



 AAIR Newsletter April 2019



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FROM THE ACTING PRESIDENT

Firsts! And heartfelt thankyous

It is almost Easter time, and it's hard to believe that half of our trimester is almost gone. I was speaking with a colleague the other day about how busy everyone seemed, and we agreed that it felt like six months had passed since the beginning of the year rather than the three and a half months that have actually passed. There is never enough time in a week to get ahead, and with governments making changes and elections looming, I don't think anything will slow down anytime soon.



One of the first things I want to say is a heartfelt thank you to everyone in Australia who sent their condolences to me and other colleagues in New Zealand in the wake of the terrorist attack in Christchurch on 15 March this year. The comments were very much appreciated and helpful to those of us with heavy hearts. It was, sadly, a first for New Zealand, but with the recent passing of gun control laws in New Zealand, we are hoping that it is truly the last time it will happen here.

The other 'first' I wanted to mention has to do with our inaugural webinar organised through Charles Darwin University (CDU) and presented on 11 April. David Cawthorne from CDU presented '[Lessons Learned from Starting Business Intelligence and Data Warehouse Projects in Australian Universities](#)'. There were 39 participants involved in total; 26 AAIR members and 13 non-members. If you didn't get a chance to sign up, please watch this space, as we hope to present more webinars in the future. These webinars will be free for AAIR members and have a nominal charge for non-members. Many thanks to Penny Szybiak and David Cawthorne from CDU and to our Executive Officer Liesha Northover for all their hard work in getting the webinar finalised. If anyone has any ideas for future webinars, please let Liesha know at info@aair.org.au.

Our final first for this month is our new 'Soapbox' feature in the newsletter. The intention is that members can raise issues or pose questions to the readers of the newsletter in order to canvas opinion and share ideas. Although open only to members in terms of the issues raised, any reader of the newsletter can respond. We hope, again, to make this a more regular feature.

Kicking off our first [Soapbox](#) is Jeff Bibby from Queensland University of Technology. Jeff has a few questions around reporting on adjuncts and visiting academics. I encourage everyone to give Jeff a hand and see if you can help him out with his questions.



Kathie Rabel
Acting AAIR President



EDITORIAL

Hello everyone,

Welcome to the April 2019 edition of the AAIR newsletter.

This month's newsletter includes loads of exciting news and new initiatives. The 2018 ERA and E&I survey results have been released, and Universities Australia has acknowledged the contribution that international education has made to the Australian economy!

In the Big Data and BI section of the newsletter, you can read about some content from Altis' blog. My personal favourite piece is Samuel Ward-Riggs', ['The Difference between DevOps and DataOps'](#). The graphs and pictures used in Samuel's discussion help us think about how more business values are generated by integrating both.

This issue introduces a new section called Soapbox. As a pilot, Jeff Bibby (QUT) has raised some great questions about 'HESDC enquiry on Adjuncts'. We hope to include the Soapbox in future issues as a unique platform for AAIR members to engage in more collaboration and discussion. Anyone can respond to questions raised in the Soapbox, but only financial members can post a question. The member who poses the question will provide a summary of the findings that will be posted on the AAIR blog. Please email Liesha or myself with your Soapbox questions, or if you have any other ideas or suggestions for our newsletter.

Enjoy reading and have a wonderful Easter break,

Lizzie
AAIR Newsletter Editor

SECTOR NEWS AND VIEWS

And we're off with the exciting news around the ERA reports and the results of E&I 2018. Big Congratulations to all institutions with excellent and high-impact research in their own disciplines! Let's acknowledge the hard work completed by staff in research management units and institutional research!

[The Association to Advance Collegiate Schools of Business announces its 21 innovators in curriculum, thought leadership and research programmes](#), including: Monash Malaysia: "new products, change existing business models and services, and shape public policies to improve the health and wellbeing of older people"; Uni SA's Ehrenberg Bass Institute for Marketing Science: corporate sponsorship programme funding research; UNSW: "translational, multidisciplinary research methodology for co-creating business and social impact" (CMM, 11 Apr)

QILT has applied the new definition of onshore / offshore students. An onshore student is currently defined in the HEIMS as a student who is residing in Australia for the term / semester and is undertaking a program of study conducted by an Australian higher education provider, see <https://heimshelp.education.gov.au/resourceresources/glossary/glossaryterm37e4>. Previously, the definition of an onshore student included students who were residing overseas for the term / semester and were undertaking a course, conducted in Australia, via distance education or online. This change physically appeared in HEIMS after the November round of the 2019 GOS. The scope for sample prep for the November round was based on the old definition because that was the wording in HEIMS at the time. We have since updated the scope for the February and May collections based on the new definition (QILT newsletter, 10 Apr).

A new [policy paper](#) from Australia's six dual sector universities (CQU, RMIT, Victoria U, Federation U, Swinburne U and Charles Darwin U) warns ideas of a single tertiary education system involve, "risks in terms of the cost and complexity of system integration and the loss of differentiation and diversity. They are also not likely to be agreed by the states and territories in relation to their roles in VET." (CMM, 10 Apr)

[QILT uncovers how students rate their university](#): The Quality Indicators for Learning and Teaching survey show most students are satisfied. Individual institutions overall satisfaction ratings are similar to last year. There is, a 20 per cent spread of scores across universities is from Victoria U (72 per cent overall satisfaction rating) to Bond and Uni Notre Dame with overall 89% ratings. Leaders for satisfied PGs are, Deakin U (80), Federation U (80.4), Griffith U (80.6), Uni Southern Queensland (81.8), UNE (82.6), University of Divinity (89) (CMM, 10-11 Apr)

[Postgraduate students marched on NZ parliament, calling on the Government to stay true to its commitment and restore the Postgraduate Student Allowance](#). Postgraduate students have not been eligible for a student allowance since 2013, when they were scrapped by the National Government. Since this point in time, all three coalition partners (Labour, Greens and NZ First) have stated that they would restore it if given the opportunity, but students are still waiting. (Education Central, 10 Apr)

[The 8th Annual ATEM / Campus Morning Mail Best Practice Awards in Tertiary Education Management](#) were officially launched. We invite you to nominate yourself, your team or colleagues for one of the ten Award categories 2019. Applications close at 11.59 pm on Thursday, 27 June 2019. Winners are announced at the Best Practice Awards presentation night, held in conjunction with the TEM Conference on the evening of Monday, 30 September.



TEQSA to enforce new law against contract cheating: it was announced on 7 April that the government would legislate against exam taking and essay writing services, releasing a draft bill, for comment by end June. The bill makes it illegal to complete work for a student in whole or part, provide answers for, or sit an examination on behalf of a student and/or advertise such services (CMM, 8 Apr).

[A survey comparing the postgrad experience here and overseas isn't going to happen](#): The government commissioned a bunch of work in



response to the Australian Council of Learned Academies's research training report in 2017. The Department of Education and Training decided, given; "limited resources available, and the complexity of designing a sector-wide survey with sufficient diagnostic capability," the survey "is not a priority at the present time (CMM, 3 Apr)

High Fives: the universities and disciplines that really rate: The new ERA reports five or more universities scored "well above world" standard in eleven of 22 broad discipline groups. Universities were "well above" in 36 per cent of the 2600 "units of evaluation" assessed and "above" world standard for a further 30 per cent. All Australian universities are research-excellent in their own unique ways (CMM, 27-28 Mar)

The Australian Research Council calls the findings long awaited engagement and impact results "a new rich national dataset" and they certainly provide entirely different insights to the research citation-based Excellence in Research for Australia. The EI exercise uses data and case studies submitted by universities and assessed by expert panels. On the community impact measure, the ARC reports 43 per cent of 637 studies were rated "high". Some 25 per cent of examples of universities supporting the translation of research into impact were rated high (CMM, 29 Mar)

The University of Melbourne announced mobile phone signals will be shut down on all campuses. "Extensive survey data showed students were concerned about modern-day distractions keeping them from completing their university work and making new friends," the university stated in an April 1 announcement (CMM, 2 Apr)

How to rate unis on innovation: Chief Scientist Alan Finkel and Chief Scientist Mark Cully are asking for advice on improving innovation metrics. The IRU obliges in a new submission to the review, which outlines issues, such as university teaching practise as well as research outcomes should be measured; Broader idea of innovation: include community and public sector organisations, meaningful international comparisons require region, industry and company level data (CMM, 2 Apr)

Government announces more money for STEM gender equity: The government has announced \$3.4m to fund gender equity initiatives in science, technology,

engineering and maths. Some \$1.8m will go to the Science in Australia Gender Equity programme which runs in universities and research institutions. This is on-top of \$2m in federal funding for SAGE since 2016-17. There is also a separate \$1.8m for a "national digital awareness raising initiative" (CMM, 1 Apr)

Universities call for more effective regulation of social media platforms: New Zealand's eight universities ceased advertising through Facebook and other social media platforms to emphasise the need for more regulation and responsiveness.

