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FROM THE ACTING PRESIDENT

Changes are happening all around



It is with some sadness that I must report changes to the Executive Committee over the last month. David Carroll from Monash University has had to step down from the committee. I know it wasn't an easy decision for him and he will be missed. He has made a big contribution to AAIR over the years and I hope that he will continue to be involved in other ways.



Having said that, I am very pleased to say that Ewa Seidel, Data Scientist at Flinders University, has agreed to step in for David. Many of you will know of Ewa from her insightful presentations at previous AAIR forums (and watch for her in Hobart in November as well). Ewa has picked up the Sales, Marketing and Promotional Materials portfolio for AAIR.

Please join me in welcoming Ewa to the Executive Committee.

Speaking of Hobart, I hope you have all managed to register for the 2019 AAIR Annual Forum in Hobart from 11 to 13 November. The [full programme](#) is now available for all to view. I am definitely attending as the programme seems fantastic both in terms of presentations and for the social and networking events. Importantly for some, there will be an update on TCSI from the Department of Education and Training on the Monday that will be useful for many attendees. So, I suggest that if you haven't yet registered that you check out the programme and secure your place today!

Another upcoming event that may be of interest to some of you is the 4th Annual TEQSA Conference that will be held in Melbourne from 27 to 29 November. The theme for this year is *Partnerships Driving Quality*. The conference will focus on ways in which providers can collaborate with industry, professional accreditation bodies and regulatory authorities, to benefit students, the higher education sector, and Australian education.

See you in Hobart in:

**17 days | 20 hrs
| 44 mins | 57 secs**



Kathie Rabel
Acting AAIR President



5 QUESTIONS WITH TIM BRENNAN



Tell us about Explorance and what it does.

Explorance was founded in 2003 and is a privately held corporation with a local office in Melbourne servicing clients in the Asia-Pacific (APAC) region, as well as business units in Montreal, Asia-Europe, the Middle East and the North Africa region.

Explorance is a [Student Journey Analytics](#) (SJA) provider that supports learning organisations in making the right decisions with fact-based feedback analytics.

Our clients include a wide variety of learning organisations from various sectors made up primarily of academia, as well as consulting firms, government institutions, and corporations across the globe.

Through Blue SJA, Explorance is at the heart of the learning organisation's continuous improvement strategies. By assessing needs, expectations and competencies, organisations can analyse with the full picture in mind and monitor their improvement over time.

Can you briefly summarise some of your collaborations with institutions?

We have been in close collaboration with a growing number of institutions in Australia and New Zealand since 2003. We work with the majority of higher education institutions in Australia, including five of the [Go8 universities](#).

Our institution partners are diverse in their size and focus, be it their commitment to innovation and excellence in teaching, learning and research—specifically the [innovative research universities](#) (IRU)—research intensive through the application and interpretation of the latest technologies such as the [Australian Technology Network](#), or developing elite international alliances or research partnerships with the Go8 universities.

Our collaborations range from providing the world-leading course and teaching evaluation tool, [Blue](#), for the administration, collection, analysis and reporting of student feedback data, to partnering with institutions to engage learners in the feedback process, [Bluepulse](#), from day one, anywhere, anytime. Our most recent offering, [BlueX](#), gives higher education institutions a unified system to meet the surveying needs of students, teachers and researchers campus wide.

What are your thoughts around the future of data and analytics?

The future is now! We are currently witnessing the impact of data being turned into information that is informing decisions and resulting in action.

Examples from our institution partners include using analytics to better understand the optimal time for



engaging students in their evaluations, through to what mediums students are using to access their evaluations (the learning management system, portals, via a smart device, on-or-off campus, etc.).

Moreover, institutions are leveraging feedback analytics to shape learning and teaching in real time, for example, students providing real time feedback on group work, access to learning resources, the built environment such as wi-fi access, or suitability of learning spaces. As a result, changes are being made to teaching pedagogy, course/programs and ultimately the student experience in a dynamic fashion.

What has Explorance planned or scoped to offer its clients in terms of data analytics and decision-making? (In other words, why should a potential customer choose Explorance?)

Blue enables integration with other campus solutions, empowering institutional leaders to bring in more data to create a fuller picture of how its ecosystem performs.

Many challenges exist in higher education due to ever-changing government regulations, an increasingly competitive landscape, and the digitisation of the economy.

The focus on student success and other key indicators such as first-year retention, engagement, and graduation rates, are fast becoming top priorities for every academic leader. At Explorance, we've been partnering with higher education institutions for more than 15 years, helping them navigate change through the gradual implementation of a Student Journey Analytics (SJA) framework.

With Blue SJA, we help institutions support their students throughout their academic lifecycle with a connected experience management process, continuous listening strategy, and robust decision support capabilities.



2019 Platinum Sponsor

Tell us a bit more about yourself.



I am the General Manager and Vice-President of Operations at Explorance, Asia-Pacific. Based in Melbourne, Australia, I am leading the rapid growth of Explorance and Blue users in the APAC region.

I have a strong affinity for the education sector and a passion for surveys and feedback that leads to tangible outcomes. Prior to joining Explorance I was the Senior Manager of the Survey Services Centre at RMIT University, where I was responsible for the administration and reporting of student feedback across all global locations. I have also worked in vocational education and for The Australian Bureau of Statistics, so I've been in this field for some time and I strongly value the relationships I have built along the way.

On a personal level, I enjoy home renovation, travel and landscape gardening. I am hosting an open-garden event in the days prior to the upcoming AAIR forum showcasing my efforts in restoring a rural garden.





Your Journey Analytics Provider

The Blue journey analytics solution includes a complete set of feedback tools that enable organisations to connect the dots and get the full picture to better support decisions.



- ✓ Course Evaluations
- ✓ Institutional Surveys
- ✓ 360 Degree Reviews
- ✓ Live Formative Feedback
- ✓ and more



EDITORIAL

Welcome to the October 2019 edition of The Institutional Researcher.

Dear All

This issue includes a number of reports published by [The Chronicle of Higher Education](#).

Topics include 'The Rise of Performance-Based Funding', 'The Right Mix of Academic Programs', and 'Building the Streamlined College'.

My hope is that these reports will help colleagues understand the different models that measure success and improve student performance. In order to move toward efficiencies and greater optimisation, universities need to streamline their operations not only through the cutting of expenses, but also through creating engagement, supporting change, and maintaining constant communication and feedback.

Happy reading!

Lizzie Li

Editor, The Institutional Researcher

SECTOR NEWS & VIEWS

[Aus unis have 9,473 unique articulation agreements and recognised prior learning arrangements](#), Dimity Huckel and Keri Ramirez identified and analysed where and for what:

- * 75% of agreements/arrangements were struck with organisations ex Australia
- * 85% of offshore partners were from ten countries with 58% being from China (17 per cent), Singapore (16%), Malaysia (13%) and Canada (12%). India 4%
- * 95 per cent apply to undergraduate programmes
- * 41 per cent cover business courses, with science second (13 per cent) and engineering third (11 per cent) (CMM, 9 Oct)

[Swinburne U Creating offshore opportunities](#): The University has established a partnership with a Hanoi-based private provider, teaching Swinburne business IT and media coms degrees. Swinburne U has no problem attracting quality-international students – it's on the government's Simplified Student Visa Framework list of universities least at risk of recruiting international students who breach visa conditions. But there is big growth in taking courses to where new markets are (CMM, 8 Oct).

[The Department of Home Affairs has an international student visa risk framework](#) which rates the home country of visa applicants and the Australian institutions where they seek to study. A complete data set was not released but expert analysis indicates how public universities fare. Overall, eighteen universities receive a top-level One rating. They include all Group of Eight institutions and the technology-focused universities. A further sixteen, including members of the other lobbies and independents, are rated Level Two (CMM, 2 Oct).

[Uni Newcastle announces a two-degree programme](#): It allows business and commerce students to earn a Uni Newcastle degree in Thailand, or transfer to UoN in Singapore or Australia, with full credit for completed subjects. It follows a Uni Newcastle MOU signed in July with the Thai Chulabhorn Royal Academy, to develop four-year degree in medical innovation and engineering taught in Australia and Thailand (CMM, 1 Oct).

[Let's get real about who our students are now](#): Cathey Stone discussed University policies and processes are still too often designed with full-time school-leavers in

mind. Students, both on-campus and online, are now very diverse: in age, experience and knowledge and with highly varying levels of social, educational and economic capital. However, university policies and processes are still too often designed with full-time school-leavers in mind, allowing insufficient flexibility for the many others who do not fit in this box (CMM, 29 Sep).

