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## FROM THE ACTING PRESIDENT

### Challenges all around!

I was looking for something else when I inadvertently came across a blog from Clear Risk about challenges in data analytics: [12 Challenges of Data Analytics and How to Fix Them](#). The author's top 12 challenges that impede collection and use of analytics are:

1. The amount of data being collected
2. Collecting meaningful and real-time data
3. Visual representation of data
4. Data from multiple sources
5. Inaccessible data
6. Poor quality data
7. Pressure from the top
8. Lack of support
9. Confusion or anxiety
10. Budget
11. Shortage of skills
12. Scaling data analysis

While the blog is directed at risk managers, it got me thinking about the 12 challenges listed and what my top three for institutional research (IR) professionals might be. So here goes, in no particular order:

#### 1 Visual representation of data

Anyone who knows me knows that I think this is one of the most important challenges we will be facing over the next couple of years. Dashboarding, charts, graphs and tables all have their important places, and we need to be able to present information effectively at all times. We all know of decision makers in our organisations who can't understand data if it isn't visually presented, and conversely, those people who cannot understand or use data that is visually presented. We also know of examples of bad data visualisations – one of my favourites is called [WTF Visualizations](#). Another site I like is from [Perceptual Edge](#), where visualisations are shown and alternatives given for presenting the information. I think this site clearly shows how important it is to present data appropriately and simply to allow understanding.

#### 2 Lack of support/budget

Although the same in some ways, support and budget can be very different (I am cheating a bit here by combining two into one, but it was hard for me to separate the two out). I have often been frustrated with the lack of support or understanding about the kind of effort that is necessary to undertake good analysis, and the danger of continuing to rely on the best you

can do rather than to strive for best practice. I get no satisfaction from producing a report or presenting information on the basis of what I have, rather than taking the time and having the resources to do the best job possible. I am equally frustrated by those who take the information and ignore all the 'health warnings' that have been put on it, and use it for a purpose or to draw a conclusion that is false at worst or stretching the imagination at best.

#### 3 Poor data quality/metadata

Another two-for-one, but I think they are also related. Metadata in my mind is another way of saying that you have a common understanding of what is represented. Without good metadata, it is not clear *what* is being collected or *how* it can be used. It should be easy to do, particularly with terms that are generally understood, but I will give a simple example of something that has frustrated me for many years: pass rates for courses/papers/units. In various incarnations, I have seen people compare pass rates between different faculties, schools or departments to claim that they have the better pass rate, but when you look into it, in any or all of the pass rates presented there are differences in the data that mean that the information is not at all comparable. For example, one rate will take into account those students who withdrew from the course at any point along the way before the course is finished as failures, others will include only withdrawals after a formal withdrawal period has finished and include them as failures, and others still will say that withdrawals don't count at all.

So, what do you see as challenges? Have I got the top three right, or should we have a top five (particularly as I had two-for-ones above)?

As a reminder to all, the 2019 AAIR Forum in Hobart is coming up from 11–13 November. This might be your chance to discuss or address challenges that you are facing as an IR professional and possibly even find some solutions! If you haven't already registered, please visit <https://aaiforum.com.au/registration/> to register.

**Kathie Rabel**  
Acting AAIR President



## EDITORIAL

Dear All

*I am writing this editorial on the first day of spring in South Hampshire. At the time that you start reading this newsletter, I will have already started my new role as Senior Planning Manager in the Learning and Quality Unit at The University of Adelaide.*

*While I have visited Adelaide a few times before, it is still a relatively new place to me.*

*We all take twists and turns in life, and whether or not you are also in a transitional phase in your work or life, I like to use the lyrics, 'Turn! Turn! Turn!'.*

*May these words encourage us all to embrace changes, challenges, and adventures in seasons of life, so...*



*To everything (turn, turn, turn)*

*There is a season (turn, turn, turn)*

*And a time to every purpose under heaven.*

Lizzie

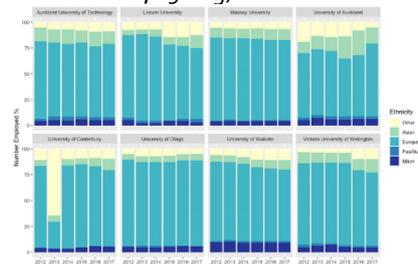
## SECTOR NEWS AND VIEWS

[Victoria U wins the Voice Project award for "substantial positive change"](#) from the Australian Higher Education Industrial Association. The Voice surveys staff opinion for managements at just about all Australian universities (CMM, 5 Sep).

[TEQSA has accredited the first ever Aus university college:](#) The Tertiary Education Quality Standards Agency has anointed Avondale College an Australian university college, the first institution to make the cut in the category. According to TEQSA, Avondale, qualifies as a university college because it has "realistic and achievable plans to meet all the criteria for an 'Australian university' "within five years. It offers coursework masters in at least three of the broad fields it teaches and higher research degrees in one. Avondale also researches in three of the masters fields it teaches (CMM, 2 September).

The government has announced [\\$7.6m for two centres researching data science in mining](#). The grants will fund research data analytics on the use of natural resources at the University of Sydney and training for scientists in data analytics and sensor use at the University of Adelaide. Separately announced, a top-up \$35m for the University of Melbourne led ARC Centre of Excellence for Dark Matter Particle Physics, to use a lab in an old, underground and accordingly deeply dark goldmine in Stawell, Vic (CMM, 29 Aug).

[Māori and Pasifika scholars remain severely under-represented in New Zealand universities:](#) in two research published recently, [Why isn't my professor Māori?](#) and [Why isn't my Professor Pasifika?](#), the authors analysed the number of Māori and Pasifika faculty at New Zealand's eight universities – and highlight that Māori and Pasifika scholars are severely under-represented, making up only 5% and 1.7% of the academic workforce, respectively. This is in contrast to 15% identifying as Māori and 7.4% as Pasifika in the 2013 census. (Tara McAllister & Sereana Naepi, the Conversation, 29 Aug).