A decade after it was established the demand driven system is identified as a huge success: The demand driven system was announced in the 2009 budget and to celebrate its creation, the Innovative Research Universities lobby has crunched the data to identify its achievements.

Turnitin tech to catch contract cheating: Plagiarism-checker Turnitin has launched new software to combat contract cheating, where students pay a third-party to write assignments/complete assessment. The new product, Authorship Investigate started with a collaboration between the company and Australian academics, including academic integrity expert, Tracey Bretag (UniSA). According to Turnitin, detecting contract cheating in assignments is beyond plagiarism programmes – the work is original, just not by the student who signs it. Authorship Investigate compares students' previous work, creates data on assignments and compares all that against new work using, "document metadata, forensic linguistic analysis, and natural language processing (CMM, 22 Mar).

Prime Minister Morrison announced \$15K pa scholarships for up to 4 700 domestic and international students over four years who study on country VET or university campuses. In addition, the internationals could qualify for an extra year of post-study work rights. This strikes the Regional Universities Network as a splendid idea. Universities Australia's Catriona Jackson agrees, saying "additional incentives could add to the already strong appeal of pursuing a university degree in regional Australia." (CMM, 21 Mar)

"Be less enforcer and more explainer": The Innovative Research Universities (IRU) proposes in its submission that the Australian Qualifications Framework

needs updating to cover changes in how Australians learn, "addressing the various forms of shorter courses and the array of options across tertiary education and training". The IRU also asserts that with its original regulatory role now dealt with by dedicated agencies the AQF now should assist; "it needs to convey clarity about the system ... (and) define in sufficient detail the nature of the major qualifications and their relationship to each other." (CMM, 20 Mar)

Number of Aborigines in university doubles in a decade: The number of Aborigines and Torres Strait Islanders attending university or other tertiary institutions in Australia has more than doubled over the past 10 years. By the end of last year, 380 qualifications had been awarded to Aboriginal students and the completion rate of 96% had been maintained (Geoff Maslen, UWN, 20 March 2019)

Campus Morning Mail (18 Mar) published a feature article Working towards an age-friendly world. David Myton talks to the University of South Australia's Professor Wendy Lacey on the challenges posed by an ageing society and her research efforts aimed at stamping out elder abuse. An unfortunate by-product of this ageing trend is elder abuse, which has become a significant human rights, community wellbeing and public health problem. She said "this is a classic case of how the University has invested in its people and its research in a way that we can actually see a clearly defined link between the original research that we've done and changing the environment in which we live". This is the University workforce which most of us will work with in the coming years!

Good news from Universities Australia: Australians get that international education is excellent for us. Universities Australia says 81 per cent of people surveyed, "grasp that international education makes a major contribution to national prosperity." UA adds that it is no coincidence Australia "is tipped" to overtake the UK as the world's second destination for international students (CMM, 18 Mar).

More ideas to improve regional university achievements: The feds review of regional, remote and rural post school education set a context for submissions, so university groups duly responded. Regional Universities Network and Independent Research Universities backs proposals in the papers including



* flexible delivery modes in regional centre study-hubs. * uncapping UG, enabling and pathway places, for courses "in areas of regional skill need". * enhanced RRR focus by the Higher Education Participation and Partnerships Programme. * new research funding grants for RUN universities etc (CMM, 18 Mar).

In Jan, Deep Saini, the University of Canberra VC announced [an internal review of the assistant professor scheme](#) which is designed to turbo-charge research performance. Now he is taking advice on what the review needs to address, including last week from the union. Academics in the scheme have up to seven years to build a research record that qualifies them for continuing employment.

[Melbourne University Publishing will diversify delivery, launching a digital open access list in October.](#) Ten books are scheduled for this year, expanding to 50 per annum in three years. The list will focus on the disciplines where the university has the strongest academic standing, defined as "well above world standard," in the Australian Research Council's Excellence for Research in Australia, plus international discipline rankings.

[A new partnership with the Singapore Government's SkillsFuture initiative will see RMIT University take its disruptive online education model to Singapore.](#) RMIT Online CEO Helen Souness said the collaboration was a positive step forward for both RMIT and the region. Since launching its industry-led short course model in Australia in November 2017, RMIT Online now has more than 18 industry-developed short courses, covering topics from virtual reality and augmented reality to artificial intelligence and digital marketing (13 Mar).

Group of Eight calls for a third-way in education and training: GO8 wants the higher education Provider Category Standards to continue to defend the quality of the existing system by ensuring "university" applies to institutions, "that have attained sufficiently high standards of quality." The Eight accordingly suggest the PCS could create a class of institution that cover both VET and higher education, warning "regulatory architecture", including the CPS, "have contributed barriers and disincentives for institutions to engage in that section of the marketplace." (CMM, 12 Mar)

Ranking and rating

[Roger Smyth says not all university ranking systems are created equal.](#) Roger raised that "there is a tension between what matters and what can be measured". His view is that Leiden rankings of research performance represents the gold standard by its integrity, measurability and openness. But they cannot tell us a university's other roles in society. That's why these new THE impact rankings are worthy of our attention, while maybe hard to measure (Education Central, 9 Apr).

After ARC Engagement and Impact and Excellence in Research for Australia rankings, new [Times Higher impact rankings](#), which list universities on the UN Sustainable Development Goals, was released. The Group of Eight does not dominate top spots in this ranking (CMM, 5 Apr).

Brendan O'Malley and Nic Mitchell discussed [First global impact ranking of universities released](#) reveals a new hierarchy of global institutions based on universities' work towards the United Nations' Sustainable Development Goals (SDGs). The number one universities in the 11 individual SDG tables come from New Zealand, Sweden, Australia, Canada, South Korea, Taiwan, Ireland and the United Kingdom. Japan is the most-represented country of the 76 nations represented in the overall ranking, followed by the United States and Russia. The main ranking includes 462 universities (UWN, 5 Apr).

[Global achievers: the nations that really rate in higher education](#) The eighth annual Universitas 21 ranking of national higher education systems puts the US in the global top spot followed by Switzerland, the UK, Sweden and Denmark, unchanged from last year. In the rest of the world top-ten Canada moves up two places to sixth, as does Singapore to seventh and Australia to eighth. Finland and Netherlands make up the ten leading nations, both improving 3 places (CMM, 3 Apr).

[International campus culture: Times Higher will surely impress its new owners \(Providence Equity Partners\) with its productivity.](#) THE has used data from the 2019 World University Rankings to create a list of the world's most international universities. The list is based on the proportion of international students and staff, world-wide research collaboration and global reputation. ANU (=12),

followed by Uni Melbourne (=20), Uni Queensland (24), UNSW (25), Uni Sydney (=32), and Monash U (=35) are on the top rating institutions in the world (CMM, 25 Mar).