[Sharp fall in number of visas issued to Chinese students entry to Australia](#): For the first time, the number of visas issued to students from China applying offshore to study in Australia has fallen. Figures just released by the Department of Home Affairs show a fall of 5.2% – from 47,794 to 45,309 – in 2018-19 to 30 June, compared to the year before. This has serious implications for Australia's top universities that have become heavily reliant on the fees paid by Chinese students – a reliance that puts them at risk should their enrolments fall (Geoff Maslen, UWN, 25 Sep).

[English language students speak on satisfaction](#): A new survey will take the temperature of English language students' course satisfaction. Industry organisation English Australia announces the sixth round of the Australian English Language Training Barometer. It measures, decision-making, perceptions, expectations and experiences of international students. The barometer is funded by the feds, which picks up 50 per cent of the \$3000 per provider-cost. Why they do is probably because there were 180 000 English language students in the country in 2018, with two-thirds of those on a student visa going on to further study (CMM, 24 Sep).

[Uni Tasmania plans to promote undergraduate study to interstate students, as well as internationals](#): which is defined in the new university plan as being to, "attract interstate students into our core courses to compensate for the young Tasmanians who go off-island, ensure those courses are of a sustainable size and enable a healthy balance between domestic and international students right across the university." The message is that, "our whole island is your campus." "If you're in one of the world's most extraordinary locations, you have to get outside, explore and live while you learn," the 2020 course guide announces (CMM, 24 Sep).

[Tertiary education admin: where we are, where we are going](#): The Association for Tertiary Education Management conference is coming up. Susannah



Marsden and Paul Abela set the scene on the present and future of the profession (CMM, 23 Sep).

'Baby boom' leads to a surge in university enrolments: A 'demographic bulge' that is boosting the number of teenage Australians is putting increasing pressure on the nation's universities. Facing a likely demand for 55,000 additional student places within 10 years, vice-chancellors want to know who will provide the extra money they need. Universities Australia's Chief Executive Catriona Jackson said the OECD report confirmed that growing Australia's 'bank of knowledge workers' had benefits for graduates and the national economy (Geoff Maslen, UWN, 17 Sep).

TEQSA to report on admission information: Back in August 2017 regulator TEQSA started considering admissions information – opacity in the applicability of ATARs was a big issue. Now the Tertiary Education Quality Standards Agency reports it is evaluating responses to what the Higher Education Standards Panel recommended (well, told more like) institutions to do. TEQSA will report findings to the minister in March (CMM, 20 Sep).

TEQSA hires integrity experts for standards roadshow: The regulator commissions Tracey Bretag (UniSA) and colleagues to advise on cheating. TEQSA is funding a team led by AsPro Bretag to develop and deliver workshops at 20 institutions on maintaining research integrity and dealing with contract cheating. The program will run late this year – early next, starting on October 28 at EQUALs College in Adelaide. Dr. Bretag worked with TEQSA on its 2017 good practice note on contract cheating (CMM, 18 Sep).

UNSW expands into legal practice quals: ANU is getting out of practical legal training – as UNSW is getting in UNSW law dean George Williams announces the university will provide "practical legal training," to qualify graduates for practice, starting next year. The course consists of five days of in-person workshops and 19 weeks of online learning with "practitioner mentors," "providing structured support" (CMM, 18 Sep).

A new degree, a new way to engage university students in learning: In a world-first for tertiary education, the University of Newcastle is adopting a new design for personalised learning – Big Picture Education. The design will underpin its

new Bachelor of Public and Community Health launching in 2020. Big Picture pedagogy challenges the status quo of traditional tertiary education by focusing on personalised learning to capture each student's interests, needs and learning preferences (Prof. Erica James, CMM, 15 Sep).

Next in design at UNSW: Design Next is led by Finnish industrial designer Ilpo Koskinen. UNSW is said to see the new project as transformative for the industry in Australia, graduating 4 000 students a year trained in technology and design. Students study for-credit in their enrolled faculties, with four multi-discipline subjects available in all faculties and taught by multidisciplinary staff. New centre-specific subjects will be introduced from next year to 2022. The project is overseen by the four participating faculties, administered by engineering and funded directly by the DVC A (CMM, 13 Sep).

Unpacking Destination Australia and its likely impact: Last month, Australia's Education Minister Dan Tehan launched the AU\$94 million (US\$64 million) Destination Australia programme. Destination Australia has effectively replaced the Endeavour Leadership Program which for 16 years supported Australian students and professionals in their education abroad as well as international scholars in Australia. While Endeavour struggled for years without a political champion, the new programme is clearly close to the heart of Minister Tehan, who represents a regional electorate (Joanne Barker and Professor Christopher Ziguras, WUN, 7 Sep).

Geoff Maslen discussed how **Performance-based funding will 'transform HE'** from 'No association with student performance, A 'uniquely Australian model', Economic value of research, and Centres of excellence (UWN, 4 Sep).

Ranking and rating

US News and World Report have a dominant voice in college rankings, and unfortunately have created an ecosystem where quality is judged on exclusivity and elitism, rather than on institutional capacity to support economic mobility. The EvoLLLution interviewed Paul Glastris (Editor in Chief, Washington Monthly). **The Third Wave: Overcoming Elitist College Rankings**, Paul discusses the origins of these rankings, as well as their value (and consequences) and shares his thoughts on how the structure of

institutional rankings needs to evolve to create a postsecondary ecosystem that serves modern learners' needs.

QUT rates on new Nature index: QUT rates eighth in the world in the new Nature index of "fast-rising" research institutions. The index tracks research in 82 journals. It is based on fractional counts of the percentage of an article's authors from an institution. All authors are assumed to make equal contributions (CMM, 30 Sep).

Rankings case shows need to reform citations indicator: It is a fact almost universally ignored that when a university suddenly rises or falls many places in the global rankings, the cause is not transformative leadership, inclusive excellence, teamwork or strategic planning but nearly always a defect or a change in the rankers' methodology. Richard Holmes looked at the case of University of Canberra (UC), which the Times Higher Education or THE World University Rankings now have in the world's top 200 universities and Australia's top 10 (UWN, 28 Sep).

Masters of the business ranking universe: the University of Melbourne leads the locals, at 26th in the world, followed by UNSW – 42nd and Monash U at 89th. Ten more biz schools make the QS list – Uni Queensland 111-120, Macquarie U 121-130, UWA 131-140, ANU, Deakin U, La Trobe U, RMIT and Uni Wollongong, all 151-200, Bond U and Victoria @ are in the 200+ band. QS also ranks specialised masters: Business analytics: Uni Melbourne, 16 and La Trobe U 51+ Finance: Uni Queensland, 57, Griffith U 101+; Management: Uni Sydney 34, Uni Wollongong 74 (CMM, 26 Sep).

Australian University Graduate Employability Rankings (QS): QS has developed another clickbait rankings table, this one focusing on graduate employability. Australian universities have performed remarkably well with Two Australian universities rub shoulders with the world's best: the University of Sydney (4th) and the University of Melbourne (7th). (<https://www.universityrankings.com.au> 19 Sep).

Rankings adored, rankings ignored: As the Times Higher Education organisation points out, "on average, Australian universities improved on 12 of the 13 metrics underpinning the ranking over the past year.... The higher-ranking positions are primarily driven by their improved



citation impact scores, as well as excellent scores for research environment and international outlook." But THE also mentions; "many Australian universities fall behind international rivals when it comes to teaching reputation scores." This may, suggests a learned reader wise in performance metrics, explain why universities that trumpet rankings to the heaven go quiet when the student-survey based Quality Indicators for Learning and Teaching outcomes are announced (CMM, 13 Sep).

[Uni Canberra's top ten ranking- how they did it?](#) Prof. Leigh Sullivan, DVCR, University of Canberra explained that the University entered the Times Higher Education ranking in 2016, now it's a national leader. Enhanced citation performance is a key driver of UC's performance. For small universities like UC, recruiting and retaining academics with outstanding research performance will see strong performances in those global university ranking systems that normalise for university size (including THE and QS systems). Citations, however, were not the only driver of UC's improvement in the THE rankings for 2020: UC ranked in the top 120 universities globally for 'International outlook' (7.5% of assessment) and was in the top 330 universities for 'Research' (30% of assessment). (CMM, 12 Sep).

International News

[Survey calls for more flexible first-year programmes in Germany:](#) Universities in Germany have recognised the need for more measures to support first-year students, although the increasing heterogeneity of the student body is not matched by a sufficient degree of flexibility on content and time taken to study programmes, according to a recent survey (Michael Gardner, UWN, 5 Oct).