[A good first step, but more attention is needed to strengthen dual education in New Zealand:](#) In a new research note authored by the New Zealand Initiative's Natanael Rother, it suggests that further changes are needed to the Government's reform of vocational education in order to put vocational education on a level footing with university education (Education Central, 29 Aug).

The education minister told an AFR conference yesterday that the [government's authority in higher education and previews transformative plans](#). The minister set out the government's "comprehensive agenda" for higher education and emphasised the HE sector's core role in delivering (CMM, 28 Aug).

[International student numbers \(the end is not as nigh\):](#) There were 630 000 international students in Australia as of June, 12 per cent up on June '18. Indians were up 38 per cent, to just under 100 000, with Nepalese numbers growing year on year by 42 per cent, to approach 50 000. However, markets for which great things are now expected, Brazil (4 per cent growth) and Vietnam (up 5 per cent) were around 25 000 each. Chinese student numbers continued to grow, by six per cent, to around 280 000. However YTD June commencements demonstrate China commencements are slowing (CMM, 28 Aug).

[UniMelb's long-term investment in Indonesia:](#) The university offers no specifics on expanding student numbers, either in Australia, or Indonesia, signalling instead a long-play, creating contacts, extending engagement over time. While the plan proposes more two-way undergraduate study most of the measure are about research and policy exchanges, for "capacity building and research collaboration." (CMM, 23 Aug).

Murray Strong has been named the [interim Executive Director of the New Zealand Institute of Skills & Technology, the new over-arching polytechnic announced as part of the Reform of Vocational Education](#). Institute Establishment Board Chair, Barry Jordan confirmed that Mr Strong's appointment is effective immediately and will run until 31 March 2020 while the search for a permanent chief executive carries out (Education Central, 22 Aug).

[Monash University announced an \\$8.8m gift to fund Raydon Scholars:](#) These are PhD scholarships in the faculties of arts;



art, design and architecture; education and law, "with preference given to asylum seeker students and students from refugee backgrounds." The funds come from an endowment last year from the Narodowski Investment Trust, "to support a significant PhD scholarship program in perpetuity." (CMM, 22 Aug).

[Digital exams to help Monash University save AU\\$7 million:](#) Monash University research, education, and business intelligence delivery leader Cliff Ashford said the savings estimate accounts for only marking exams with essay questions and does not factor in the cost of other exams, such as those with multiple choice questions. By the end of 2020, 80% of all exams issued by the university will be e-assessments (By Aimee Chanthadavong, zdnnet.com, 22 Aug).

[More research open access coming:](#) The Council of Australian University Librarians, which manages publisher agreements, says change is imminent. A "transformative read and publish agreement" with "a significant medium-sized university press" is "in advanced negotiations." CAUL is also negotiating with "three smaller learned society publishers for transformative agreements." (CMM, 21 Aug).

Claire Field suggested [Three ways to protect the international education market:](#) do our efforts at diversifying our international student cohort to mitigate the financial risk for universities in being so reliant on students from one source country. The data Claire used is available [here](#) (CMM, 21 Aug)



[Education Minister Dan Tehan announces \\$94m for regional campus scholarships:](#) The scheme is open to domestic and international students, enrolled from Certificate IV to PhD and who will start at a regional campus next year. Universities can apply for funding through a competitive grant process. There is also support for institutions administering and supporting the scheme. Funding is open to all institutions with a campus anywhere that meets the Australian Bureau of

Statistics classification of outside a major city (CMM, 20 Aug).

The Study Brisbane international student recruitment group has organised [a sales-mission to Brazil](#), including QUT, Uni Queensland, Griffith U, TAFE and CQU. There's certainly room for growth, last year there were 4000 or so Brazilians in Queensland higher education. (CMM, 19 Aug).

[There's a new accreditation scheme for people in offshore student recruitment:](#) The International Education Association of Australia has a new fellowship, a "professional credential that recognises and rewards members for their education, experience and engagement in international education." (CMM, 19 Aug).

[Two states of training:](#) SA Education Minister John Gardner says training regulator ASQA has accredited the state's TAFE for seven years. "It represents a significant step towards TAFE SA's goal of becoming known as a benchmark for high-quality vocational education in South Australia." This is certainly an improvement on the shambles the public system was under the last Labor Government. A Queensland Audit Office report shows CQU VET enrolments down 14 per cent (to 8 300) between 2015 and 2018, with a \$9m net loss that year. Competency completion rates dropped and costs were up over the period and while 73 per cent of graduates are satisfied with training this is 6 per cent under target. Just 65 per cent of employers are satisfied with graduate training. The university also relied on the state government for 46 per cent of revenue, still returning a \$9m loss (CMM, 16 Aug).

[Sector funding a major focus of NZ tertiary education forum:](#) The 2019 Voices of the Sector Forum was timely given the major changes afoot in the tertiary education sector. NZUSA President James Ranstead says students are keen to see a refocusing of the tertiary education sector on teaching and learning. Two forums run last year focused on the need to review the funding mechanisms. However, there is no firm plan of how this will be done or the principles for setting out a funding system (Education Central, 13 Aug).

[Authentic alumni engagement:](#) Alumni are our most valuable allies, yet we continue to let them walk across the graduation stage and into the distance. Strengthening connection with alumni,

requires us to challenge the notion of having "done our job" at graduation and to create meaningful engagement beyond our requests for time, talent and treasure. Providing a supportive student experience is the first step towards facilitating meaningful connection. (Jessica Vanderlelie, PVC Student Success, La Trobe University, CMM, 11 Aug).

[Government funding will be tied to uni performance from 2020: what does this mean, and what are the challenges?](#) Emmaline Bexley, Senior Manager, Higher Education Policy, La Trobe University, discusses what is performance-based funding and what does the report propose? (The Conversation, 9 Aug).

[Polytech mega-merger: the benefits, risks and challenges:](#) Roger Smyth continues his critique of the Review of Vocational Education (ROVE) with a discussion on the Government's decision to merge New Zealand's 16 polytechnics into a single national institute (Education Central, 8 Aug).