[Business school rankings by Ivy Exec and CEO Magazine:](#) Sydney-based S P Jain School of Global Management has another rankings win, on the executive MBA list produced by Ivy Exec, ("a curated community of the world's most successful executives and professionals"). The University of Melbourne is sixth on the Asia-Pacific list followed by S P Jain. The University of Sydney is ninth and UNSW tenth. Jain, which mainly caters for expats has taught in Sydney since 2012. It also has campuses in Singapore, Mumbai and Dubai. Last year it was one of two Australian-based institutions to make the Times Higher-Wall Street Journal's global list of one-year MBAs. CEO Magazine has just rated the University of South Australia's global online MBA 9th in the world. Ivy and CEO create their rankings much the same as the majors, using surveys and/or performance and outcome stats (CMM, 21 Mar).

International News

Dr Rami M Ayoubi, (editor in chief for the *Journal of Marketing for Higher Education* and senior internationalisation consultant at Cardiff Metropolitan University) asked [What makes a university a 'global university'?](#) Dr Ayoubi used citizenship in the concept of a university and raised two critical sets of questions to make up The Curriculum Vitae of a 'global' university. "It is clear that very few universities around the world can claim that they are global universities unless their 'birth certificate' (University Charter) refers specifically to the globe as their place of origin and they also have students and staff from diverse nationalities. Instead, most universities can be classified either as international, multinational or national universities" (UWN, 6 Apr).

The admission rate at the University of Southern California was 11 percent this year, its lowest ever. [Elite Colleges Announce Record Low Admission Rates in Wake of College Cheating Scandal](#) (By Anemona Hartocollis and Kate Taylor in New York Times, 29 Mar)

Dr Peter Eckel wrote in [Towards ethical universities via ethical governing boards](#) He commented that ensuring that boards behave in the best interests of their universities is important because boards



are the fiduciary agents and the legal authority recognised by governments, courts and auditors (UWN, 30 Mar).

UK'S Quality Assurance Agency (QAA), and the Higher Education Statistics Agency (HESA) asked for feedback on its shape and scope. These actions set out [the how the designated data body will address the challenges their new role offers](#) (Wonkhe, 25 Mar).

[Towards a more collaborative university:](#) The well-known sociologist Raewyn Connell argued that, with the current turbulent issues through which universities have passed as a result of neoliberalism. This work is a fundamental contribution to the moment we are living in, which is still relatively rarely questioned by academics. In the book, the author reviews several aspects of university culture, from the most important to some apparently banal ones. One thing that Connell makes very clear is that universities are a place of knowledge, research, teaching and learning, but that this only happens when we work together, when we weave knowledge together (José Loureiro, UWN, 23 March 2019).

[International Students in China: Facts, Paths, and Challenges:](#) Zhou Yang and Hans de Wit discussed a report released by China's ministry of education, indicating that more than half of the country's international students come from Asian countries, with Korea sending the most students. International students in China are mostly nondegree and study literature. In order to attract international students, the Chinese government has taken several measures, such as providing scholarships, encouraging the provision of English-taught courses, and granting work permits to this population. But China faces challenges in attracting more degree-seeking students (IHE Spring Issue #97).

[Stanford University launches the Institute for Human-Centered Artificial Intelligence:](#) The new institute will focus on guiding artificial intelligence to benefit humanity. The HAI is building on a tradition of leadership in artificial intelligence at the university, as well as a focus on multidisciplinary collaboration and diversity of thought. The mission of the institute is to advance artificial intelligence (AI) research, education, policy and practice to improve the human condition. HAI will be led by John Etchemendy, professor of philosophy and former Stanford University provost, and

Fei-Fei Li, professor of computer science and former director of the Stanford AI Lab (18 Mar).

[The other recruitment crisis:](#) Higher education is facing a recruitment crisis, but it is not the one you're thinking about. Following the lean years of the twenty-teens, from 2021 higher education will begin to feel the effects of the demographic bulge that is making its way through the school system. As data uberwonk Mark Corver writes exclusively for Wonkhe today, the population of 18-year-olds in the UK is set to increase by 27 per cent between 2020 and 2030, adding up to around a million extra 18-year-olds in the general population. If demand for higher education continues to increase at its current rate – and there is every reason to believe that it will – a reasonable estimate for the entry rate for English 18-year-olds in 2030 is 320,000, 115,000 students higher than in 2018. (Wonkhe, 18 Mar)

[UK's International education gets strategic:](#) There is no official limit on the number of international students coming to the UK, say successive government spokespeople, with straight faces. Facing the threat of post-Brexit diminution of Britain's global power and influence, by the Department for Education and the Department for International Trade published jointly a new international education strategy. The strategy sets out an ambition to grow the total number of international students from 460,000 students to 600,000 students by 2030, and an increase in the income generated by international education exports from £20 billion to £35 billion. The economics of such action is clear; the politics is more complicated (Wonkhe, 18 Mar).

[Change in student evaluation program sees increased engagement:](#) A new approach to the way students evaluate instructors at The Ohio State University is getting results and helping more students have their opinions heard. The university moved to a new platform for the student evaluation of instruction (SEI) at the start of this academic year. The new platform Blue, from Explorance Inc., is used throughout higher education to evaluate, analyze and improve the student learning experience. Year-over-year response rates have improved from 50 percent in autumn 2017 to 65 percent in autumn 2018. The improvement is part of a trend as the evaluations have moved from pen and paper to the digital age (Chris Booker, *Ohio State News*, 13 Mar)

LEARNING & TEACHING

A [discussion paper](#) for the University of Melbourne's Centre for the Study of Higher Education explores the existing environment and emerging issues in the ethical management of study data. Linda Corrin (Swinburne U) and eight colleagues considered where data analytics are used, set out the ethical issues engaged, demonstrate how institutions address them and present issues to address.

Tanya Zlateva (Dean for the Metropolitan College and Extended Education, Boston University, discussed [Online Learning: Driving Higher Education's Transformative Years](#) responding to broad shifts in demand and stakeholder expectations to reinvent the postsecondary product. In contrast to just five years ago, we now expect that online courses will be a standing part of college offerings, that all delivery modes (in-person, online, hybrid) will have a rich portfolio of online content, virtual laboratories, test banks and hands-on exercises, that free courses will remain available, and that the potential of new technologies (e.g. virtual reality, artificial intelligence) for improving teaching and learning continues to be explored and realized (*The EvoLLLution*, 1 Apr).

[Swinburne U continues to expand in the alternative-ed space announcing five new micro-courses, starting this month. The units focus on AI, data analytics and industry 4.0 opportunities,](#) cost \$1250 and take four-six hours a week for six weeks. The university makes no mention of credit towards future study but there is a course-completion certificate for doing the project.

Rachael Curzons, chief implementation officer at Aula, suggested that the history of higher education is one of bringing disparate groups of students together for the purpose of learning alongside academic experts. [The ubiquity of digital learning spaces offers the opportunity to observe social interactions in learning and understand more about how students learn through participation.](#) This works best when the digital learning environment is configured more closely to a dynamic social media model, than to an inert filing system model (Wonkhe, 25 Mar).

There's [a second run of Kym Fraser's \(Swinburne U\) MOOC for new university teachers:](#) The course has eleven modules for early career university teachers, plus



specialist units on work integrated learning, teaching maths, and “the politics of Australian higher education”. It also “provides key introductory learning and teaching concepts and strategies.” Aspro Fraser led the making of the MOOC, with work from 34 content-experts. Enrolments are open for the self-paced course, with a third run scheduled July-December (CMM, 25 Mar).

[New partnership gives school teens a taste of university:](#) After running a two-week immersion course at La Trobe University for the past decade, Ivanhoe Grammar School has this year taken the much bigger step of opening a specialised year nine campus on the university's Macleod grounds. The unique new campus has transformed disused heritage buildings into state-of-the-art classrooms and will allow students to adopt a more university-style, inquiry-based way of learning with access to La Trobe lecturers, researchers and mentors, its science and tech labs and wildlife sanctuary (The Age, 23 Mar).