[New law allows foreign universities to operate in Philippine:](#) President Rodrigo Duterte has signed a law allowing foreign institutions of higher education to establish commercial enterprises in the Philippines providing educational services and to collaborate with universities (Arjay L Balinbin, Business World. 28 Sep).

Neil Kemp discussed "[Higher education's distance learning delivery dilemma](#)": Are international students losing their appetite for distance learning (DL) degrees? The current downward trend in United Kingdom and Australian DL degree enrolments does seem counter-intuitive, given the predictions of pundits,

who envisage a future where innovations in information technology will offer greater student choice and view the much-hyped massive open online courses (MOOCs) as trailblazers with their 100 million registrations (UWN, 28 Sep).

[Gaming university governance in search of your niche:](#) The academic and scientific sectors have always been competitive. Grades serve as a way to rank students. You must compete for scholarships and grants with other candidates. Scientific discoveries have to be made before other research groups beat you to it. But for a long time, competition was mostly among individuals or groups, not universities. They had a guaranteed student pool, usually from the same city, and the funding came through on a steady basis as part of the socio-political contract, that is, 'I, the State, am funding you, the University, simply to reward you for your existence' (Dara Melnyk and Petr Tutaev, UWN, 28 Sep)



[U.S. universities see decline in students from China:](#) After a decade of booming enrollment by students from China, American universities are starting to see steep declines as political tensions between the two countries cut into a major source of tuition revenue. Several universities have reported drops of one-fifth or more this fall in the number of new students from China. To adapt, some schools are stepping up recruiting in other parts of the world and working to hold on to their share of students from China (PBS News Hour, 26 Sep).

Ben Castleman and Alice Choe discussed [Can outcomes-based funding support evidence-based college success programs?](#) They assembled a team of higher education finance experts to explore whether and how colleges could leverage outcomes-based funding (OBF) models to defray the cost of evidence-based college success programs. [The full report](#) is available for download. (Brooking, 24 Sep).

[The quality of online higher education must be assured:](#) Technology has brought great advantages to the online teaching-

learning environment. It has changed how we do teaching and learning and opened up the world of learning and opportunity to those who would not have had such opportunity without it. However, for online education to be successful there has to be commitment and support by governments, institutions, academics and learners. An absolute necessity is providing quality education. That means well-resourced institutions, well-qualified and motivated staff, good and continuous quality assurance mechanisms and supportive leadership (Nita Temmerman, UWN, 21 Sep).

[A data-driven approach to customising learning experience:](#) Andrey Komissarov, head of research and development at University 20.35, one of the organisers of Island 10-22, explains the rationale for this radical approach. "On the one hand, the time constraints mean that we need to make the course as intensive as possible, sometimes pushing the participants to their limits. On the other, we need to maintain their physical resources and well-being and keep the mood up (Martin Ince, UWN, 21 Sep).

In UK, while 2.4% of white students had started a PhD within five years of graduation, only 1.3% of their Black, Asian and minority ethnic peers had. [Look at how white the academy is: why BAME students aren't doing PhDs](#) (Anna Fazackerley, the Guardian, 12 Sep 2019).

Ajay Nair, president of Arcadia University in Glenside, argued that [Higher education must close its leadership diversity gap:](#) While several Pennsylvania colleges and universities have made diverse executive appointments over the past few years, including Swarthmore College, York College, and Carnegie Mellon University, among many others, all higher education institutions must invest the energy and resources to ensure a diverse student body in recruiting a more diverse governing board, administration, and faculty. Our schools, students, and society will be strengthened because of it (The Philadelphia Inquirer, 10 Sep).

[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).

[Innovative University Program Drives Employee Success](#): Why collaborating with industry can develop better employees. The best approach is an agile one. Learning must be a continuous process. And it doesn't end with a college degree. Workers could potentially re-tool themselves multiple times in the future based on how the job market evolves and where future technology takes us. Technology can empower students by giving them the tools, experiences and confidence to find a solution or solve a problem. Access to online tools, platforms and curriculum means students face fewer limitations on learning. This all hinges on collaboration between education and the private sector to make it happen (CDE & AT&T, 14 Aug).

LEARNING & TEACHING

[Trimester debate among Universities](#): Uni Newcastle is considering moving to trimesters: The university has put the possibility of an extended academic year on the agenda for the new strategic plan. The University uses a trimester for some courses now but extending the system will let undergraduates use the summer for credit-earning activities, such as work placements and international exchanges. At UNSW, which has moved to a trimester system there are complaints, that it will mean no appropriate break for academics from teaching, and increase pressure on staff administering admissions, enrolments and exam results (CMM, 8 Oct).

Erica Southgate discussed [Educators! it's time to talk about how artificial intelligence will rock our world](#): Imagine a future where an AI responds to an assessment task by producing original writing at pass or credit levels. No two responses would be the same because the AI would learn to check against what it and other AI had already produced. OpenAI made the unusual ethical decision not to release the model's code. While they understood the value of it for writing and speech recognition systems, they also recognised it might be used maliciously to impersonate others and automate abusive or fake online content (CMM, 7 Oct).

[University of Michigan to Invest \\$50M in Academic Innovation](#): The Center for Academic Innovation will support faculty and academic units that wish to develop online and hybrid programs, those using innovations such as teach outs to engage the public or those conducting research in learning analytics (Martin Slagter, mlive.com, 7 Oct)



[Where Online Learning Goes Next](#): Universities have already seen immediate and powerful results from online degree programs. Top MBA programs such as the Global Master of Business Administration from Macquarie University. Through deeper engagements and local industry partnerships world-wide, top colleges will be able to create a virtuous cycle that advances research and collaborative thinking to tackle some of the most pressing challenges we face today (Leah Belsky, Harvard Business Review, 4 Oct).



Beth McMurtrie [asked Can the Lecture Be Saved?](#) In the "pedagogical cage match" between lecturing and active learning, says Major, who speaks and writes frequently about teaching, the traditional lecture loses out because it is often misunderstood. Most professors don't pontificate from the moment class starts to the minute it ends, but lecturing is often portrayed that way. The key to successful lecturing, says Major, is to design activities that reinforce what students learn through the lecture, and encourage them to apply it. Hence the term she likes to use: interactive lecturing (The Chronicle of Higher Education, 3 Oct).

[Preparing a Traditional University for the 60-Year Curriculum](#): The relationship between higher education and the needs of industry training has been growing closer for some time, but especially in this

strong economy. Even universities that have historically focused on serving traditional audiences need to adapt programming and service structures to expand their reach and serve learners across their full lifecycle. The concept of [the 60-Year Curriculum](#) has been touted as a framework for higher education institutions. The curriculum is meant to be complementary with two, four or six-year degrees. However, it recognizes that these degree timelines are not the end. (Josh Herron, Dean of Online and Continuous Learning, Anderson University, The EvoLLLution, 1 Oct).

[The need for a values-based university curriculum](#): The shift from pedagogically based academic values to market-based values over the past 30 years has signalled not only a change in the basic fundamentals of educational philosophy in tertiary education; it has also presented us with real-world crises of economic irresponsibility, displacement, exclusion, division and inequality (Emiliano Bosio, UWN, 28 Sep).

[Getting with the on-line programme: uni partner with private service providers](#): Hamish Coates (ex Uni Melbourne Centre for the Study of Higher Education) and his colleagues all from Tsinghua University, report on the role of on-line programme management companies, commercial service providers that "re-engineer education resources and services and scale programme delivery" for client institutions. These case studies presented three Chinese universities use of OPMS, which they suggest show trends that will apply in China, and other markets in elite innovators, productivity innovators, and scale innovators (CMM, 26 Sep).

[How Credential Transparency Can Drive Lifelong Learning Access and Impact](#): Non-credit credentials are becoming increasingly common currency in the labor market, so it's essential to create registries that provides statewide and national transparency into what skills and competencies these credentials signal. Eleni Papadakis and Marina Parr discuss their early work in creating this transparency through Career Bridge—Washington's one-stop source for career planning—and explain how the shift to Credential Engine will build upon this work (The EvoLLLution, 26 Sep).





Marvin Krislov, President of Pace University, discussed the importance of presence offline and online in higher ed:

As a dedicated believer in human interaction, he asked the question of how can we maintain that in the era of online instruction? That question, it turns out, is a pressing one for distance-education professionals. And the answer, they say, is what the digital world calls “**presence.**” (Forbes, 25 Sep).