[UQ partners with PNG University to train the next generation of mining leaders:](#) President and Vice-Chancellor of UQ, Professor Peter Høj AC, and UNITECH Vice-Chancellor Associate Professor Ora Renagi OL signed the agreement in Port Moresby, committing to collaborate across education and research activities. The partnership builds on previous collaboration in mineral processing education, as well as a history of joint involvement in agricultural and animal science research (UQ, 2 Aug).

## Ranking and rating

[2019 Academic Ranking of World Universities \(ARWU\) was announced:](#) in the top-100 list, Uni Melbourne is first in-country at 41 (down three on 2018), followed by Uni Queensland at 54th, up from 55th – where it was last year and in 2017. Monash U follows at 73rd – a big lift on is 91st position last year, although this appeared anomalous, as it was 78th in 2017 and 79th in 2016. ANU is 76th this year (69th in 2018), Uni Sydney is equal 80th (down from 68th) and UWA just hangs on at 99th, down from 93<sup>rd</sup>. The ARWU is based on research performance based on publication and academic honours. (CMM, 16 Aug).

[Isidro F Aguillo from Spanish research agency, Consejo Superior de Investigaciones Cientificas took the](#)



[opportunity to remind us of the July results for Australia in the CSIC's Ranking Web of Universities \(RWU\)](#). But whatever the methodology, results are generally much the same, certainly at the sharp end, which may be Mr Aguillo's point. Results between the two rankings for the last top 100 spot are reversed. Uni Adelaide is 100th on the Spanish ranking and in the 101-150 band of the ARWU while UWA, which is 99th on the ARWU is 166th on the RWU (19 Aug).

[How do we find out about university quality?](#) Roger Smyth looks at whether there is any value ranking universities in relation to the academic audit process in NZ. "There is a trade-off between the simplicity and the integrity of information on performance and quality. there's a lot of information available but it's a stretch to join up these different views of quality and performance. As for international comparisons, .... there is lots of rankings data on each of the universities. But we all need to use it with care." (Educational Central, 13 Aug).

[Another ranking win for Curtin U:](#) The Centre for World University Rankings reports Curtin U is now ninth in Australia, improving 30 spots. The lift is another improvement for Curtin. In May, it made it into the top 200 of the research ranking that really rates, from Leiden University up from 316 last year and 355 in 2017. Ranking researchers suggest this is largely due to Curtin's long-term strategy of hiring highly-cited researchers, developing the university's own talent and encouraging all to publish in targeted journals that suit the university strategy.

### International News

[Change and Higher Education: Four Simple Observations:](#) For traditional higher education, there's no such thing as "too big to fail." To survive while other colleges fall, institutions need to stop making change management an event. Today's victor can quickly become tomorrow's victim. Preparation for this reality must become an organizational lifestyle. A lifestyle of consistent, repetitive, unrelenting, all-hands-on-deck preparation. Neuroplasticity matters (Jan Wyatt, Associate Vice President for Business, Nursing and Health Professions, Southern New Hampshire University, The EvoLLLution, 26 Aug).



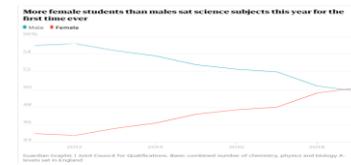
[Universities need to stay comprehensive:](#) Great academic breadth contributes to making Europe's best comprehensive universities the strong research and education institutions they are. However, comprehensive universities are being challenged in an expanding research system. This expansion is uneven and does not affect all academic areas. We need to continuously analyse whether and how external funding affects the ability of our institutions to safeguard academic breadth and ensure our ability to utilise the rich perspectives a comprehensive university offers. (Svein Stølen and Åse Gornitzka, UWN, 24 Aug)



[US Higher ed technology boot camps:](#) The non-degree granting, for-profit sector of higher education has been experiencing success with coding and other technology boot camps since 2012. Encouraged by that success, both public and private degree-granting institutions have jumped on the bandwagon in recent years. As of 2018, these boot camps were on pace to become a \$240 million industry graduating around 20,000 students, according to Course Report. Boot camps provide each graduate with a certificate of completion, and typically provide a choice of focus. While full-stack coding and web development appear to be the most popular options, some schools also offer data analytics, cybersecurity and even financial technology programs (Kelly Walsh, CIO of The College of Westchester, UB, 20 Aug).

[UK Female students outnumber males in A-level science entries:](#) Female students outnumber males in A-level science entries. Efforts to improve girls' take-up of Stem subjects bear fruit, but weaker English exam results drag down UK

average (Richard Adams, Sally Weale & Niamh McIntyre, The Guardian, 15 Aug)



[University of Regensburg and MIT-Germany expand partnership:](#) MIT International Science and Technology Initiatives (MISTI) creates relationships with universities and other organizations around the world, providing students and faculty with opportunities to broaden their research and education. UR was the first university to create an official collaboration with MIT-Germany, helping the program create a model that has now been adopted by other German university partners (MIT News, 2 Aug).

## LEARNING & TEACHING

With Uni Queensland, Curtin U is a major Australian MOOC provider, they both led with micro masters, which can feed into formal courses. Curtin U offers MOOC in business and IT and also offers a suite of human-rights MOOCs (CMM, 6 Sep).

[Who is teaching our students?](#) Sessional teachers contribute many benefits to student learning such as cutting-edge research knowledge or authentic industry, professional or clinical experience, with a strong commitment to student learning. Sessional staff do the majority of university teaching – they need more support (Associate Professor Marina Harvey, UNSW, CMM, 1 Sep).

[Innovation, Entrepreneurship and the 21st-Century Public Research University:](#) Crafting a curriculum and support structures that support entrepreneurialism and innovation are the hallmarks of a university designed for the transforming postsecondary environment. (Vistas Karbhari, President, The University of Texas at Arlington, The EvoLLLution, 30 Aug).