As long expected, [Victoria University will roll out its block teaching mode for all VET and university-level courses by 2022.](#) According to VU “large impersonal lectures and passive learning in semester-long units of study are replaced by small groups engaged in block mode learning.” The university claims the block model frees students from, having to juggle multiple subjects with competing demands,” provides them with “access to immediate feedback” from staff and allows, “more personal connected and collaborative learning experiences.” (CMM, 20 Mar).

[Mapping the Transforming Role of Continuing Ed on University Campuses:](#) The EvoLLLution interviewed Kim Scalzo (Executive Director of Open SUNY, State University of New York) and discusses as student expectations (and demographics) continue to evolve, colleges and universities should be looking to their CE units for support as they shift to meet the demands of the modern market (The EvoLLLution, 18 Mar).

Rob Kadel, enior Research Fellow, Strada Education Network, discusses Finding Balance: Blended Learning for Practitioners and Researchers. He argued that it's outdated to ask whether online classes are as effective as in-person instruction. With blended learning becoming more and more common, educators don't have to choose between the two (The EvoLLLution, 18 Mar).

[Here comes Google with a game-changer](#) Google announced Friday, “a free digital skills training initiative.” Partnering with government agencies, industry groups, trade associations, and a private business college, this initiative potentially provide micro-courses and skill primers is as big as Google and partners want. The potential for people to learn what they need, when they need via Google could become an alternative to formal VET courses and sub-degree platforms, expanding on the way students now use social media to acquire specific skills at their own speed. The Googleisation of training also makes a challenge for the Australian Qualifications Framework – how to maintain the authority and credibility of formal accreditation when people can assemble their own informal credentials outside the regulated system. (CMM, 18 Mar).

[On-line plus for pedagogy and productivity:](#) On-line courses can be successfully completed in half the time, especially if student participation is organised right. Panos Vlachopoulos, Shazia Khan (both Macquarie U) and Lori Locyker (UTS) examined student performance and outcomes in an on-line course when offered over 13 and six weeks. They found no difference in academic performance between the long and short durations, but they did identify a positive relationship between student participation and academic performance in the intensive mode when students, rather than tutors drive the discussion. This is good news for academics interested in ways to maximise student benefits in compressed courses, without compromising on content and quality – and their deans (CMM, 12 Mar).

[Craig Robertson, CEO, TAFE Directors Australia commented in TDA Newsletter:](#) Those who hold dear our apprenticeship and traineeship model would have been distressed this past week surveying NCVET's latest quarterly (September 2018) figures [1] for this, the most formal part of vocational education and training in Australia. Much has been made of the fall in numbers over the last six years. It started from 2013 when the Commonwealth withdrew from employers its \$4,000 financial incentive for existing worker trainees in areas it deemed non-priority (TDA Newsletter, 11 Mar).

[Student Retention and Success](#)

[Should we meet or transform student expectations?](#) The HEPI / Advance HE

2018 Student Academic Experience Survey confirms a big gap remains. Out of 14,000 full-time student respondents, under 1,400 said their academic experience had been exactly as expected. Moreover, other research we have undertaken with Unite Students shows particularly big expectation gaps on contact time, living costs and disclosure of episodes of mental ill-health. Nick Hillman, the Director of the Higher Education Policy Institute (HEPI) discusses how we can best make students from radically different backgrounds feel integrated within a single community through transformation (Wonkhe, 25 Mar).

[Counting the hours to complete a PhD.](#) The Council of Australian Postgraduate Associations calls on the Noonan Review of the Australian Qualifications Framework to specify the real-time taken for a PhD as four to five years. According to CAPA this is necessary to protect students; “The current funding environment for PhDs is such that universities are incentivised to graduate their students quickly. This has led to shorter candidature times and scholarship durations (of the minimum three years) at many universities. ... Doctoral students are under immense amounts of pressure due to this mis-match between the strenuous requirements of the PhD and the amount of candidature time allowed.” (CMM, 19 Mar).

Matt Brett (Deakin U) and colleagues reviewed the [performance of students from equity groups in uni courses delivered by other providers and higher education programmes from non-university institutions.](#) Their new report is funded by the National Centre for Student Equity in Higher Education. Among a mass of detailed findings, they point to an analysis of equity group, and all, students in third party providers working with five universities which found success and retention rates were lower than in the same courses taught in-house by unis. Retention rates for students from equity groups are also worse in non-university providers than public unis. However, while there is a wider range of performance than among equity-group students in universities, quality institutions reviewed have; “a commitment to student-centred learning combined with learning environments that have smaller cohorts and a strong sense of community” (CMM, 17 Mar).



Student Voice and Experience

[Universities can now measure how their support structure for RRR students rate.](#)

The feds commissioned the Australian Council for Educational Research to identify how universities meet their needs. Darren Matthews, Gina Milgate and Leyna Clarke's ACER report last month revealed that "student retention and completion is impacted by how well universities target and communicate about their support services. Universities that identify the support required for first-year students early, have a better chance of retaining those students," they write.

The ACER authors worked with public universities to create a self-assessment tool. It allows individual universities to rate themselves on a four-point green-red scale against a mass of performance measures grouped in four categories; resourcing student services, support that provides RRR commences a sense of belonging, comms so they know what is going on and where there is help and service effectiveness. The attrition metric the government watches is another big reason why universities should adopt the ACER model (CMM, 2 Apr).

[Student equity data](#) — A new NCSEHE data site launched this month allows researchers, practitioners, institutions, students and policymakers to examine trends in higher education enrolment in Australia in recent years, and in relation to equity group enrolment. Users can explore trends in equity group numbers among Australia's undergraduate population, view outcomes by university, and make comparisons with institutions in a given state or territory, or institutional grouping.

[A new study has quantified participation and success of equity students undertaking courses delivered through university third party arrangements and non-university higher education institutions.](#) Many courses were being delivered successfully outside of universities, but better regulation and improved transparency would ensure every provider and every form of delivery effectively contributes to student equity. The research on student equity at, and beyond, the university boundary was funded by the NCSEHE and conducted by La Trobe University in collaboration with Victoria University. Read [the full report](#), Equity at and beyond the boundary of Australian universities.

WONKHE LIVE BLOG-The secret life of students- Student surveys are the tried-

and-tested way to take the temperature of how students are feeling – social media analysis is a relatively recent set of techniques to take an alternate view. But neither of these methods are without (easily avoidable) pitfalls – and relying on only one approach may amplify these issues. [Liz Austen of Sheffield Hallam University focused on her student voices work that takes a creative and innovative approach](#) to the use of authentic materials to challenge the orthodoxy of pseudo-quantitative approaches in driving understanding and student ownership. She noted in particular the methodological biases that exist in policymaking and practice – meaning that important hidden voices remain concealed. (25 March at the Royal Institution, London).

Jill Loveless, Vice President of Academic Affairs, West Virginia Northern Community College, discusses findings from her research in [Sharing the Competency-Based Student's Experience](#) (*The EvoLLution*, 14 Mar)

Staff and Student Wellbeing

Helen Christensen (UNSW and the Black Dog Institute) and colleagues are [surveying students for a study on stress](#). The comprehensive survey will be used, to "optimise" the student experience, "through the development of programmes that may help students." De-identified data will be provided to university managements, which will be useful for those with enough participants to identify problem areas. The survey appears in TAFE, university coursework and PhD versions (CMM, 27 Mar).