3 ideas for more flexible course scheduling: How higher ed institutions are implementing late-start courses, mini-semester and block scheduling to better serve students. Planning and implementing a flexible academic calendar requires significant communication and collaboration among multiple departments. Here are some course scheduling best practices from several higher ed institutions that have gone against the grain to offer flexible learning. (Steven Blackburn, UB, 23 Sep).

RMIT will teach Amazon Web Services six-week cloud computing courses: The university is offering Cloud Practitioner which is an entry-level prep course for the AWS certification exam. And Cloud Architect, “will offer a deeper exploration into the tools and services available in the Amazon Web Services ecosystem.” Completers receive an RMIT “credential” and qualify to sit the AWS Certified Solutions Architect – associate exam. They follow last year’s announcement of short courses in AWS Sumerian, a tool to build virtual and augmented reality applications for mobile devices, head-mounted displays, digital signage and browsers. These courses “prepare” completers “to gain micro-credentials and AWS certification.” (CMM, 25 Sep).

Collaboration confusion: time to define the line: We need a national conversation about where, exactly, the line is between cheating and feedback, collaboration and collusion. We must educate key student reference points, such as peer leaders and mentors, around this conversation to be catalysts for understanding and avenues for identifying when things may not seem quite right. The challenge will be defining

and understanding how misconduct rhetoric and peer support work together rather than in tension. Clarity and confluence are needed now more than ever. (Zaccagnini, et al., CMM, 22 Sep)

5 Ways Measurement Changes the Game for Your Learning Organization: At the inaugural Learning Leaders conference. the discussion topic was how technology drives behaviour change in a learning context. While much of the discussion at Learning Leaders focused on behaviour change of learners/employees, the topic also got me thinking about behaviour changes through a different lens; that of the L&D department. At Explorance, our mission is to help organizations gather the right feedback and transform it into action that can drive meaningful impact for their people. We get the unique opportunity to help guide behaviour change in the L&D organizations we partner with as they apply new technology, methodology, and processes to establish measurement and evaluation as a core competency. We also get the privilege of seeing the benefits they reap when the right behaviours are applied consistently and broadly (Cristina Hall, Explorance, 20 Sep).



Beth McMurtrie discusses How to Help First-Year Students Tackle Project-Based Learning. She shared the results of a paper asking whether we have misguided ideas about how to teach critical thinking skills, and passes along some good reads you may have missed (2019 The Chronicle of Higher Education, 19 Sep).

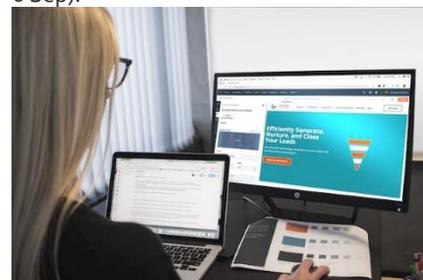
MOOC of the morning: Mauro Mocerino (Curtin U) is a member of the mainly University of Amsterdam team. “This MOOC goes to the heart of supporting our sessional and very early career academics with gentle introductory pedagogical theory and practical teaching skills that they can go out and use immediately. Low stakes, high quality, free professional development for our most overlooked colleagues, the LR advises (CMM, 18 Sep).

Learning to design learning: QUT offers a grad cert in innovative design learning. Completing it ensures one, “will be well-versed in the core principles of learning

and instructional design within a dynamic digital space, and well-equipped to prepare innovative instructional material in the form of online coursework, seminars, workshops and tutorials.”(CMM, 16 Sep).

Digital short-courses: look globally and then act locally: Uni Southern Queensland has announced 18 on-line “mini-courses” in its UpSkill programme. They take 40 hours over four weeks and cover marketing comms, management, business and education at costs ranging from \$625 (childcare subjects) to comms and business (\$735). MOOC giant Coursera, which has a hard-to match offering – professional certificates Participants include Google, IBM and alpha entrepreneur US university Arizona State. The courses have a completion significant and some serve as prep for accreditation exams, for example SAS Base Programmer certification (CMM, 10 Sep).

Casey Evans (Senior Director of Academic Portfolio Management for EdPlus, Arizona State University) discussed Why Faculty Buy-In Is Core To The Success Of Online Programs. Expanding, or introducing, an online education presence at any postsecondary institution requires robust faculty support (The EvoLLLution, 6 Sep).



Lessons in learning: Study shows students in 'active learning' classrooms learn more than they think. For decades, there has been evidence that active learning - classroom techniques designed to get students to participate in the learning process - produces better educational outcomes for students at virtually all levels. And a new Harvard study suggests it may be important to let students know it. The study, published September 4 in *the Proceedings of the National Academy of Sciences*, shows that, though students felt like they learned more through traditional lectures, they actually learned more when taking part in active learning classrooms (Harvard University, EurekAlert!, 5 Sep).



8 myths about inclusive access:

College costs and student debt are soaring, causing some students to sacrifice required course materials. Knowing that early access to course materials supports persistence and success, you can help learners access your selected Pearson content and technology on the first day of class — at a reduced, student-friendly cost. We're focused on partnering with institutions, including yours, to address equity, student success, and driving down the overall cost of a degree (Pearson.com)



Student Retention and Success

"Students as partners:" it's more than a trendy hot topic: Relating to students as partners signals a culture where students are meaningful members of the university community. Naming each student as a partner is a powerful idea that creates new ways of thinking and working, moving us beyond the unhelpful students-are-customers mindset. In Australia in the past few months alone, the University of Adelaide hosted over 100 students and staff from eight countries at the fourth annual International Students as Partners Institute. Thoughtful leadership and a clear vision on how students are positioned within your university are key (Kelly Matthews, UQ, CMM, 8 Sep).

2 big ways campus offices are collaborating in the name of student success: How enterprise technology and a shifting culture promote information sharing across campus. From class attendance rates and campus activity check-ins to post-graduation job placements and beyond, colleges have no shortage of student success-related data. While various campus departments have traditionally kept track of these individual data points, more higher ed leaders are making efforts to have various departments work together to share information to support student success (Nancy Mann Jackson, UB, 13 Aug).

Student Voice and Experience

Building Intercultural Competence: New Approaches for Intergenerational Learning: To build inclusive learning

communities, it's critical to design opportunities for students and instructors to reflect on their own bias and belief systems and examine perspectives outside their own. Continuing education programs can intentionally build opportunities for all students to learn about, from and with each other to elevate commonalities rather than differences. Two approaches that can guide this work to bridge generation gaps and develop intergenerational learning communities are intercultural competence and culturally responsive pedagogy. (Sandra Janusch, Assistant Vice Provost for International & Academic Programs in the Continuum College, University of Washington, The EvoLLLution, 25 Sep).

CMM report that four projects, as pointers to pathways for equity groups, will be supported through the National Centre for the Study of Equity in Higher Education:

- * student choice toolkits for influencers (La Trobe U)
- * information on pathways for student influencers (Uni Tas and Uni Wollongong)
- * careers advice for students (Uni Wollongong, Uni Tasmania, Macquarie U, UNSW, Australian Catholic U and Uni Canberra)
- * "accessible, efficacious and equitable careers and study information" for low SES students (Curtin U) (26 Sep).

Top-down change to remove student equity blocks: Assisting disadvantaged students to succeed in existing university cultures is not an answer to exclusion. Changing their systems is. "Equity is everyone's business". The task should be for institutions to address what they can do, "to make themselves more or less inclusive and navigable for all students (and even, staff and the wider community)", Ryan Naylor and Nathan Mifsud (La Trobe U) argue in a new report from the National Centre for Student Equity in Higher Education. They suggest six "pressure points" in institutions where "structural inequalities" can be addressed (CMM, 17 Sep).

A culture of inclusive higher education is everyone's responsibility: An institution-wide approach, including staff and students, could reduce the structural barriers to higher education retention and success for students from disadvantaged backgrounds, according to a new report. Universities and non-university higher education providers (NUHEPs) were found to adopt three main approaches to ensuring all students could freely engage

with their educations. These included structurally enabling (modifying institutional structures to meet the needs of disadvantaged students); capacity building (providing services or supports which help students adapt to existing structures); or blended approaches (a combination of both) (NCSEHE, 16 Sep).

Many Student Success Initiatives Have No Impact on Retention: According to a recent analysis from Civitas Learning, only 60 percent of student success initiatives have a measurable positive impact on student persistence. That leaves a full 40 percent of initiatives having no impact whatsoever. The full report 'What Really Works: A Review of Student Success Initiatives' is available to download (Rhea Kelly, Campus Technology, 10 Sep).