**USQ stepping up on digital delivery:** Uni Southern Queensland wants to, “reclaim (its) position as the sector leader in innovative, quality online and/or digital education that delivers a powerful and flexible student experience”. USQ needs to craft a narrative that speaks to this savvy cohort, but crucially, plan to deliver on those promises and exceed student expectations (CMM, 27 Aug)

**Alarming Cheating Stats in Australian Universities:** The Sydney morning Herald reports, “The number of students found to be cheating in assessments and exams increased by about 2000 per cent at the University of NSW when it moved resources from deterring cheating to detecting it. By improving the university’s investigative techniques, its staff were able to spot simple giveaways, such as students forgetting to fill in templates commonly used by contract cheating services or discrepancies in the way footnotes were written. As Canberra finalises its law, compliance – as always – will be the real issue. **ATEM** is interested in knowing your thoughts on this issue.

**Universities must teach their budding scientists entrepreneurship:** A strong background in science and technology is crucial for students who want to become academic research scientists. But there are many other jobs for budding scientists that also need extra business-oriented skills. There is growing awareness that this gap needs to be addressed with the proliferation of professional science masters programmes. Universities can play a key role in this. They can design courses to help bridge the gap between pure science and commercial research and development (Prof. Karl Kunert, University of Pretoria & Prof. University of Pretoria, Case Western Reserve University, The Conversation, 25 Aug).

**Uni Queensland MOOC achievement:** Bized academic Tyler Okimoto is nominated for “Leading high-performance teams” part of the university’s fee-charging business micromasters, which can be for-credit towards Uni Queensland postgraduate degrees (CMM, 22 Aug).

MOOCs from the university have been finalists in all four-years of the award.

**MOOCs empowering people:** A new run of Clare Collins and Tracy Burrows’ (Uni Newcastle) MOOC, “The science of weight loss: dispelling diet myths” (via edX) starts September 4. It’s another great example of the MOOC as public-good, potentially reaching vast numbers

of people with information to help change behaviour. Currently, six Aus health and well-being MOOCs are in its all-time top 100, Uni Tasmania’s self-published Understanding Dementia, Understanding MS and Preventing Dementia, two Monash U’s MOOCs on mindfulness plus its Food as Medicine (FutureLearn). Other Aus achievers are Uni Adelaides’ Shakespeare Matters (edX) and Uni Queensland’s Science of Everyday Thinking (edX) (CMM, 21 Aug)

**Griffith U offers three units on on-line teaching and digital tech, via FutureLearn, but only for staff.** Badged as Teach On-Line, the two-week units “focus on core drivers of great student learning”, which GU says are; experience, conversation, assessment and alignment. Some 2000 staff are eligible, including sessionals, not currently engaged. Completers qualify for a completion badge, from FutureLearn. Griffith U is also pioneering not-for credit student achievement badges via Credly, which are a digital record for resumes and social media. (CMM, 19 Aug).

**Massachusetts makes MOOCs of the morning:** MIT’s most popular MOOC is running again (via edX) – introduction to computer science and programming, using programme language Python. It’s one million users so far. Back from the river a bit, Harvard U is offering a MOOC (also edX), on cuisine, not coding. “Top chefs and Harvard researchers explore how traditional and modernist cooking techniques can illuminate basic principles in chemistry, physics, and engineering.”(CMM, 15 Aug).

**5 steps to building virtual services for online students: Distance learning students need an array of supports.** With online learning, the data prompts action but many colleges are slow to act. Today, about 15% of higher education students study exclusively online and one-third of students will take at least one class online, according to data from the U.S. Department of Education’s National Center for Education Statistics. There are five best practices on how to plan and deliver supports. (Theresa Sullivan Barger, UB, 13 Aug).



**Off-Season Programing Sets Up the University for Broader Accessibility:** It can be a challenge to establish a successful off-season program, since there aren’t the same levels of staff, services and resources as there are during traditional times. In this interview, Troy Hargrove (Associate Dean of the School for Professional Studies and Director of the Summer-Winter Office, Saint Louis University and President-Elect, North American Association of Summer Sessions (NAASS) reflects on some of these challenges and discusses the benefits of running programs during off-season times, both for students and postsecondary institutions. (The EvoLLLution, 5 Aug).

### Student Retention and Success

Trauma, racism and unrealistic expectations mean African refugees are less likely to get into Australian unis: In the past 30 years, Australia has settled thousands of African refugees. But many arrived here at a young age and with low educational attainment. That presents challenges in trying to encourage more to participate in higher education. Yet only about 10% of young people from the main countries of origin of African refugees go to university within five years of arrival. That trend has not changed much in the past 25 years. (Tebeje Molla, the Conversation, 28 Aug)

African refugee youth in Australian higher education

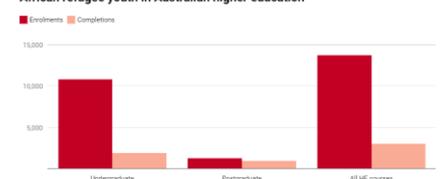


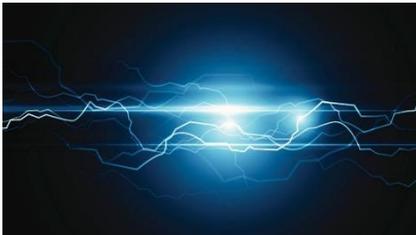
Chart: Tebeje Molla/The Conversation • Source: Department of Education and Training (2001 to 2017) • Get the data

**Can Technology Help Guide Students Towards College Success?** With the number of guidance counsellors in decline, high school students need all the assistance they can get to ensure success in college. Technology could help to fill the information and guidance gap. There’s no single solution that will ensure more students are better prepared for college and career success. But stemming the decline of school counsellors and further advancing the college advisory technology solutions described here are both key factors towards achieving that goal (Kipp Bentley, senior fellow, Center for Digital Education, 14 Aug).

