice Chancellor **Ian Jacobs** announced that Anne Simmons as the inaugural provost.

Steve Bracks will become chancellor of Victoria University in 2021. Until then, Deputy chancellors **Wayne Kayler-**

Thomson and **Gaye Hamilton** will jointly act.

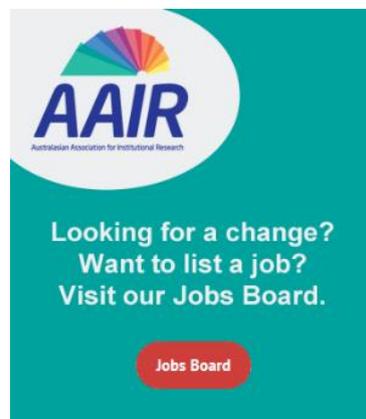
John Brumby starts this month as chancellor of La Trobe U.

James Giggacher is returning to ANU to manager the media team.

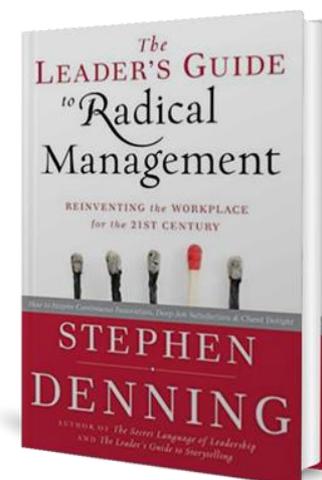
Carmel Hourigan is now deputy chancellor at Western Sydney U. **Christopher Brown** becomes pro chancellor. **Peter Shergold** continues as chancellor until next year.

Gloria Calescu has taken over the comms role at the Tertiary Education Quality Standards Agency.

POSITIONS VACANT



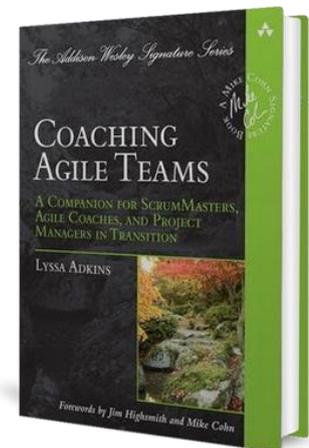
BOOK REVIEWS



[The Leader's Guide to Radical Management: Reinventing the Workplace for the 21ST Century](#)

Steve Denning

Organizations today face a crisis. The crisis is of long standing and its signs are widespread. Most proposals for improving management address one element of the crisis at the expense of the others. The principles described by award-winning author Stephen Denning simultaneously inspire high productivity, continuous innovation, deep job satisfaction, and client delight. Denning puts forward a fundamentally different approach to management, with seven interlocking principles of continuous innovation: focusing the entire organization on delighting clients; working in self-organizing teams; operating in client-driven iterations; delivering value to clients with each iteration; fostering radical transparency; nurturing continuous self-improvement; and communicating interactively. In sum, the principles comprise a new mental model of management.

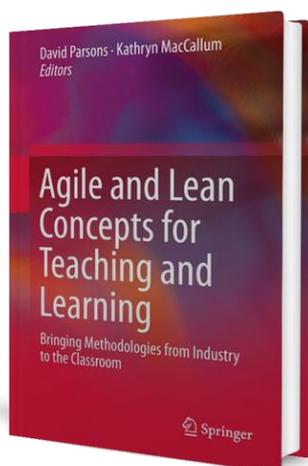


[Coaching Agile Teams: A Companion for ScrumMasters, Agile Coaches, and Project Managers in Transition](#)

Lyssa Adkins

In *Coaching Agile Teams*, Lyssa Adkins gives agile coaches the insights they need to adopt this new mind-set and to guide teams to extraordinary performance in a re-energized work environment. You'll gain a deep view into the role of the agile coach, discover what works and what doesn't, and learn how to adapt powerful skills from many allied disciplines, including the fields of professional coaching and mentoring. As an agile coach, you can help project teams become outstanding at agile, creating products that make them proud and helping organizations reap the powerful benefits of teams that deliver both innovation and excellence.





[Agile and Lean concepts for teaching and learning: bringing methodologies from industry to the classroom](#)

Edited by David Parsons & Kathryn MacCallum

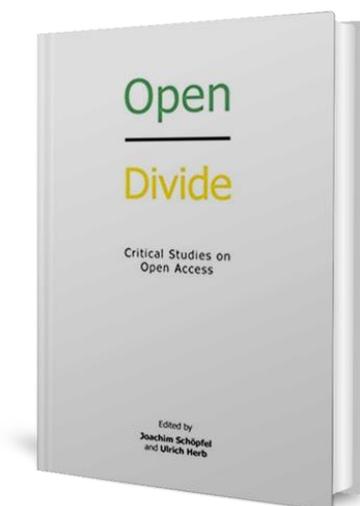
This book explores the application of agile and lean techniques, originally from the field of software development and manufacturing, to various aspects of education. It covers a broad range of topics, including applying agile teaching and learning techniques in the classroom, incorporating lean thinking in educational workflows, and using team-based approaches to student-centred activities based on agile principles and processes. Demonstrating how agile and lean ideas can concretely be applied to education, the book offers practical guidance on how to apply these ideas in the classroom or lecture hall, as well as new concepts that could spark further research and development.