Uni Melbourne models new experience for undergrads: The university is transforming teaching and learning with its long in-development flexible academic programme, including, student engagement in large classes, digital teaching technologies in live-lectures and student-centric services in class time-tabling. And now the university executive has presented staff with a new approach to assisting undergraduates make the most of student life. New DVC Student Life, Kerri-Lee Krause, will lead the seven-component programme, rolling out 2020-21 (CMM, 9 Sep).

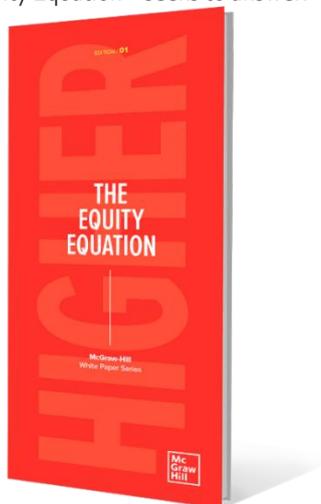
Equity in Higher Education: In this episode Head of School of the Humanities and Social Science Professor Catharine Coleborne talks with Professor Penny Jane Burke, Global Innovation Chair of Equity, who explains equity in the higher education context and what it means to her as a sociologist of education. This interview also reflects on current practices in universities around equity and the student educational experience (<https://soundcloud.com/university-of-newcastle>, 5 Sep).

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).

They Equity Equation: How can you better reach underserved, first-



generation and disadvantaged students? This is the question that colleges across the country are asking. And this is the question our latest white paper – The Equity Equation – seeks to answer.



Staff and Student Wellbeing

1 in 3 young adults are lonely – and it affects their mental health: More than one in three young adults (1,520 Victorians surveyed) aged 18 to 25 reported problematic levels of loneliness, according to a new report from Swinburne University and VicHealth. Young adults are managing new challenges such as moving away from home and starting university, TAFE or work. One way to address these invisible forces is to help young people think in more helpful ways about friendship, and to understand how they can influence others through their emotions and behaviours (Michelle Lim, The Conversation, 1 Oct).

UK Universities urged to act against online harassment: The new guidance, Changing the Culture: Tackling online harassment and promoting online welfare, has been published as an extension of Universities UK's work to help universities tackle harassment, hate crime and gender-based violence. The new guidance recommended that universities move accountability for tackling online harassment to the senior leadership team and involve students, students' unions, academics and all staff in the development, implementation and assessment of initiatives to address the problem (WUN, 5 Sep).

GRADUATE OUTCOMES & EMPLOYABILITY

Social Research Centre have analysed survey data to report on graduate employment. The overall evidence is degrees deliver close to the max. The spread of 2016 UG completers now in FT work is, University of Sydney at 93.2%, down to Victoria U at 81.2%. For course postgrad completers Uni Wollongong has the highest participation rate, extraordinary 96.85 and Edith Cowan U the lowest, 85.9%. The survey also shows three years on 27% of 2016 graduates working full-time reported their skills-qualifications are not fully utilised, 19% of them said it was because there were no suitable jobs. The government announced that 40% of new growth funding for Commonwealth Supported Places will be based on graduate outcomes. This is to encourage universities to ensure, "course offerings align with economic needs, working with employers to address key technical and soft skills needs in higher education qualifications (CMM, 8 Oct).

Graduate employment to drive university funding growth: Education Minister announced the new model: The employment outcomes of a university's graduates will deliver 40 per cent of Commonwealth Grant Scheme funding increases from next year. The other three criteria, each worth 20 per cent, are student success, student experience, and participation of Indigenous, low socio-economic status, and regional and remote students (CMM, 2 Oct). In conversation to that, academics argued that Universities don't control the labour market: we shouldn't fund them like they do (the Conversation, 9 Oct).

Under Pressure: Colleges seek new ways to address the mental health crisis and boost student success: Staffing up the counseling center is a logical response. Hiring additional staff could cut wait times. However, this approach ignores other options that would not only complement the counseling center's services but also significantly expand its reach. The Jed Foundation (JED) calls for a comprehensive, community-based model of protecting student emotional health and preventing suicide. JED partnered with EVERFI, a leading education-technology company (and developer of AlcoholEdu for College), to co-develop Mental Well-Being for Students. The 45-minute online course is designed to reduce stigma and uncertainty surrounding mental health

and seeking help, and support institutions in creating a culture of well-being through corresponding data insights (the Chronicle of Higher Education).

Savvy universities eye new era of degrees: A quiet revolution is underway, with universities around the world looking beyond traditional curriculums to a new era of degrees that will reflect the changing pattern of employment. "The degrees of the future will be employer-led. 'Results' that students achieve now will become redundant as they will not be relevant for employers." (Victoria Lambert, The Telegraph, 28 Sep).

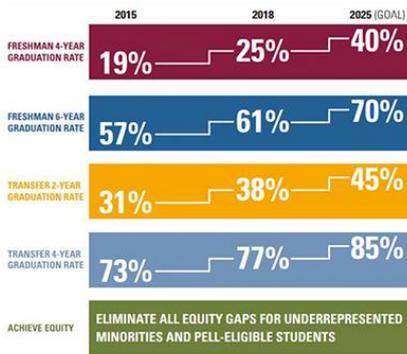


A Canadian group presented on a paper titled "Refining educational pathways for students: insights from national surveys to inform institutional research on graduates' destinations" to the Canadian Institutional Research and Planning Association 2017. This work was partly funded by the Social Sciences and Humanities Research Council and by the Ontario Ministry for Training, Colleges and Universities through the Ontario Human Capital Research and Innovation Fund (<https://www.academia.edu>).

Start-ups where the jobs are: Universities tell undergraduates that their degrees generate jobs – the ones with strong entrepreneurship programmes are probably right. Which makes the case for the universities with entrepreneurship units embedded in degrees. A way for young people to find a job in business is to found one (CMM, 16 Sep)

Graduation Initiative 2025 is the California State University's ambitious initiative to increase graduation rates for all CSU students while eliminating opportunity and achievement gaps. Through this initiative the CSU will ensure that all students have the opportunity to graduate in a timely manner according to their personal goals, positively impacting their future and producing the graduates needed to power California and the nation.





[Australia should try to keep more international students who are trained in our universities](#): Australia's education system takes almost one in ten of all international students from countries that are members of the Organisation for Economic Co-operation and Development (OECD). But Australia should do more to retain some of those students after graduation or it risks losing good talent overseas (Jihyun Lee, UNSW, The Conversation, 12 Sep).

[How AI Impacts the Global Workforce, and What Higher Ed Can Do About It](#): Corporate leaders are looking for support in driving change management efforts around AI adoption across their organizations, and higher education institutions can play a key role. Because of this ongoing corporate focus, a key need is for including, in universities' and business schools' programs, sessions on how to introduce and use AI. This would be in terms of enhancing internal communications, dealing effectively with potentially negative perceptions of AI and helping workers to feel secure and confident about AI rather than under threat. These things can be dealt with as a sub-set of executive development, especially developing leadership abilities. There's also a part that colleges, universities and business schools can play in defining and helping their students to manage the ethics that are part-and-parcel of AI (Liz-Ann Gayle, Global Head of Learning and Innovation, Headspring Bob Little, The EvoLLLution, 17 Sep).



The EvoLLLution interviewed John LaBrie (Dean and Associate Provost for

Professional Education, Clark University) on [Collaborative Education: How Universities Can Bridge the Labor Market Skills Gap](#). They discuss how his institution championing the apprenticeship model and shares his insights about the applicability of apprenticeships in universities (The EvoLLLution, 10 Sep).



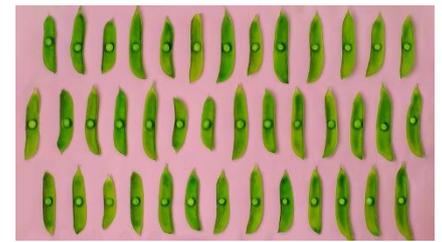
[There are better ways to capture graduate outcomes data](#): Early indications are that the United Kingdom Higher Education Statistics Agency's new Graduate Outcomes survey, due to be published in spring 2020, is in danger of falling short of benchmark response rates and is even undermining the credibility of the Teaching Excellence Framework (TEF). In an era of social media, virtual business networks, big data and artificial intelligence, there are better ways of capturing data and analysing it to achieve governmental and individual institutions' aims of understanding their graduate outcomes. There are plenty of lessons to be learnt from other industries that have embraced big data (Louise Nicol, WUN, 7 Sep)

[Indian students are embracing new study areas to be part of global workplace](#): Iain Martin, president and vice chancellor, Deakin University talks about promoting engagement with India, the global work (TNN, 2 Sep).