WONKHE LIVE BLOG-The secret life of students (25 March at the Royal Institution, London): Student mental health has arguably become the dominant student experience policy issue. In 2018, the Office for National Statistics published a report on children and young people's experiences of loneliness. Unsurprisingly, [loneliness, friendship, wellbeing, and concern about mental health are all linked in the data. But we also wanted to understand the link between these issues and taking part in activities on campus.](#) Involvement in extracurricular activity – societies, sports, representation, and events – all had a positive association with friendship and positive mental health and wellbeing (Jim Dickinson, Wonkhe)

WONKHE LIVE BLOG-The secret life of students- Michelle Morgan from

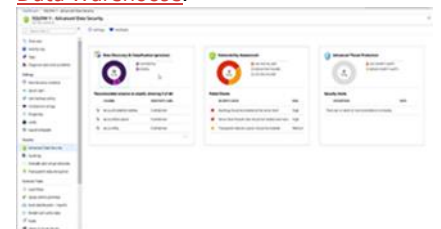
Bournemouth University is known to Wonkhe readers for her analysis of student concerns, particularly those affecting [post-graduates and around mental health](#). She demonstrated how a simple pre-arrival academic survey can be used to make changes in the experience of a cohort before they arrive, rather than after they leave – while also correcting common misconceptions and managing expectations. She recommended we make learning the focus of interactions, and design surveys carefully to improve response rates and collect actionable information that can have a huge impact on student lives. (25 March at the Royal Institution, London).

Richard Bryant, Professor & Director of Traumatic Stress Clinic, UNSW, discusses [How to take care of your mental health after the Christchurch attacks](#). Past experience and research tells us the best way to deal with immediate distress is to turn to your own social support network and talk to people you trust about how you're coping. New Zealand's PM, Jacinda Ardern, has announced additional support and funding for mental health services in Christchurch (The Conversation, 20 Mar).

After a very successful Complaints Handling Workshop last Friday, the delegates wanted to continue the conversation around the topic and will, similarly to the last item, form a new ATEM network group around this topic area. The "Fitness to Study" criteria established in some universities is interesting to look at and it was suggested that we consider running a similar program in New Zealand. Is there any substantial interest in that whole area? Should we run another program? If you are interested in joining the new network and have an interest in a mental health workshop, please email [Paul Abela](#).

BIG DATA, BUSINESS ANALYTICS/INTELLEGENCE

Kavitha Jonnakuti Principal Program Manager, Azure SQL Data Warehouse [Announcing the public preview of Data Discovery & Classification for Azure SQL Data Warehouse.](#)



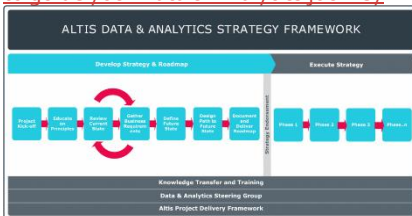
This is an additional capability for managing security for sensitive data. Azure SQL Data Warehouse is a fast, flexible, and secure cloud data warehouse tuned for running complex queries fast and across petabytes of data.

Katrina Pilcher, RM and Mythili Baker, Head of Innovation from Altis discussed [managing self-service BI teams](#): Many of Altis' clients embraced the benefits of self-service and have started embedding dev-op teams into business areas to help them develop their reports and dashboards. This helps to embed design standards in the business areas.



Collaboration and embedded teams are a key to successful business solutions, by facilitating knowledge sharing between business and technical staff, increasing data literacy and the ability to be truly self-sufficient, which ultimately leads to better outcomes for the organisation.

Chris Kearns, who is now based in Altis UK as Regional Manager, recommended organisations [putting together a roadmap to guide your Data & Analytics journey](#).

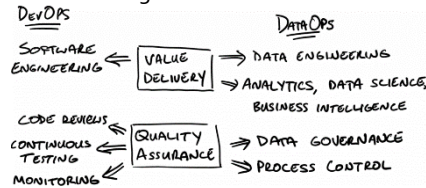


Samuel Ward-Riggs – Managing Consultant, London, unpacked [the Difference Between DevOps and DataOps](#). BI can be fun and cool! The story line In the beginning, there was Waterfall, and Agile is only a philosophy.



The turning point is the stateful data store and process control help to develop DataOps aiming to improve the quality and reduce the cycle time of Data and Analytics initiatives. The difference between DataOps and DevOps is in the

unique nature of developing with data and delivering data to users.



[Greater gender diversity vital for AI to serve needs of society](#): Only 22% of AI professionals globally are female, according to [the Global Gender Gap Report 2018](#), produced by the World Economic Forum (WEF). "The data demonstrates a persistent structural gender gap among AI professionals, with well differentiated career trajectories taken by men and women in today's labour market. The WEF reports suggest a more proactive approach in a context where gender gaps within the AI talent pool reflect broader gender gaps in science, technology, engineering and maths fields, across industries and in the acquisition of emerging skills. "Higher education is super-important to providing many women with the skills to enter tech fields." While there are no longer barriers to entering universities, it is crucial to make maths and science more popular among women (Karen MacGregor, UWN, 23 March 2019).

Andrea Russell, Nanoartist and creative-practice based researcher in Media, RMIT University, explained how ["Six images reveal how we 'see' data and capture invisible science"](#). She included visualisations cover a range of scales, from geological to quantum. They were made using techniques that illustrate the vast differences between the processes of photography and scientific visualisation – and in some cases the potential for blending the two (The Conversation, 21 Mar).

Harry Glaser is Co-Founder and CEO of Periscope Data, an end-to-end analytics platform for data teams, with over 1,000 customers globally. Harry argues that [In The Era Of Modern BI, Every Business Question Is A Data Question](#). Previous waves of business intelligence (BI) have conditioned users to expect simple answers to basic questions quickly. One of the biggest revelations a business can experience today is that those pre-existing questions no longer limit your data inquiries. You can answer any question with data. Better yet, if you've collected your data right, you already have all the information you need to answer those questions. The secret to success in the age of data is learning to

creatively use data to solve a wider range of problems (Forbes, 10 Jan)

GRADUATE OUTCOMES AND EMPLOYABILITY

[New program helps students show their skills in changing labour market](#):

partnered with Credly Griffith has launched a new employability initiative with its Credentials. "Today's labour market is dynamic with new jobs being created in emerging fields, but traditional qualifications and job titles mask the suite of skills, experience and expertise that employees can bring to these new roles," Academic Registrar Ms Kathy Grgic said. This program has been established largely in response to the changing needs of employers, who have increasingly expressed that, alongside tertiary qualifications, less-quantifiable skills such as interpersonal communication, critical judgment and the ability to work as part of a team are an important factor in employment success once graduates transition to the workplace (3 Apr).

Graduate Careers Australia (GCA) has prepared a series of historical data files (HDFs) from the Australian Graduate Survey (AGS), a forerunner to the QILT survey suite. There are three separate files – one for the Graduate Destination Survey (GDS), one for the Course Experience Questionnaire (CEQ) and one for the Postgraduate Research Experience Questionnaire (PREQ). The files contain data items from 1982-2015 (GDS), 1993-2015 (CEQ) and 2002-2015 (PREQ). Accompanying the files is SPSS syntax used to create the variables from the original annual files required to span the time periods due to coding changes over time, as well as a brief report on the GDS HDF and information on some of the variables and the codebook for the GDS HDF. If you would like to register your institution to receive the files, please contact the department at <mailto:gilt@education.gov.au>. An archive of published reports from the AGS is also being prepared (QILT newsletter 10 Apr).

Michelle Giovannozzi (Director of the Center for Executive and Professional Education, Portland State University) discusses ["eight Strategies to Help Universities Stay Relevant and Shrink Skills Gaps"](#) shape the Agile Workforce. The demands on universities are changing, which means the approach universities need to take to meet the demand needs to evolve, too. Universities offering quality short-term credential



programs can simultaneously meet the career-long needs of students and deliver a relevant, skilled workforce to the organizations in their communities, resulting in stronger partnerships, a diminishing skills gap and a more vibrant economy (The EvoLLLution, 1 Apr).

Richard Adams discussed [the pay gap between male and female graduates in the UK](#) has widened over three consecutive years, according to new data that suggests a student's future earnings are strongly linked to their family background and school. The figures from the government's database of graduate employment and earnings reveal that pay for men continues to outstrip that of women after finishing their undergraduate degrees, and widened each year between 2014 and 2017 (The Guardian, 29 Mar).

RESEARCH

[The last 12 Australian Research Council Linkage Grants were announced.](#) UNSW and QUT have three grants each, Uni Queensland has two and Australian Catholic U, ANU, UTS and Uni Newcastle one each (CMM, 12 Apr).