**How Four Technologies Created The 'Perfect Storm' For Online Learning:** When MOOCs first burst onto the scene in 2012 — the year the New York Times



dubbed "the year of the MOOC" — their success was enabled largely by the convergence of four key technologies: cloud computing, video distribution at scale, gamification and social networking. Without these technologies, we would not have the high quality digital learning at scale that we now enjoy. What was the impact of these technologies and how have they developed? (Anant Agarwal, Forbes, 10 Aug).



**Eliminating achievement gaps in tertiary education:** Taking a systems-approach driven by data, Georgia State University (GSU) managed to eliminate achievement gaps based on ethnicity and income. Jude Barback talks to GSU's Professor Tim Renick and Tertiary Education Commission's Paora Amunson about what Australasian institutions could learn from the American university (Education Central, 9 Aug)

**A few US universities help black and Hispanic students reach and finish graduate school:** Black and Hispanic students in particular remain underrepresented in graduate schools, especially in science, technology, engineering and math. Theirs is "a rapidly increasing segment of the population that will be needed to sustain the economy, and they need to have the knowledge and skills" to do that. Duke, UMBC and a small number of other institutions have or are adding programs meant to help these students find their ways to graduate degrees (Melba Newsome, The Hechinger Report, 9 Aug).

The EvoLLLution interviewed Shonda Gibson (Associate Vice Chancellor, Texas A&M University System) on **Taking Relentless Ownership of Student Success to Maximize Re-Enrollment.** By shifting to a student-centric model, Texas A&M University Systems is tackling the dropping completion rates and breaking barriers to re-enrollment for former students. (29 Jul).

## Student Voice and Experience

**Rethinking organizational learning: When teachers become the students-** Meet

institutional compliance requirements while providing employees with meaningful development experiences. Colleges and universities may be built around the education and success of tomorrow's leaders, but they're failing when it comes to engaging their own employees through ongoing learning and development (Hawley Kane, UB, 3 Sep).

**Connecting on campus (why students want more):** New research from study support provider (and CMM advertiser) Studiosity finds most students feel they belong on campus. The sense of engagement is especially strong among internationals – some 88 per cent of internationals feel they belong, compared to 78 per cent of Australian residents (CMM, 23 Aug).

**Online learning: A powerful tool to build education equity:** E-learning is not just a convenient option for today's college student, it is a necessary and productive alternative to traditional classroom instruction. At Borough of Manhattan Community College, The City University of New York (BMCC/CUNY), student demand for online courses is growing (Christopher Oscar Medellin, dir. of e-Learning at Borough of Manhattan Community College, UB, 20 Aug).

**Tim Linsey: universities should share feedback in real-time:** Dr. Tim Linsey is head of academic systems and evaluation at Kingston University, says his university is collecting and sharing more student feedback from underrepresented groups. Kingston University's student academic development research associate scheme (SADRAS) involves students and staff working together to design and carry out small research projects specifically focused on enhancing the academic experience of under-represented groups of students at the university. These projects sometimes evolve from other types of student engagement activity, such as staff/student consultative committees or course evaluations (UB UK, 13 Aug).



**Wits designs framework to prioritise student success:** The University of the Witwatersrand has begun designing an institutional framework for student

success, the first draft of which will be released at the end of the 2019 academic year. Professor Diane Grayson, senior director of academic affairs said, "Before coming to Wits, I was working on a quality enhancement project in higher education that sought to enable all universities in the country to look systematically at how to improve student success." The framework's principles and values are to draw on research and scholarship sourced from data provided by the institution's Business Intelligence Services (BIS) unit. BIS' role on the project was "to collect and look at historic data, identify patterns and highlight certain trends to answer questions posed to the unit with the aim of helping the university improve its processes". (Sisanda Mbolekwa, Wits Vuvuzela, 12 Aug)

## Staff and Student Wellbeing

**How can universities get men to talk about mental health?** Despite 44% of students in the UK being male, responses from 100 universities to a Freedom of Information request by BBC Two's Victoria Derbyshire programme suggest only 31% of those using the services were male. Official figures show there were 95 recorded university student suicides in the 12 months to July 2017 in England and Wales, and that more than twice as many male as female students took their own life. (BBC.com, 2 Aug)

**How to make student debt affordable and equitable:** US' federal student loan program is needlessly complex, fails to offer an effective safety net for borrowers in financial difficulty, and distributes the largest benefits to borrowers who need them the least. This paper proposes a plan to simplify the system by providing all eligible students with a single \$50,000 line of credit, with repayments structured as an income-share agreement (ISA) (UB, 26 Jul).

## GRADUATE OUTCOMES AND EMPLOYABILITY

**Graduates beware, don't fall for that unpaid job advert:** If universities are to remain as stakeholders on the issue of internships, then that brings greater responsibility on them to prepare students for the world of work after they graduate. But are universities equipping our graduates well enough to know what a good opportunity looks like? (Richards, Spanjaard & Storr, The Conversation, 30 Aug).



[How University Partnerships Can Support Employer Competitiveness](#): By working with employers to understand their needs, while also providing learners the ladder they require, universities can position themselves as supporters of career growth and organizational competitiveness (Betty Vandenbosch, Chancellor, Purdue University Global).



Professor Angela Carbone (Associate Dean Learning Innovation, Swinburne University of Technology) discussed [Closing the Skills Awareness Gap](#): for students to thrive personally and professionally, they need a better sense of self, and a greater degree of flexibility and adaptability than ever before. Universities of tomorrow must move beyond the development of employability skills, and instead help students develop their professional purpose (CMM, 25 Aug).

[What to teach next: the big new skills markets](#): Using data scraping by Burning Glass Technology, the next step is to develop models on where the jobs will be, including "a tertiary provider prototype that uses data about emerging skills to improve course design." Overall employment is projected to increase from 11.975m last year to 12.836m in 2023 and only the automotive sector will employ (just a few) fewer people. But some industries will grow faster, much faster than others (CMM, 16 Aug).