BIG DATA, BUSINESS ANALYTICS/INTELLEIGENCE

[Most Analytics Projects Don't Require Much Data](#): In their headlong rush into advanced data science, big data, machine learning, and artificial intelligence, too many companies have ignored "small data." This is a huge miss. The relative ease, ubiquity, and power of small data projects carry profound implications for all employees, managers, and leaders at all levels, in every department, in every organization. Small data projects involve teams of a handful of employees, addressing issues in their local workplaces using small data set. (Thomas C. Redman

& Roger W. Hoerl, Harvard Business Review, 3 Oct).



Explorance introduces an Employee Journey Analytics (EJA) Solution: An innovative analytics tool, Blue EJA, connects the dots along the employee journey for better HR decision-making and business goal alignment. Blue EJA blends direct, indirect and inferred employee feedback into a single process of continuous listening with artificial intelligence. This process generates metrics to support focal-point HR decision-making and actions, leading to improved employee success and business growth. With swift and unified integration between Blue EJA modules and other vital HR platforms (e.g., HRMS/HRIS, Performance, Recruitment, Onboarding, Learning and Development, Benefits, Employee Engagement, and Surveys), valuable metadata is shared, and a comprehensive synthesis is achieved (<https://www.prweb.com>, 4 Oct).

[Preparing for guided pathways questionnaires](#) by ellucian: Colleges and universities of all types and sizes are searching for ways to help their students reach their goals—whether that means on-time graduation, certificate completion, or the ability to transfer to a four-year institution. While a guided pathways model is attractive to many institutions, it's important to take a methodical approach when preparing for implementation. If your institution is considering a guided pathways approach, this questionnaire can help you determine your readiness, while the accompanying guide offers a roadmap of the necessary pre-work for a successful guided pathways adoption.

[3 rules for using AI tools in campus business processes](#): The market for AI in higher education is expected to increase almost 48% before 2022, according to a 2018 report by market research company Technavio. While teaching and learning with AI-powered software has attracted the attention of higher ed administrators, they are also investing significant resources in chat bots, machine learning and biometrics to boost efficiencies in their business operations. How higher ed



can move from strategy to practice with artificial intelligence (Jodi Helmer, UB, 16 Sep).



How artificial intelligence is transforming the standard of higher education:

Artificial Intelligence and machine learning have disrupted human activity since its inception in the 1960s. Today, we depend on intelligent machines to perform highly sophisticated and specific tasks without explicit human input. Rather, they rely on patterns and inferences instead. AI algorithms have been used in a wide variety of applications, from email filtering and computer vision to the disruption of the retail, travel and finance industries. The international digital ecosystem heavily depends on the inclusion of universities contributing to the building and maintenance of that system. Through developing sound data-driven management, constant renewal of the educational program's core based on students' reactions, digitalisation of the environment that requires new skills, and fruitful collaboration across universities. (Peter Jobes, <https://www.itproportal.com>, 19 Sep).



No degree? No Problem: US Employers Shifting Hiring Mentality for Data Skills.

Job seekers owning demonstrable experience with data might soon overtake those with data science degrees when it comes to the candidates global enterprises are seeking, according to a major survey of global business decision makers commissioned by data and analytics firm Qlik, on behalf of [the Data Literacy Project](#) (insideBigData, 14 Sep).



RESEARCH

'Nudging' Looked Like It Could Help Solve Key Problems in Higher Ed: Now That's Not So Clear (Beckie Supiano, The Chronicle of Higher Education, 4 Sep).

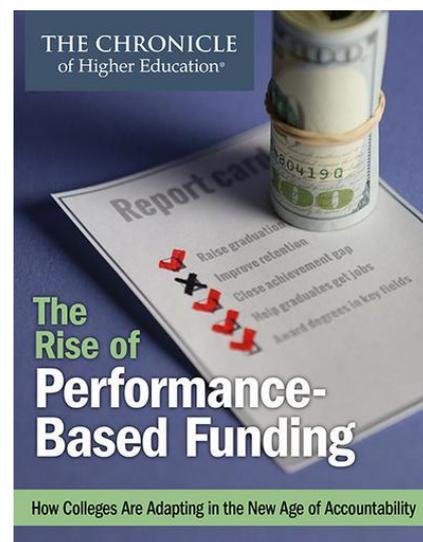


The attainability of university degrees and their labour market benefits for young Australians, Higher Education (2014). 68: 449-469. Jung-Sook Lee used data from the 1995 cohort of the Longitudinal Surveys of Australian Youth to investigate the factors associated with the attainment of Australian university degrees and estimate their domestic labour market benefits. I considered vertical and horizontal stratification in education and examined monetary and non-monetary benefits. The probabilities of attaining a university degree differed significantly by individual and family background. Individuals' family backgrounds significantly predicted the prestige of their universities, but not their fields of study. University graduates enjoyed higher income and occupational prestige relative to non-graduates.

REPORTS & RESOURCES

Automation and Artificial Intelligence: How machines are affecting people and places: The report focuses on areas of potential occupational change rather than net employment losses or gains. Special attention is applied to digging beneath national top-line statistics to explore industry, geographical, and demographic variations. Finally, the report concludes by suggesting a comprehensive response framework for national and state-local policymakers (Mark Muro, Robert Maxim, and Jacob Whiton, Brookings, Jan 2019). **The Rise of Performance-Based Funding:** Experts are divided over how these models should measure success, and

whether they improve student performance. A poorly designed formula can actually hurt students by encouraging colleges to "game" the system, shutting out students who need more academic support. This issue brief offers college leaders and policy makers practical advice, historical context, case studies, data, and other resources to help navigate the intricacies of this increasingly popular funding model. As performance-based funding evolves, public colleges are becoming more sophisticated about pushing for changes that better reflect their missions and help their students.



Structural Inequality in Higher Education: Creating Institutional cultures that enable all students:

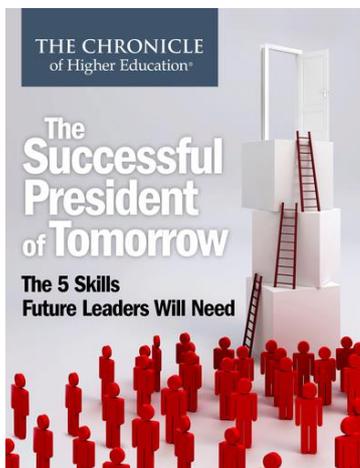
Ryan Naylor and Nathan Mifsud (La Trobe University): recommended Universities and non-university higher education providers (NUHEPs) to adopt three main approaches to ensuring all students could freely engage with their educations. These included structurally enabling (modifying institutional structures to meet the needs of disadvantaged students); capacity building (providing services or supports which help students adapt to existing structures); or blended approaches (a combination of both).

Online College Students 2019: The online student population is rapidly growing in size and complexity. The report features results and recommendations from a survey of 1,500 prospective, current, and recently graduated fully online college students. What factors influence enrollment decisions? Is mobile access a prerequisite feature for online courses? Are online students acquiring soft skills that can further their careers?



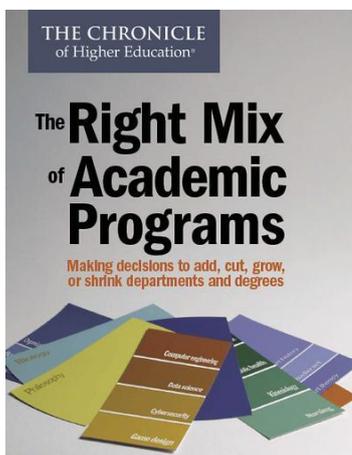
The 5 Skills Future Leaders Will Need:

Learn the skills presidents and senior administrators need to know to lead their colleges and universities to success in today's difficult environment.



The Right Mix of Academic Programs:

This Chronicle issue brief explains how to approach a program audit or prioritization process and where to go from there. Collaboration between the administration and the faculty is key, as is balancing business and academic mind-sets. This brief explores how to cut, adapt, and expand programs, as well as optimize course scheduling. Campus leaders who adjust their mix of offerings can shore up finances while better promoting students' educational and career opportunities.



Setting Up for AI Success: As hype around data science, machine learning, and AI continues to grow, more and more organizations are feeling the pressure to modernize their business by implementing advanced data solutions or else risk falling behind the technology curve. But how to choose the right project? This white paper has answers, providing: A framework of questioning for choosing use cases, A checklist of considerations associated with each

question to answer before starting the project.