[The economics of open access : on the future of academic publishing](#)

Thomas Eger

The increasing shift towards digital publishing has provoked much debate concerning the issues surrounding 'Open Access' (OA), including its economic implications. This timely book considers how the future of academic publishing might look in a purely digital environment and utilizes unique empirical data in order to analyze the experiences of researchers with, as well as attitudes towards, OA publishing.



[Open Divide: Critical Studies on Open Access](#)

Ulrich Herb & Joachim Schöpfel

This book brings together seventeen short critical studies by scientists and librarians from different continents, all interested in open access, most of them supporting and accompanying the open access projects and initiatives since many years, each one with the motivation to better understand (and make understood) the ongoing transformation of scientific communication. Some topics: the discursive staging of open access, mis/trusting open access, the promise of reducing digital divide, open access and the Global South, business models of open access, predatory publishing, open access as a symbolic gift.

HAVE YOU DREAMED OF...?

You might be a Knight, in the sense of data literacy! Come and take your sword and slash [a simple online assessment](#), join in the Data Knighthood!

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.

[Data Science Melbourne](#)

This is a group for anyone interested in 'Data Science'. We are not quite sure what the exact definition of a Data Scientist is, but if you deal with something generally related to converting data into useful insight then you will hopefully benefit from joining the group. Please follow the link to join in the group and follow the events posted on Meetup.

[Survey Data for Non-Analysts](#)

28 March 2019, Melbourne

This program will be run over two sessions, a full day session and half day masterclass. This workshop provides an introduction to analysing and presenting survey data, with tips for planning a survey, analysing the results and presenting them to others.

[Data Briefing Q1](#)



26 March 2019, London

Our new quarterly breakfast briefing helps you stay ahead of the biggest trends and most important innovations in the data industry. Featuring guest speakers,



roundtable discussions and networking opportunities; all before lunch.

Data Governance Workshop



9 April 2019, London

Businesses are striving to drive more insight and value out of personal data without falling foul of data protection legislation. In this workshop, Simon Blanchard from data protection consultancy [Opt-4](#), will help you build the framework that makes it possible to achieve your commercial aims worry-free.

Dealing with Toxic Behaviours in the Workplace

12 APRIL 2019, Perth

This workshop for managers and supervisors will provide insights into the art of maintaining your health and wellbeing while you are dealing with the hazard of managing toxic behaviours in your workplace. This workshop is presented by Catherine Gavigan, Director, National Centre for Training and Development.

Dashboard Reporting in Modern Excel

3 May 2019, Sydney

With the huge amount of data available to us every day, a well built and designed dashboard reports is one of the best ways to interpret and communicate large quantities of information. Learn how to synthesise information into a logical framework, summarise it into a meaningful format, and then display the summary into easy-to-read tables and graphs.

Bibliometrics and Scientometrics for Research Evaluation

24–25 Oct 2019, Melbourne

The very first edition of the course is provided by Leiden University's Centre for Science and Technology Studies (CWTS) in collaboration with Deakin University Library.

Teaching and Learning for Professional Staff 2019 Melbourne

ATEM will offer a programme and include sessions on: Defining the role of professional staff in teaching and learning, where are the boundaries, where are the accountability lines? Overall learning design- what are the latest trends? Details will be provided as it become available.

HIGHER EDUCATION CONFERENCES & EVENTS

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

Data4Good Conference



28 March 2019
Sydney, Australia

This inspirational day will offer tangible insights and creative approaches from speakers who are using data for positive change across industries including the environment, health, communities and much more.

This one-day program features a series of case studies from leading organisations that are leveraging data for good.

2019 Student Service Centres Conference



1–3 May 2019
Bond University, Gold Coast, QLD

Conference Theme: The Changing Face of Service Delivery – Channels, Bots & KPI's. *To remain competitive, what does this mean for future service delivery and student support? How do we leverage*

technology without impacting on staff resourcing?

2019 AIR FORUM



28–31 MAY 2019
Denver, Colorado, USA

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.

5th International Conference on Higher Education Advances



26–28 June 2019
Valencia, Spain

The Fifth International Conference on Higher Education Advances (HEAd'19) is an excellent forum for researchers and practitioners to exchange ideas, experiences, opinions and research results relating to the preparation of students, teaching/learning methodologies and the organization of educational systems.