[Uni isn't always the answer for grad jobs \(VET isn't either\)](#): What higher education won on the swings of demand driven funding it is losing on the policy roundabouts, with capped growth in UG places and suggestions that universities have enrolled too many students unsuited to bachelor-level study. "A good tertiary education system steers prospective students towards courses that increase their opportunities and minimise their risks. Australia's post-school system does not always achieve this goal." (CMM, 12 Aug).

[4 Kinds Of Gender Bias Women Face At Work](#): This "What Works for Women at

Work" video series by University of California professor Joan C. Williams helps you spot the four patterns of gender bias that shape today's workplaces. It also offers proven strategies successful women use to navigate subtle bias at work. This video will explain how each of these gender biases plays out, and provide concrete, actionable strategies you can do today to successfully avoid and navigate these biases. After you've watched this introduction, explore our additional lectures on each of the four forms of gender bias (learnin.org).

## RESEARCH

[Resources you can bio-bank on](#): La Trobe U, the Australian Red Cross Blood Service and chronic fatigue syndrome charity Emerge, "plus many other institutions" have \$1m for a biobank to store blood samples and DNA for research into Myalgic Encephalomyelitis/Chronic Fatigue Syndrome. The cash comes from the Mason Foundation. There's also a new biobank at Griffith U's Gold Coast campus, in partnership with the Menzies Research Institute, Queensland. It's designed to hold biological samples for clinical research and already has 3000 samples from breast cancer patients and 1500 placenta cord specimens (CMM, 15 Aug).

## REPORTS AND RESOURCES

Clearer view of total VET landscape emerging: The report [Total VET students and courses 2018](#) provides an estimate of nationally recognised VET as reported by 3830 Australian registered training organisations, delivering training in both onshore (Australia) and offshore locations (NCVER, 28 Aug).

Matt Brett, interviewed by Institutional Researcher's corner, contributed a feature story on [The Holy Grail of Transparency, To reimagine higher education we need transparency in policy, planning, actions and evaluation](#) (CMM, 17 Aug). Matt's interview can be read [here](#).

[Uni finances – ok\(ish\) for now](#): Federal government reports and state audits generally advise universities are in good financial shape. Helen Irvine and Christine Ryan (QUT) report their analysis of financial data from all 39 public universities for 2009-2015 in journal Accounting, Auditing and Accountability,

looking at five performance measures (CMM, 19 Aug).

[Claire Field analysed the Review of Australian Qualifications Framework](#) through Micro-credentials/short courses and Volume of learning and a credit points system (clairefield.com.au, 6 Aug).

[2018 Transparency in Higher Education expenditure for publication](#): This report was conducted by Deloitte Access Economics to determine the cost of teaching and scholarship at 25 Australian Universities (CMM, 7 Aug).

## BIG DATA, BUSINESS ANALYTICS/INTELLEGENCE

[What Good is Data without Context?](#) Richard Stocks, US Head of Financial Crime at Quantexa, explores why context of data is more important than ever and how customers need to be able to view everything with the context of business agility – discovering risks, threats, and opportunities and be able to quickly capitalize on or protect against them. Richard is trained in every facet from solution architecture, design and development through to marketing, selling and delivery. He leverages his 20+ years in the software industry to help organizations make better sense of their data by exposing and understanding the context surrounding it (insideBigData, 23 Aug)

[The Most Common Missed Opportunities With Big Data](#): While many instances of big data technologies offer some exciting opportunities, there are just as many getting overlooked entirely. Part of that is because of how massive these data collections are. There's almost no way to ingest, analyze and make use of everything, certainly not at once. But another reason is that people are still learning how to use these technologies, in general (insideBigData, 18 Aug).

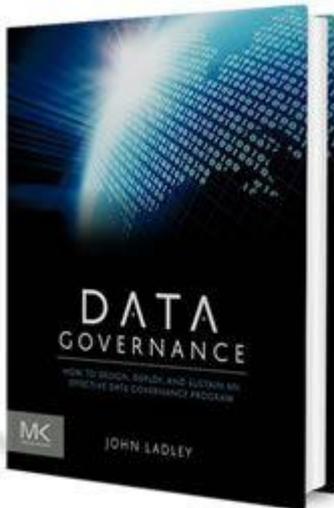
[What to Ask Yourself when Hiring a Data Scientist](#): Aria Haghighi, VP of Data Science at Amperity, discusses several important questions to ask yourself when hiring a data scientist. Hiring data scientists is hard. They're hard to find since there are fewer trained than can meet demand, and it's challenging to properly interview and vet them (especially the first in your organization). Aria discussed What Kind of Data Scientist Should You Be Hiring? How



Much (Data) Engineering Do You Expect? (insideBigData, 13 Aug).

Joseph Sallustio (Chief Operating Officer, Claremont Lincoln University) and Jay Casper (President, Bowman Design Works) shared [The 5 Secrets for Marketing and Enrollment Growth: Data \(The First Secret\)](#) (The EvolLLution, 7 Aug).

## BOOK REVIEWS

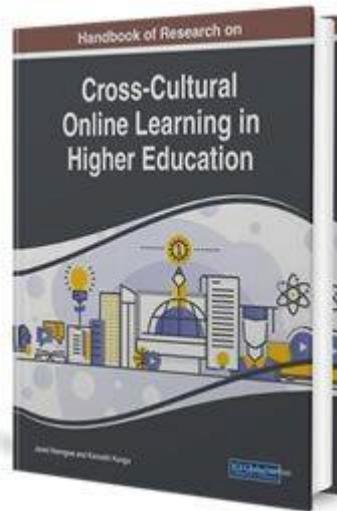


**Data Governance: How to Design, Deploy and Sustain an Effective Data Governance Program**

John Ladley

[Buy Now](#)

This comprehensive guidance is ideal for beginning professionals, managers and analysts looking to improve their processes, but it is also valuable for advanced students in Data Management and related courses. With the provided framework and case studies, beginning professionals, managers or analysts looking to improve their processes will find this content valuable.