How do Guided Pathways Work? Earning a degree requires more than just opportunity – providing a clear path for students to follow is key to graduation. By introducing a guided career pathway, colleges are able to minimize this stress and confusion and show students exactly what they'll need to do in order to achieve the degree they're interested in – and ultimately complete their program and graduate.



Building the Streamlined College: Institutions under pressure are looking for ways to streamline operations, which means more than only cutting expenses. Leaders who approach the task of shoring up loose ends are looking to create engagement, support change, and move their organization toward optimization. This roundtable report to examine how college leaders are seeking innovative solutions for efficiencies while maintaining constant communication and feedback to help steer their institutions toward success in the coming decade.



Where unis can't help international grads: Deakin U releases a major report on post-study work rights for international students. It's survey-based research by Ly Tran, Mark Rahimi (both Deakin U) and George Tan (Uni Adelaide). They also point to a post study work-rights policy-problem that universities could help graduates with, but cannot (CMM, 20 Sep).

Structural inequality in higher education: Creating institutional cultures that enable all students: The research informed a framework identifying six major aspects of institutional culture that may promote (or detract from) inclusivity: staff; students; curriculum; administration; campus life; and the physical environment. This framework is designed to assess university and NUHEP activity to determine the best model for supporting students at all levels.

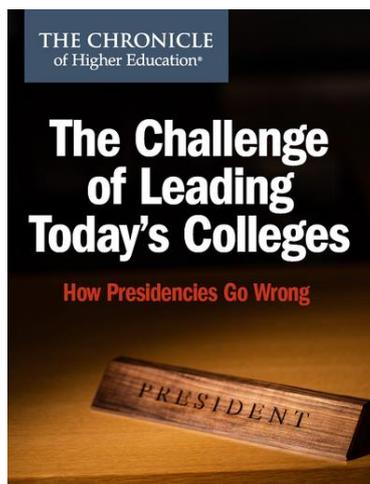
VET in Schools 2018: This publication presents information on VET in Schools, the vocational education and training (VET) undertaken by school students as part of their senior secondary certificate of education (SSCE). The VET in Schools arrangement offers two main options: students can undertake school-based apprenticeships and traineeships; or they can enrol in other VET subjects and courses as part of their school curriculum (the latter is referred to as 'other VET in Schools students').

Headspring, the executive education specialist—a joint venture of the Financial Times and IE Business School—recently conducted a survey investigating attitudes towards AI and discovered how widespread AI is within the corporate world. Conducted in collaboration with YouGov, the survey comprised some 4,515 people working in a range of industries, in the UK, Sweden, Denmark, France, Germany, Spain and the United

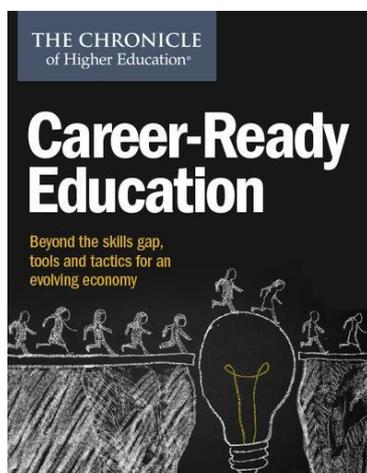


Arab Emirates (UAE). The full [HeadSpring Report on AI](#) is available to download.

[The Challenge of Leading Today's Colleges](#): This Chronicle report examines the complex factors shaping the presidency today: strained business models, transformational changes within the academic landscape, the importance of responding quickly to controversies, and the need to manage diverse competing needs. It features eight case studies, including notable leadership crises at the University of Virginia and Pennsylvania State University.

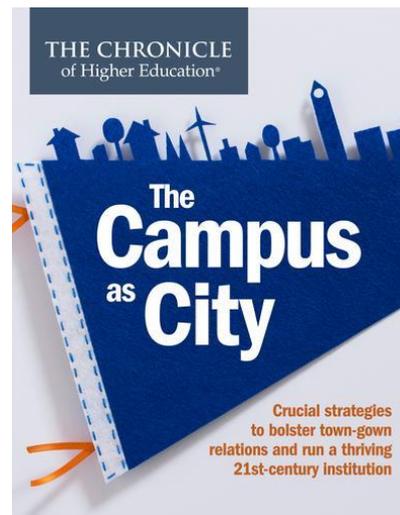


[Career-Ready Education: This Chronicle report](#) goes beyond the definitions of the skills gap and the accompanying blame game to explore the forces driving change and the challenges ahead. The goal isn't to turn every institution of higher education into a job-training center, but there's no shame in adding relevance. College leaders can prepare career-ready graduates — in both liberal-arts and more-specialized programs — without dismantling their educational models or compromising their principles.



[The Campus as City](#): This Chronicle report examines the tensions and challenges of

running a city within a city. With greater financial pressures bearing down on colleges, they can't operate in isolation anymore: Partnerships with private companies, local agencies, and community groups are vital. The report explores creative new ways to deliver services, what it means to be a responsible anchor institution, and the deep collaborations that drive large-scale projects. Leaders that manage to run savvy campus operations and expand local impact will fortify their colleges for the years ahead.

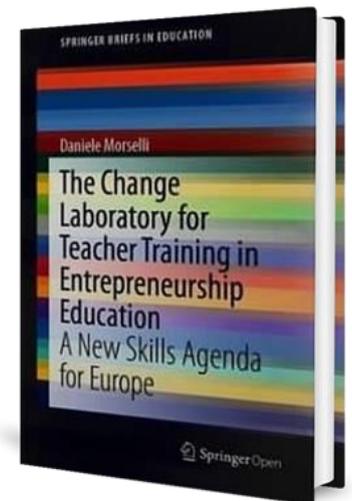


ITEMS OF INTEREST

[Intercultural Knowledge and Competence VALUE Rubric](#): The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.



BOOK REVIEWS

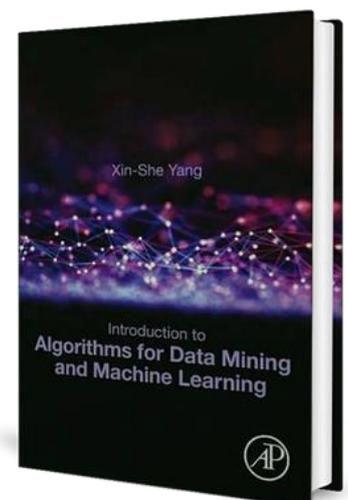


[The Change Laboratory for Teacher Training in Entrepreneurship Education: A New Skills Agenda for Europe](#)

Daniele Morselli

Buy Now

This open access book illustrates a new type of formative intervention for in-service teacher training in entrepreneurship education. The book describes a Change Laboratory and shows how teachers and workshop assistants develop the idea of a multidisciplinary project entailing the design of a self-service and parking lot in a dismissed area close to the city centre.



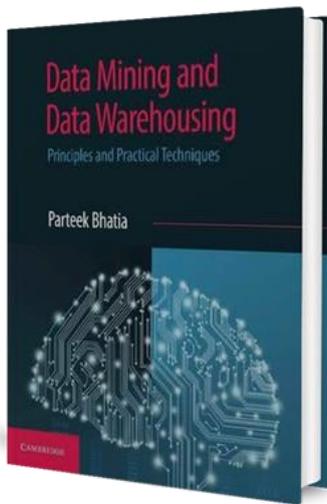
[Introduction to Algorithms for Data Mining and Machine Learning](#)

Xin-She Yang

Buy Now



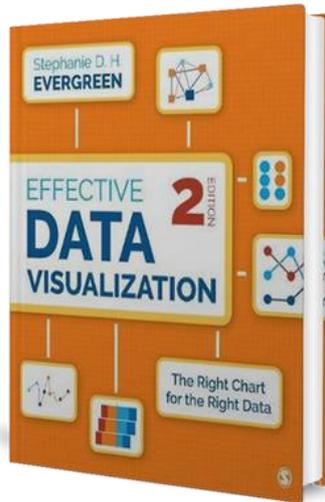
This book introduces the essential ideas behind all key algorithms and techniques for data mining and machine learning, along with optimization techniques. Its strong formal mathematical approach, well selected examples, and practical software recommendations help readers develop confidence in their data modeling skills so they can process and interpret data for classification, clustering, curve-fitting and predictions. Masterfully balancing theory and practice, it is especially useful for those who need relevant, well explained, but not rigorous (proofs based) background theory and clear guidelines for working with big data.