Thomas Estermann and Thomas Jørgensen discussed [Frameworks universities need in age of open innovation](#). The common narrative is one of moving away from a linear model of innovation. Instead, universities become places of co-creation, where knowledge moves around and develops between researchers, students and partners with different applications in various fields. It is a model in which the free flow of ideas in the ecosystem of actors plays an important role, based on openness, space for cooperation and curiosity. EUA study on innovation ecosystems confirms that enabling frameworks and appropriate and sufficient funding are important factors for a university's innovation capacity and culture (UWN, 6 Apr).

[Higher Education Consulting Group's CEO Susie Robinson takes a close look at the results of E&I 2018.](#) These success stories can help a potential industry partner understand what the road to impact looks like when working with universities; they should be broadcast to all levels of government, to demonstrate how powerful and effective public policy can be developed, when it is informed by rigorous research and expert advice; and they should inspire early-career researchers (and for that matter our

schoolchildren) to imagine a fulfilling life making a difference through research, in partnership with others (CMM, 31 Mar)

[Where to file big research ideas? ANZ stats and research admin authorities are reviewing the trans-Tasman research classification.](#) The agencies are first asking for input to a discussion paper on the existing research codes and what needs to change. They point to three especial issues: * whether Aboriginal and Torres Strait Islander Studies, Māori Studies, and Pacific Peoples Studies research now allocated to discipline codes gets lost in the existing categories and accordingly need specific classifications * classifying (or not) inter-disciplinary, multi-disciplinary research, "without compromising the structure or mutual exclusivity of the classification" * adding new categories to cover new research disciplines that have stared since the existing list was set in 2008 and considering new classifications for "emerging subject areas" (CMM, 25 Mar).

[The moralisation of science is challenging its autonomy:](#) The United States' National Science Foundation (NSF) has recently published a new policy concerning sexual harassment. In essence, it affirms that any scientist, notwithstanding his (or her) prestige or scientific qualities, may lose his or (statistically less likely) her grants if found guilty of sexual or other forms of harassment. By deciding that the social behaviour of scientists will now affect their chances of keeping their grants, the NSF extends its traditional mission beyond that of scientific gatekeeper. Only time will tell if the new NSF policy will contribute to the production of a 'better' science through the fashioning of 'better' scientists (Yves Gingras, UWN, 23 March 2019)

The National Health and Medical Research Council has announced its 2018 [research excellence awards](#) (CMM, 15 Mar).

Bárbara S. Lancho-Barrantes, Héctor G. Ceballos, Francisco J. Cantú-Ortiz published [Factors that influence scientific productivity from different countries: A causal approach through multiple regression using panel data](#) in BioRxiv. They selected a sample of 19 countries considered partners in science and technology. They built a reliable predictive model to analyse scenarios in which the increase in any of the independent variables causes a positive effect on scientific production. This model allows decision maker to make

comparison among countries and helps in the formulation of future plans on national scientific policies.

Grant & Funding

[Australian Research Council released 13 new Linkage grants](#) announced in its March release. The grants will fund research projects from physics for kids to creating composers (CMM, 20 Mar).

[The UNSW-CSIRO Industry PhD programme will be rolled out at UWA, plus Curtin and Edith Cowan universities](#) in Western Australia. This is the four-year programme includes a six-month industry placement. It is "designed to create research and innovation leaders of the future who are work ready, understand the needs of industry and have the know-how to collaborate with others." People in the programme will be paid \$40 000 a year, and access CSIRO's professional development programme. The "initial focus" in the west is on resources and agriculture research.

[The wonderful Wicking Trust extends support for palliative care:](#) The Wicking Trust has slung La Trobe U's Palliative Care Unit \$1.5m for work on public health approaches to care. It's part of the trust's support for research on wellness and quality of life in old age. Wicking is well known for supporting dementia research and information programmes from the University of Tasmania centre named for it – including its two MOOCs, on understanding and dealing with the disease (CMM, 19 Mar).

[The high price of research open access:](#) Plan S is picking up pace, with the University of California joining European university systems in requiring journal publishers to make research articles free to read. But Plan S involves researchers, or their institutions, paying journals an article publishing charge – and this will be a problem. 120,000 articles from Plan S institutions appeared on the Web of Science in 2017. The cost of paying to publish them, based on existing publishing charges, would be €150m. Unless of course, CMM suggests, negotiations with the big for-profit publishers lead to lower article charges and subscriptions or lower cost competitors build share. (19 Mar)

[Skilling Australia Fund](#) is set up to increase apprentice numbers and "other employment-related training." It's funded by a levy on employers of foreign workers, plus Commonwealth payments to the states. Apart, that is, from Victoria



and Queensland, which have not signed up. The levy is also said not to be raising the expected amounts (CMM, 18 Mar).

[2019 Campus Technology Impact Awards](#) Campus Technology Impact Awards.

These awards honour exemplary colleges and universities that are making an impact with technology on campus, doing important work in the service of teaching, learning, administration and operations. Highly relevant to our SSCC 2019 theme and, looking through our concurrent session abstracts, with plenty of potential applicants from our locals.

The awards are open to both US and international entries, and multiple submissions are welcome. There is no entry fee. Winners will be announced on their website on 1 August 2019.

Applications Close April 15 2019. For further information, see [the Impact Awards website](#).

Reports and Resources

Released by the Institute for Scientific Information, part of Clarivate Analytics, on 2 April, a new report, [Navigating the Structure of Research on Sustainable Development Goals](#), reveals that global research is increasingly being redirected towards addressing poverty, reducing inequality and tackling the effects of climate change. European nations dominate research focused on the United Nations' Sustainable Development Goals (SDGs), with North America and Asia and Pacific regions contributing less; while Africa, the Arab States and Latin America are smaller participants, even though the SDGs are key concerns in these regions.

Geoff Maslen discussed how Automation will make huge demands on universities. Prepared by researchers at McKinsey & Company, the report ([Australia's automation opportunity: Reigniting productivity and inclusive income growth](#)) says the widespread adoption of automation across the economy will be much more disruptive than most Australians expect. Flexible short certificate courses and foundational training are also likely to be the most valuable for workers who lose jobs through structural changes. Universities need leaders who can communicate the need to modernise course design and delivery and drive its implementation.

The chief executive of study support service, Studiosity, Michael Larsen, said a survey of student experience showed the demand-driven system has shifted what students expect to get from higher

education and many universities are running hard to catch up, writes Robert Bolton for *Australian Financial Review*. The survey asked 1,100 students to rate their satisfaction with university education. Nearly 49% said they did not believe the course they were studying was worth the money it cost. More than 55% said it would "take years to pay off my student loan". That was despite the fact only 16% thought what they learnt at university could have been learnt in a job. [Full report on the Australian Financial Review site](#) (30 Mar)

NCVER released Infographic: [Generation Z: Life at 17](#). Around 60% of 17-year-old Australians have a job while at school, according to new data released today by NCVER. Many 17-year-old school students are also part of the new gig economy, with 8% undertaking 'gig work' such as online tasks, babysitting and cleaning. Generation Z: Life at 17 uses data from the Longitudinal Surveys of Australian Youth (LSAY) to provide a snapshot of 17-year-old Australians' study, work, and living arrangements in 2017, as they acquire the skills and experience they need to meet the challenges of a rapidly changing world (28 Mar).

[Respecting others is good karma: ARC funded research finds teens think multi-faiths make Australia a better place to live](#), despite half of them having no religion of their own. And 80 per cent of them support marriage equality. But they aren't short of codes to live by, with half believing in karma, "a shorthand for 'what goes around, comes around' in this life." The findings are based on focus groups, interviews and a telephone survey of 15-16 year olds for the project, by researchers at ANU, Deakin and Monash universities.