HERDSA Conference 2019



2–5 July 2019
Auckland, New Zealand

The theme for the conference is *Next Generation, Higher Education: Challenges, Changes and Opportunities*.



ATEM Aotearoa National Conference 2019



4–5 July 2019
Auckland, New Zealand

Professional administrators and managers are the people who make a vital contribution to the central aims of their institutions. This year the ATEM NZ conference will explore this contribution through the concept of 'partnership'. We learn by sharing, so come and present your ideas, talk about your experiences and network with other like-minded people doing similar roles throughout New Zealand tertiary institutions. Together, we can advance the professionalism of tertiary education administration and management. The theme of the 2019 ATEM Aotearoa National Conference will be "Partnering for the Future".

STARS Conference



7–10 July 2019
Melbourne, Australia

The STARS conference provides the opportunity to disseminate and discuss current research, good practice, emerging initiatives and leading-edge ideas that are aimed at enhancing students' tertiary learning experiences.

28th National VET Research Conference 'No Frills'

10–12 July 2019
Adelaide, SA

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 later.



4– July 2019
Darwin, Australia

Charles Darwin University will host the [2019 SIG Forum](#) at the Waterfront Campus (Darwin, NT). Dates and other details of the SIG Forum will be confirmed shortly.

2019 Higher Education Finance



5-6 August Melbourne

The HEFC 2019 Conference is the annual conference held jointly by ATEM and Higher Ed Services (HES). This year's theme is 'Give yourself the EDGE'. The Conference will be held on 5-6 August at the Deakin University Downtown Campus, in the Docklands area of Melbourne.

The Higher Education Finance Conference

Higher Ed
Services Pty Ltd

5-6 August Melbourne

edge

Engage. Discover. Grow. Excel.

41st Annual EAIR Forum



25–28 August 2019
The Netherlands

The 41st Annual EAIR Forum 2019 will be hosted by the Leiden University, the Netherlands. The theme of the 2019 EAIR Leiden Forum is "Responsibility of Higher Education. What? Why? and How? "



29 September to 2 October 2019
Adelaide, SA

"Distilling Ideas, Transforming Futures": The 2019 theme is another wonderful opportunity to share our ideas and discover how we can distill the brilliance in everyone to transform higher education through exploring alternative visions of the future. The local organising committee would like to invite you on this exciting journey of opportunity to learn and grow and lead the way into the future of higher education.

EPHEA/NAEEA Biennial Conference



24–27 November 2019
University of Wollongong, Australia

Equity Practitioners in Higher Education in Australasia (EPHEA) and National Association of Enabling Educators in Australia (NAEEA) is pleased to host the 2019 themed "Enabling Excellence through Equity" from Sunday 24 to Wednesday 27 November 2019 at the University of Wollongong Innovation Campus.

This educational conference aims to promote the aims of both the organisations and bring practitioners from equity and enabling together.



INSTITUTIONAL RESEARCHER'S CORNER

Five quick questions with Lifen Sudirjo, RMIT

What is your job title?

Data Analyst in the Learning Analytics team at RMIT.

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

I manage government mandated surveys for higher education and vocational education, which includes surveys from QILT, ASQA and NCVER. This involves sample preparation, survey promotion, survey implementation, response rate reporting, and generating RMIT internal reports.

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

How we utilise the data that we are required to report on to inform learning and teaching.

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

To improve learning, teaching practice and program design, to prepare students to be ready for work and life. Students invest their valuable resources and time on getting a quality education, and this investment should mean that they gain connections with industry and community.

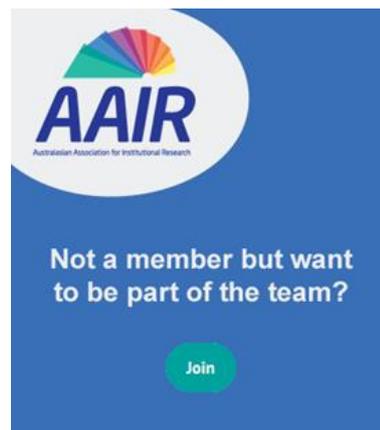
Complete this statement: *In my role, I can't operate effectively without ...*

...having support from a wide range of people from different units at RMIT, including internal and external parties, as well as having beer party during Friday afternoon team meetings, sharing yummy multicultural snacks in the office, and

giving away surprise handmade crafts to colleagues!



Connect with Lifen on [LinkedIn](#)



CALL FOR CONTRIBUTIONS

Issue 4, April 2019

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 newsletter will be published in late March. Please send your contributions to the editor@aair.org.au by 11 April 2019.

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](#)



Lizzie Li
Editor, *The Institutional Researcher*

DISCLAIMER

The opinions expressed in this newsletter are those of the individual writers/authors and not necessarily those of AAIR or the institutions that make up the AAIR membership.