Data Mining and Data Warehousing: Principles and Practical Techniques
Parateek Bhatia

[Buy Now](#)

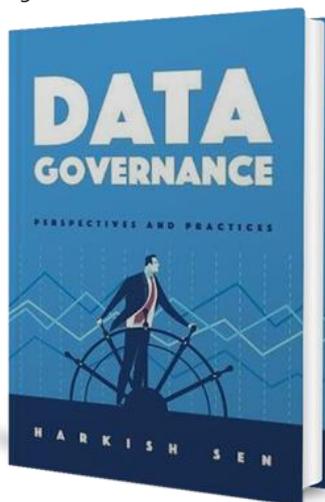
Written in lucid language, this valuable textbook brings together fundamental concepts of data mining and data warehousing in a single volume. Important topics including information theory, decision tree, Naive Bayes classifier, distance metrics, partitioning clustering, associate mining, data marts and operational data store are discussed comprehensively. The textbook is written to cater to the needs of undergraduate students of computer science, engineering and information technology for a course on data mining and data warehousing. The text simplifies the understanding of the concepts through exercises and practical examples.



Effective Data Visualization: The Right Chart for the Right Data
Stephanie Evergreen

[Buy Now](#)

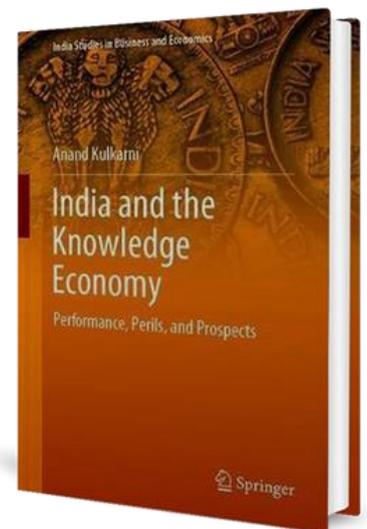
This comprehensive how-to guide functions as a set of blueprints for conveying data in an impactful way. Delivered in Evergreen's humorous and approachable style, the book covers the spectrum of graph types available beyond the default options, how to determine which one most appropriately fits specific data stories, and easy steps for making the chosen graph in Excel. New to the Second Edition is a completely re-written chapter on qualitative data; inclusion of 9 new quantitative graph types; new shortcuts in Excel; and entirely new chapter on Sharing Your Data with the World which includes advice on using dashboards; and lots of new examples throughout.



Data Governance: Perspectives and Practices
Harkish Sen

[Buy Now](#)

What is data governance? And what are the principles and techniques you can leverage as a business or IT professional to make data governance successful within your organization? Data Governance will answer these questions and provide you with insights and approaches 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. Hopefully, this book will gather a wide general, as well as academic, audience. It deserves to become a classic – but, even more, it deserves to be read and debated. To improve the "data fitness" of your organization. Gain control of your data and assign responsible parties to ensure the data remains well-understood and protected.



India and the Knowledge Economy: Performance, Perils, and Prospects
Anand Kulkarni

[Buy Now](#)

Long time AAIR member, Anand Kulkarni, has written a book called [India and the Knowledge Economy: Performance, Perils, and Prospects](#), which contends that the knowledge economy, or one driven by new and improved ideas, innovation and knowhow is, and will, drive economic and social prosperity, for both developed and developing nations, including India.



ON THE MOVE

Tina Crawford becomes inaugural director, diversity and inclusion at Uni Newcastle.

Nic Smith is to be the new provost of QUT.

Liz Johnson is confirmed as DVC E at Deakin U.

Kirsty Dwyer will start at Griffith U as Chief People Officer in February.

John Fischetti moves up to PVC for education and arts at Uni Newcastle.

Grace Sanna is the new GM of La Trobe U's science, health and engineering college.

Tom Burton moves up to PVC for community and global engagement at Charles Sturt U.

Mark Rose becomes Deakin U's first PVC for indigenous strategy.

Marnie Hughes Warrington will become DVC Research and Enterprise at the University of South Australia Jan 2020.

Flinders U has appointed **Penny Edmonds** dean of research for the arts, humanities and social sciences college.

RMIT On-Line appoints **Claire Macken** as its leader of Future Learning unit and **Narelle Stefanac** as RMIT Online growth director.

Ross McLennan (UniSA) is in-coming president of the Australasian Research Management Society.

Dan Johnson will become PVC Research Innovation at Macquarie U/.

Anthony Koutoulis is appointed DVC R at the University of Tasmania.

Barney Dalgarno will become the University of Canberra's executive dean of education.

Michael Wesley joins the University of Melbourne as DVC International.

NEW PODCAST!

Addressing the global learning crisis: To discuss how the global education system can bring about transformational change, Jenny Perlman Robinson, a senior fellow with the Center for Universal Education at Brookings, joins the show to talk about her research on scaling—or expanding and deepening the impact—of education programs around the world. She also shares her discussions with three education leaders she interviewed at a global meeting in Switzerland this summer. These experienced leaders possess deep insights on the role that public, private, and civil society actors can play in scaling and sustaining education programs, and they bring fresh perspectives on the topic from around the globe.

The choice between vocational and higher education: University leaders are calling for the re-instatement of demand driven funding, which let them enrol unlimited numbers of bachelor-degree students. At the same time, there are widespread calls for the vocational education system to be strengthened to attract more young people, especially into the trades. Are these goals in tension? What advice should we give people thinking about their post-school options? (Grattan Institute, 2 Sep).

POSITIONS VACANT



AAIR
Australasian Association for Institutional Research

Looking for a change?
Want to list a job?
Visit our Jobs Board.

Jobs Board

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.

[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.

Symposium: Capabilities and Capitals:
Implications for Students' Persistence
and Success at University



21–22 November 2019
University of Wollongong, NSW

This symposium will bring together key thinkers and scholars who have applied the capability theory (Sen 1992, 1993) and capital theory (Bourdieu, 1986, 1993) across disciplines to consider how this framing may assist us to reconceptualise student persistence. This symposium deliberately shifts attention away from deficit views of student cohorts and instead utilises the Capability Approach and Capital Theories to understand the ways in which students successfully navigate higher education and reach graduation.

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.

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!

New Zealand Data4Good Conference



4 November, 2019
Auckland, New Zealand

Altis Consulting is hosting the next Data4Good Conference in Auckland.

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.



Gartner Data & Analytics Summit

17–18 February 2020
Sydney, Australia

Rewire Your Culture for an AI-Augmented Future

At Gartner Data & Analytics Summit, we will show you how to address the challenges we know you are facing. Drawing on new strategies, expert guidance and best practices, we will help you understand how to lead and empower. In this new reality, data and analytics leaders must rewire and rethink the core of their organization's culture in order to drive the transformation needed to propel their organizations forward into a successful, AI-augmented future.

2020 APQN Academic Conference (AAC)

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 Penny Szybiak

What is your job title?

Director of Planning and Performance
Briefly, how would you describe your role in terms of your place in your institution?

I lead a team of institutional researchers at the dual-sector education provider, Charles Darwin University. We have responsibility for developing and implementing the university's data warehouse and business intelligence strategy; undertaking research to guide strategic and operational decision making; managing student load planning and monitoring; managing government data reporting; and conducting surveys. My team report to the Deputy Vice-Chancellor and Vice President Operations; however, we work closely with the Provost and academic units.

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

One of the key areas of interest for me is how, as institutional researchers, we can use data and research to positively influence government policy relating to post-secondary education. There are a range of policy agendas currently, where we have an opportunity to contribute to the policy environment. Performance funding, review of the [Australian Qualifications Framework](#), and realignment of designated funding allocations just to name a few.

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

As institutional researchers, we can only be truly effective if we are able to communicate and influence using the data analysis and research we undertake. Whilst there has been a recent focus on developing skills like data visualisation skills to help with this, I think the future priority for institutional researchers is to also develop emotional intelligence and interpersonal skills. This will ensure we can not only communicate what the research is telling us, but also how we are able to influence our stakeholders to apply that information.

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

...developing positive relationships with a wide range of people from all levels across my university, but also across the sector.

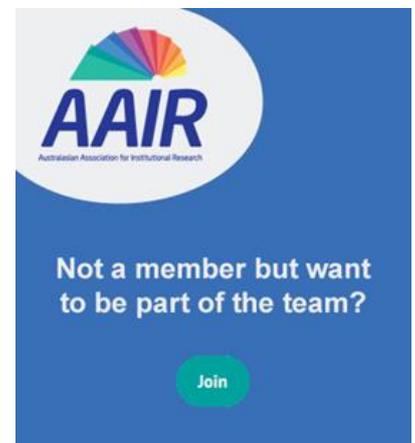
Connect with Penny on [LinkedIn](#)



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 11, November 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 by Friday, 8 November 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.