A new report, which claims that too many people are being admitted into PhD programmes, says entry requirements for PhD programmes in Australian universities need reform, reports Study International. According to the Design Options for the Future Doctorate report by the Melbourne Centre for the Study of Higher Education at the University of Melbourne, a third of experts surveyed indicated that more than 60% of their PhD applicants were admitted, while around half of experts said they admitted more than 40% of applicants. "Such high admission rates raise questions about entry standards, and about programme and student alignment and expectations," the report said. Twenty-eight universities participated in the survey, while 673

graduates and 338 institution experts contributed data. Full report on the Study [International site](#) (23 Mar).

While [the Global Gender Gap Report 2018](#) Recognised the gender gap among AI professionals, [ILO's report](#) found that in the last 27 years the difference in the employment rates for men and women has shrunk by less than two percentage points. In 2018, women are still 26 percentage points less likely to be in employment than men. This contrasts with the findings of an ILO-Gallup 2017 global report on women's and men's preferences about women's participation in paid work, which found that 70 per cent of women prefer to have a job rather than staying at home and that men agree. Women are still underrepresented at the top, a situation that has changed very little in the last 30 years.

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

ON THE MOVE

Miriam Tanti is the inaugural campus dean of Australian Catholic U's Mount St Mary campus, in the Sydney suburb of Strathfield, while continuing as acting head of education in the ACT and NSW.

Christina Turner is the new HR director at the University of the Sunshine Coast.

Scott Smith moves to professor of structural engineering at the University of Adelaide.

Mia Lindgren will become Swinburne U's dean of arts, social sciences and humanities.

Stephen Finlay will join in Australian Catholic University as its leader of a new Institute for Philosophy, to be based in Melbourne.

Griffith U has appointed Reserve Bank analyst **Ellana Brand** to a new research fellowship funded by AMP.

Lisa Line is moving to Swinburne U to be DVC Pathways and Voc Ed.

John Shields is standing down as deputy dean of the University of Sydney's business school. He is taking up a new position as the school's academic director, international.



Mark Grant is the new CEO of the Australian Institute of Teaching and School Leadership.

Geoff Lee is the new NSW minister for skills and tertiary education.

Hannah Wooller moves to the comms team at Universities Australia.

Craig Emerson is appointed director of RMIT's Australian APEC Study Centre.

Michelle Trudgett joins Western Sydney U as PVC, Aboriginal and Torres Strait Islander Education, Strategy and Consultation.

Richard Hillis returns to the University of Adelaide as PVC Research. It's a short-term appointment to cover the role until a new DVC R is appointed and looks to make their own selection.

Bond U has appointed **Chris Knapp** head of the school of architecture.

Angela Hill is promoted to the new position of DVC Education at Edith Cowan U.

Alec Webb is acting executive director of the Australian Technology Network.

Kim Copeland has started as Charles Sturt U's director of student safety and wellbeing.

James Boyd will become La Trobe U's inaugural chair in digital health at end April. He joins from the Centre for Data Linkage at Curtin U.

ARE YOU INTERESTED IN?

Forming and joining Corporate and Organisational Review Network?



Rosemary Marson, Manager, Organisational Reviews (Analytics, Planning and Data at Griffith University), has contacted ATEM about the possibility of building a network community around how universities manage and organise their corporate or organisational reviews. Rosemary already has a substantial network of people interested in this

important part of the building of the tertiary sector. ATEM will provide a network portal that will allow a free flow of information and offer network members the chance to ask questions and seek advice. It could also provide the opportunity to organise a face-to-face workshop/summit on the issues that emerge as part of our discussions. If you are interested in joining this group, please email [Paul Able](mailto:Paul.Able).

NEW PODCAST!

Data, housing, funding and cheating

With Chris Shelley, Director of Student and Academic Services at the University of Greenwich; Gavan Conlon, Partner at London Economics; and Wonkhe's own Jim Dickinson, the podcast this week we discuss the impact of recent political developments on higher education, data futures, and new research on student accommodation. Plus ITV's new drama about a student who uses an essay mill, our correlation quiz, the latest from the blogs and the launch of Wonkhe SUs.

The AI Show's Justin Flitter interviews

AI Forum's Ben Reid. Justin Flitter interviews the NZ AI Forum executive director, Ben Reid. Reid heads up the AI Forum of New Zealand – an independent organisation bringing together business, academia, and the government connecting, promoting and advancing the AI ecosystem to help ensure a prosperous future New Zealand.

SOAPBOX



QUT HESDC enquiry on Adjuncts

How are adjunct and/or visiting fellows reported within the definition of member of staff in your organisation? Do you include adjunct and visiting fellows in your HESDC?

- We don't include unpaid academics in our collection
- Within our full-time and fractional full-time file (FT)
- Within our casual (CA) file
- Within both our FT and CA files
- No response

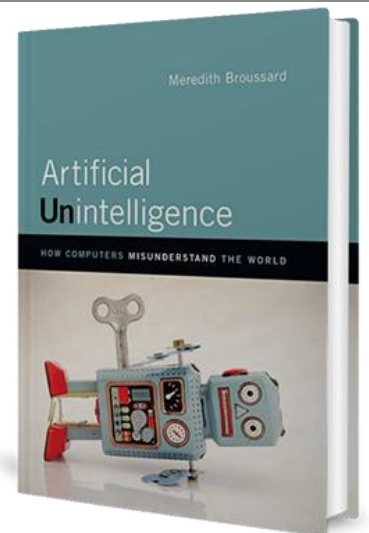
The Full-time (FT) and the Fractional full-time (FFT), which are just work contracts (E506) classifications within the FT submission (1 – Full-time; 2 = Fractional full-time).

Please direct all responses to j.bibby@qut.edu.au.

Note: QUT will disassociate any response with individuals and institutions, except where directly communicating with the owning contributor.

READ MORE

BOOK REVIEWS



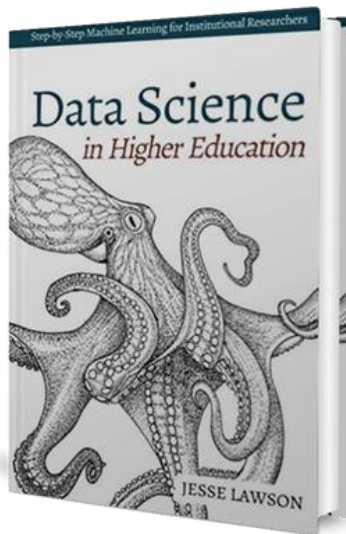
Artificial Unintelligence: How Computers Misunderstand the World
(Recommended by Tracy Creagh)

Meredith Broussard

A guide to understanding the inner workings and outer limits of technology and why we should never assume that computers always get it right. Illustrated with examples from Broussard's own work and experience, this is an intensely personal journey that gives a real sense of travelling with a friend. Her descriptions



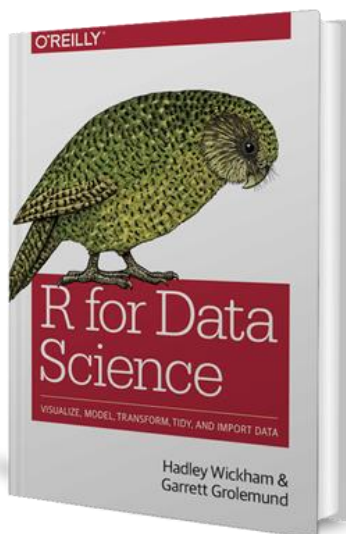
of hackathons and other aspects of start-up culture are honest and atmospheric, capturing the social as well as the technical aspects of the marketplace in a way that anchors moments of technical innovation in their time and place.