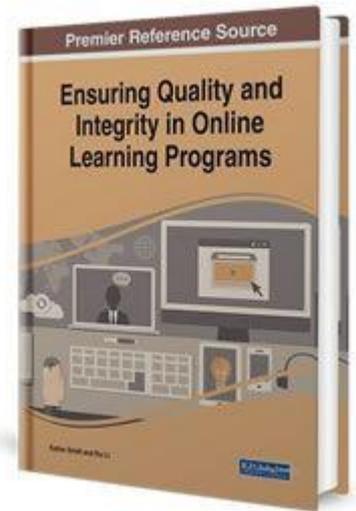


**Handbook of Research on Cross-Cultural Online Learning in Higher Education**

Edited by Jared Keengwe & Kenneth Kungu

[Buy Now](#)

The Handbook of Research on Cross-Cultural Online Learning in Higher Education shares paradigms, perspectives, insights, challenges, and best practices for the instructional design and delivery of cross-cultural adult web-based learning experiences and examines adult learner characteristics and competencies critical for the design of these applications. The content within this publication covers trending topics including virtual learning, culturally adaptive environments, and online education and is intended for instructional designers, faculty, administrators, students, and researchers.



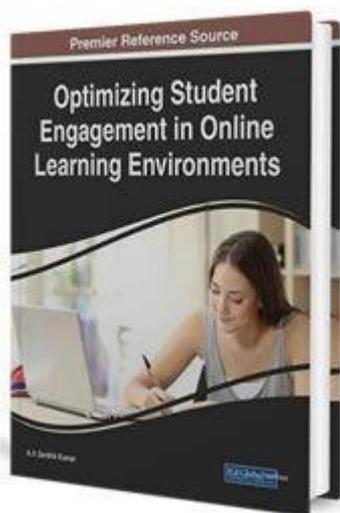
**Ensuring Quality and Integrity in Online Learning Programs**

Edited by Esther Smidt & Rui Li

[Buy Now](#)

Ensuring Quality and Integrity in Online Learning Programs is an essential reference source that delves into the requirements and essential technologies needed to create and encourage effective and inclusive online educational programs. The book examines and offers best practices for all factors that contribute to building quality online programs including faculty buy-in and training; student motivation, interest, and retention; program planning, pedagogy, and design; program administration; and the use of appropriate and up-to-date technology. Administrators, educators, online program directors, instructional designers, curriculum developers, faculty, researchers, and students will benefit from the emerging research contained within this publication.



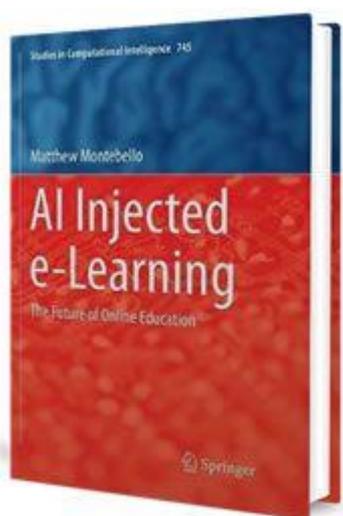


### Optimizing Student Engagement in Online Learning Environments

Edited by A. V. Senthil Kumar

Buy Now

Optimizing Student Engagement in Online Learning Environments is a critical scholarly resource that examines the importance of motivation in digital classrooms and outlines methods to reengage learners. Featuring coverage on a broad range of topics such as motivational strategies, learning assessment, and student involvement, this book is geared toward academicians, researchers, and students seeking current research on the importance of maintaining ambition among learners in digital classrooms.



### AI Injected e-Learning : The Future of Online Education

By Matthew Montebello

Buy Now

This book reviews a blend of artificial intelligence (AI) approaches that can take e-learning to the next level by adding value through customization. It investigates three methods: crowdsourcing via social networks; user profiling through machine learning techniques, and personal learning portfolios using learning analytics.

## ON THE MOVE

**Rose Hiscock** is Uni Melbourne's inaugural director of museums and collections. She is now director of the university's science gallery.

**Kerri Lee Krause** will become DVC Student Life at the University of Melbourne in December.

**Lisa A Williams** is the UNSW science faculty's first foundation dean for equity, diversity and inclusion.

**Bill Ashraf** joins Australian Catholic U as a professor and associate dean, learning, teaching and governance in the arts and education faculty. He will be based at the North Sydney campus.

**Melissa Little** from the Murdoch Children's Research Institute and the University of Melbourne joins the board of Research Australia.

**Anton Middleburg** in the University of Adelaide's DVC R.

**Byron Barnes** joins the University of Notre Dame Australia as director advancement for the Sydney campus.

**Andrew Bowskill** joins MTP Connect as director, Queensland stakeholder engagement. MTP Connect is the federal government's Industry Growth Centre for med tech and pharma.

**Felix Pirie** joins the Independent Tertiary Education Council Australia as policy and research director.

**Dr Kate Brooks** joins MTP Connect as director, WA stakeholder engagement.

**Brigid van Wanrooy** is appointed director of the Analysis and Policy Observatory, "an open-access evidence platform for public policy and practice", at Swinburne University of Technology.

## ITEM(S) OF INTEREST?

**Harvard by Sydney harbour:** Harvard U's Graduate School of Education is holding a Sydney summer school for principals. Participants "will engage with Harvard faculty" for four days at the University of Sydney Business School, "to explore research based techniques and best practices to assist in developing a leadership plan tailored to their home school settings." Standard cost is A\$5 400, with scholarships for principals of disadvantaged regional/rural schools. It's part of a Harvard push into the professional education market for Australian teachers, with another four short courses on offer this year and next. (CMM, 13 Aug).

## 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.

### [Navigating the 8 Wastes of Higher Education - Post TEMC workshop](#)

This workshop, facilitated by Higher Education specialist Dianne van Eck, will introduce you to a series of efficiency principles based on Lean Thinking. Each of the '8 Wastes' will be discussed and you will develop an Action Plan (template provided) to be completed within the session. The Action Plan will assist you to consider and

document small incremental changes in your area to improve 8 process bottlenecks or workarounds. It can be a catalyst to developing a Community of Practice within your team.

### [Managing Compliance for Practitioners - a post TEMC workshop](#)

This interactive Q&A session will provide practical advice, information and tips on how to manage the many compliance requirements in the Higher Education sector and how compliance relates to the every-day work in higher education institutions. This panel discussion will include Dr Judy Szekeres, TEQSA Expert in Registration, (including governance) and Dr Deborah Churchman, Higher Education Specialist: Academic Quality and Compliance.

### [Policy Development Forum XV](#)

3 Oct 2019, Adelaide

This year's Policy Development Forum - the 15th in the series - is scheduled to coincide with TEMC in Adelaide. The ATEM Institutional Policy Network's popular forum series provides an opportunity for network members and other interested parties, from across Australasia and beyond. A feature of this year's program will be an exploration of Indigenous issues in university policy.

### [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.

### [Approaches to Mental Health](#)



The National Centre of Excellence in Youth Mental Health

1 November 2019  
Melbourne

ATEM + ANZSSA + Orygen Symposium on Mental Health issues. This seminar, jointly conducted, seeks to facilitate some practical help for professional staff needing to deal with mental health issues experienced by students and staff. Including issues such as depression and anxiety, financial stress, work/study balance, living away from home and adapting to the Australian culture (international students), lack of sleep and poor diet will be explored along with the nexus between mental health and misconduct and the development of policy approaches.

## 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.

### [TEMC \(Tertiary Education Management Conference\)](#)



29 September to 2 October  
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.

### [2019 Scholarship of Tertiary Teaching Virtual Conference](#)



This virtual conference (8-9, October) is aimed at bringing together teaching scholars from across all teaching platforms to share insights and best practice. Presenters and their PowerPoints will get 15 minutes to



address issues appropriate to four themes, professional development for VET and HE teachers, ed tech, student assessment and Aboriginal and Torres Strait Islander education. It will run live and be recorded. Deadline for papers is August 23.

### 13th National Higher Education Women's Leadership Summit



14-18 Oct 2019, Melbourne

The Higher Education sector is rapidly evolving and presents exciting opportunities for career development. However, as women remain under-represented in senior leadership positions, sometimes the steps you need to take to achieve career success can seem unclear.

Join our speakers as they explore how to navigate work-life balance in a competitive environment, lead through times of uncertainty, and increase engagement within their teams. You will be exposed to a brand new network of role models and peers as our speakers help you discover how you can drive career success.

### ADMISSIONS CONFERENCE 2019



Admissions from All Angles  
17-18 October 2019  
Sydney Australia

ATEM is very pleased to announce the date and venue for the 6th Annual Admissions Conference will be held across at Macquarie University. More information available soon.

### AAIR 2019 Annual Forum



### Institutional Research: The Devil Is In The Detail

The 2019 AAIR Forum will be held at Hobart's iconic Wrest Point, situated on the picturesque setting of the Derwent River. [Registrations](#) are now open. We would love to see you in November at this year's forum!

### PNG Chapter ATEM National Conference



21 November 2019  
University of Goroka, PNG

The Papua New Guinea 3rd ATEM National Conference, with the theme "Student and Staff Transformation in Higher Education, PNG in Context" will provide an opportunity to look at the **best practice approaches** to Higher Education, to network with colleagues and to share best practice options for students, academics and the community.

### TEQSA Conference 2019



27-29 November 2019  
Melbourne, Australia

The theme for this year is Partnerships Driving Quality and the conference will focus on the ways in which providers can collaborate with industry, professional accreditation bodies and regulatory authorities to benefit students, the higher education sector and Australian education.

Keynote speakers will explore aspects of the global higher education landscape and will demonstrate how partnerships

can transform the content and delivery of education over the next decade. The conference program will offer the opportunity to attend thought-provoking plenaries, interactive sessions and networking events – ideal for generating new ideas and contacts.

### 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.

### The Asia-Pacific Quality Network 2020



### Quality Assurance for Higher Education 4.0 in the Asia-Pacific Region

16-19 April 2020  
Nanyang Academy of Fine Arts &  
Singapore Management University,  
Singapore

Sub-themes:

1. Digitalization of Quality Assurance
2. Innovations in HE Accreditation in Era of Disruptive Technologies
3. Internationalization of Quality Assurance
4. Quality Assurance of Outcome-Based Teaching and Learning
5. The Role of the Governments in Higher Education 4.0

You are invited to submit papers relating to topics from the list above, or one of your own choices by 30 Dec 2019. Please indicate the number or title of your selected topic.



## INSTITUTIONAL RESEARCHER'S CORNER

### Five quick questions with David Cawthorne

#### What is your job title?

Manager, Business Intelligence

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

Apart from coordinating the growth of the data warehouse and its corporate reporting assets, my role is holistically concerned with creating an environment where our data creates actionable information. The staff at Charles Darwin University are in a position to use that information as the core of their decision making.

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

Artificial intelligence (AI) and machine learning are certainly the hot topics, but the larger part of the institutional research community are asking themselves, 'What do we do with these technologies?'

The real interest, therefore, is in finding the right home for a clever insights engine inside of the existing information and decision support systems of universities.

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

As the sector continues to mature its business acumen, institutional researchers will be asked how we can do more with less in our universities. Managing on-campus facility costs for reduced numbers of on-campus students, and discovering and providing the services and support to retain students in a mostly online education environment, are key areas I think will occupy our colleagues' minds in the coming years.

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

...open and honest communication...  
... and my midmorning coffee!



Connect David on [LinkedIn](#)

## SOAPBOX



The Soapbox gives members the opportunity to pose a perplexing question to the entire AAIR readership (both members and non-members). This could be used for the purposes of information gathering or research. Please click the microphone below to browse current inquiries.

## CALL FOR CONTRIBUTIONS

### Issue 10, October 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? Please send your contributions to the [editor@air.org.au](mailto:editor@air.org.au) by Friday, 5 October 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 [@AAIRaustralia](#)



[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.*