Data Science in Higher Education : A Step-By-Step Introduction to Machine Learning for Institutional Researchers

Jesse Lawson

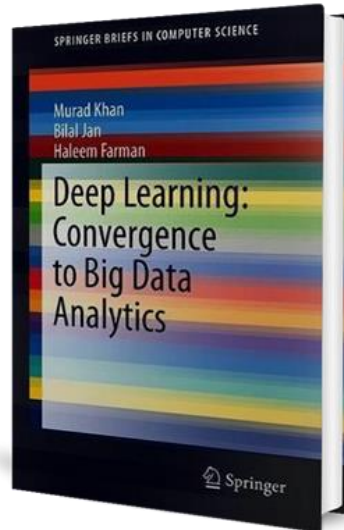
Be the change your institution needs. Data Science in higher education is the process of turning raw institutional data into actionable intelligence. With this introduction to foundational topics in machine learning and predictive analytics, ambitious leaders in research can develop and employ sophisticated predictive models to better inform their institution's decision-making process.



R for Data Science

Hadley Wickham & Garrett Golemund

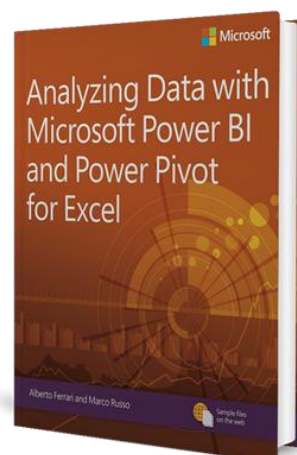
Learn how to use R to turn raw data into insight, knowledge, and understanding. This book introduces you to R, RStudio, and the tidyverse, a collection of R packages designed to work together to make data science fast, fluent, and fun. Suitable for readers with no previous programming experience, R for Data Science is designed to get you doing data science as quickly as possible.



Deep Learning: Convergence to Big Data Analytics

Murad Khan, Bilal Jan, Haleem Farman

This book presents deep learning techniques, concepts, and algorithms to classify and analyze big data. Further, it offers an introductory level understanding of the new programming languages and tools used to analyze big data in real-time, such as Hadoop, SPARK, and GRAPHX. Big data analytics using traditional techniques face various challenges, such as fast, accurate and efficient processing of big data in real-time.

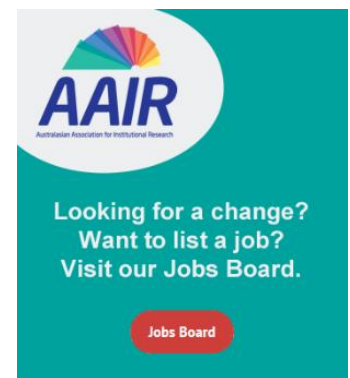


Analyzing Data with Power BI and Power Pivot for Excel

Alberto Ferrari & Marco Russo

How can you use Excel and Power BI to gain real insights into your information? As you examine your data, how do you write a formula that provides the numbers you need? The answers to both of these questions lie with the data model. This book introduces the basic techniques for shaping data models in Excel and Power BI. It's meant for readers who are new to data modeling as well as for experienced data modelers looking for tips from the experts.

POSITIONS VACANT



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](#).

AIR Webinars

AIR provides online resources, innovative practices, professional development opportunities, and training for AIR members and non-members and the higher education community, including professionals from IR, effectiveness, assessment, planning, and related fields.

Understanding Rasch Measurement Theory

22 April 2019, online

Led by world-renowned researcher and psychometrician Professor Geoff Masters, this masters level course will unlock the practical understanding you need to get the most from Rasch – the measurement tool used to underpin student testing globally. Understanding Rasch Measurement Theory provides a theoretical background with a strong emphasis on building practical skills in objective measurement, statistical analysis and evaluation. You'll learn about objectivity in measurement, how to evaluate the consistency of data and how to measure group trends and individual growth – the nuts and bolts that underpin educational assessment. Apply by 12 April 2019.

Survey Data for Non-Analysts

1 MAY 2019, Melbourne

Run over two sessions, this first full day session and half day masterclass (date TBC) will turn your data into a compelling and insightful report or presentation. 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.

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.

QILT Webinar: Update on GOS-May

8 May 2019 (2.00 Melbourne)

The sample on time helps QILT immensely in the project management side of things. The quality of the sample provided was generally good with less need for us to follow up institutions to resolve issues than prior rounds – a big thanks to all. Something that was prevalent, however, was the number of sample records that fell outside the reference period for the GOS-May collection. Section 2.1 in the Collection and Sample Guide provides full details – but as a reminder, completions from November 2018 through to February 2019 are in scope for the GOS-May collection.

Contract Cheating - working to do something about it

24 MAY 2019, Perth

This half-day seminar will introduce participants to contract cheating and its effect on academic integrity and, in turn, on institutional reputation. Contract cheating is defined as submission by students of work that has been completed for them by a third party - maybe a friend, fellow student or academic staff, or a commercial service. We hope to engage participants in a 'community of practice' around academic integrity and contract cheating to provide opportunities for regular interaction to help improve how institutions in WA address this problem.

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.

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?*

IREG 2019 Conference



Rankings: A Challenge to Higher Education?
8-10 May 2019
Bologna, Italy

At this conference, we will take a deeper look at the rankings in general and will be asking questions fundamental for university rankings:

- Is there any evidence that rankings are helping universities?
- Are rankings helping students and other stakeholders?
- What will be the impact of Artificial Intelligence and Big Data on rankings?
- How to include online distance teaching into rankings?
- What needs to be done to make rankings better?



THETA 2019 The Higher Education Technology Agenda Conference



19–22 May 2019
Wollongong, Australia

The conference theme, The Tipping Point, reflects that magic moment when innovations in the use of information technology cross a threshold and spread like wildfire. In line with the theme, this event is all about innovations and working at the edges.

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



Partnering for the Future
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.

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.

2019 AAIR SIG Forum



3–5 July 2019
Darwin Australia

Charles Darwin University will host the AAIR SIG Forum at the Waterfront Campus (Darwin, NT).

ACER Research Conference 2019



Preparing students for life in the 21st Century: Identifying, developing and assessing what matters

4–5 August 2019
Melbourne Australia

Research Conference 2019 will examine research around preparing students for life in the 21st Century. It will bring together leading international and Australian researchers to provide insights into the best ways to identify, conceptualise, develop and assess these new priorities for schools in the 21st century.

The Higher Education Finance Conference

Higher Ed
Services Pty Ltd

5–6 August 2019
Melbourne, Australia



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.



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 distil 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.

AAIR 2019 Annual Forum



11-13 November 2019
Hobart, Australia

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 Julia Petrou La Trobe University

What is your job title?

Senior Surveys Coordinator at La Trobe University.

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

I manage the Surveys team, reporting to the Director, Planning and Institutional Performance Unit. The Surveys team is responsible for the operations and reporting of core University surveys, and monitors the approval of ad hoc surveys.

I monitor and review survey related systems, processes and internal policies. I work closely with key staff for accessibility to relevant data, and to identify reporting requirements for effective strategic decision making towards improving the student experience.

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

I believe an emerging area of interest in institutional research is to develop a strategy and evaluate the capacity to utilise big data platforms and big data analytics software, to modify courses, to

transform the design and delivery of teaching, and to evaluate student learning.

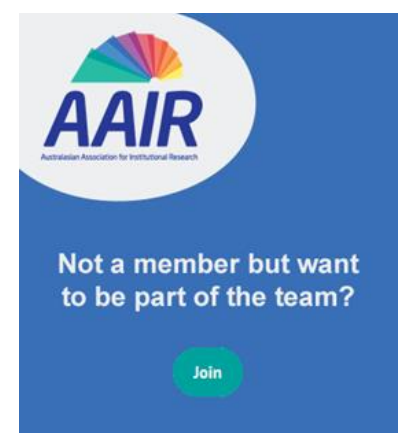
What do you believe will be the future priorities for institutional research?

The use of artificial intelligence to build tailored education for individual students in virtual locations, and to develop effective ways to assess the quality of virtual teaching and actual learning.

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

...coffee, my supportive team, multitasking, independence, beating distractions, laughing, switching off, hugs from my family...and...repeat...

Connect with Julia on [LinkedIn](#)



CALL FOR CONTRIBUTIONS

Issue 5, May 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 May. Please send your contributions to the editor@air.org.au by 11 May 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](https://twitter.com/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.

