



 AAIR Newsletter November 2019



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FROM THE ACTING PRESIDENT

Wrestling @ Wrest Point!

'Wrestling is a team sport, and an individual sport all rolled into one.'
William Baldwin

We 'wrestled' with some weighty issues in Hobart!

Hobart and Wrest Point are a distant memory, but one that will stay with me for a while.

The welcome to country by [Kartanya Maynard](#) was very informative as well as musical, with a song that was both moving and poignant.

Keynote speakers also made us think and do a little wrestling as well. Craig Barling, Chief Strategy Officer in the VC's office at the University of Tasmania, talked about why they do things differently and how they try to make a difference at the University of Tasmania. Angel Calderon from RMIT got us thinking about the future of higher education and the implications for institutional research and planning. And all of that was just the start of Day 1!

As usual, the quality and breadth of the presentations was very high and well received. This is evidenced by the winner of our Best Presenter Award, Shane Compton, along with his colleagues Benjamin Phillips and Paul Lavrakas from The Social Research Centre with their presentation on 'Using loss framing to optimise response in the context of the Graduate Outcomes Survey – an experimental trial'. Our Best New Presenter Award went to Gimwah Sng and Shane Smith, also of The Social Research Centre, for their presentation on 'Graduate employment destination – exploring the relationships between study are, occupation and industry of employment'.

The Institutional Research Award this year was presented to Daniel McNamara, Robert Williamson and Leone Nurbasari.

The Forum dinner was also a highlight and started with a cruise before returning to Wrest Point for a 1920s themed gala dinner. Women revealed their inner flapper, with tassels and feather boas gracing the dancefloor. Men with pinstripes and ties, caps and argyle socks rocked their gangster style. The band kept us going well into the night, and more than a few new AAIRies learned that dancing is a requirement! Check out the pictures to see who really took to the theme.

The final day was equally thought-provoking and culminated in the announcement of Sydney as the next Forum location. More details will be forthcoming, but if you are interested in being involved, or have some ideas, please get in touch with Liesha, our Executive Officer, at info@aaair.org.au.

I would like to give extra special thanks to our sponsors and exhibitors who partner with AAIR at our forums each year. They make an invaluable contribution to our events, and we wouldn't be able to hold such events without them. This year our sponsors and exhibitors were:

- Platinum sponsor: [Explorance](#)
- Silver sponsors: [QLT](#) and [Watermark](#)
- Bronze sponsor: [University of Tasmania](#)

...and our exhibitors were:

- [Altis](#)
- [Explorance](#)
- [QLT](#)
- [Watermark](#)

Finally, on a personal note, I was truly humbled and honoured to be made a [Life Member of AAIR](#) at the Forum. To be recognised by my peers in such a way almost left me speechless, but I managed to recover and show my true appreciation for the honour.

So, if you missed this year's forum, you truly missed another good opportunity to wrestle with ideas, share experiences good and bad, converse with colleagues, and generally just enjoy yourself! Until next year ... I hope to see you in Sydney!

Kathie Rabel
Acting AAIR President



EDITORIAL

I was one of 120 participants at the 2019 AAIR Annual Forum earlier this month. What an interesting program and a wonderful time we had in Hobart!

It has been a year of changes for me, and I have gone through massive personal and professional transformation. At this late point in the year, I feel overwhelmingly thankful. I'd like to show my tremendous gratitude to the AAIR Executive Committee for allowing me to commence the editorship of this newsletter, and to the former editor, Ms Tracy Creagh, for sharing her knowledge and experience with me. My gratitude also goes to everyone who has appeared in our Institutional Researcher's Corner. Thank you for your enlightening and informative contributions.

I'm also sincerely grateful to those who witnessed and supported my 'big move' in September. Your love, kindness, and generosity made my transition from Auckland to Adelaide smooth and successful. This was most definitely the highlight of my 2019!

I wish you all a wonderful Christmas, and I look forward to bringing you more informative newsletters in 2020.

Lizzie

SECTOR NEWS AND VIEWS

Postgrad researchers: few friends on the factory floor: The vast majority of higher degree research students had no 'end user engagement,' last year. Newly released federal figures for 2018 show 61 000 of 65 000 did not connect with industry off-campus. Reporting for all categories was not compulsory last year but the situation still seems clear. The statistics present HDR student participation in various categories; research internships-512, joint supervision-3563, joint or full-funding from 'end user'-828, formal training-524 and 'other engagement activities'-957 (CMM, 22 Nov).

TEQSA is working with the Australian Dental Council: it is part of the Tertiary Education Quality and Standards Agency's push into professional accreditation regulation. In this case, the dentists, regulate requirements for university courses (CMM, 19 Nov).

Connectedness 2.0: Towards a theory of HE connectedness for the best chance for all: What if our sector took responsibility for pursuing inescapable opportunities for connectedness – with and between all staff, students, students' families and communities, curricula, learning environments, sectors, industries and professions – with good purpose and empathy? (Sally Kift, CMM, 17 Nov).

Improving Chinese student uni admissions: Australian universities use China's National College Entrance Exam (the Gaokao) for admissions. Helen Hong Yang and Alan Farley (both La Trobe U) compared the Gaokao with the ATAR as a predictor of student performance in an Australian university's business degree. Overall, they conclude the evidence is against using an aggregate Gaokao score as a sole admission criterion for Australian universities. But if adjusted to address gender and to include the Gaokao's English-language score its predictive power on student performance improves (CMM, 7 Nov).

Hard history of casual academic employment: Romain Fathi and Lyndon Megarity surveyed 153 historians employed as casual academics at 32 universities and four colleges for the Australian Historical Association. They report people find satisfaction in teaching and use casual employment to get their foot in the departmental door but overall, the negatives are numerous (CMM, 5 Nov).

Time for universities to believe in ghosts: Ghost students ... they populate our enrolment lists yet are nowhere to be seen: The 'ghost student' phenomenon is particularly mystifying given the consequences for students are rather severe; a student is guaranteed to incur a record of academic failure and amass wholly negative student debt. Adding to the mystery is the fact that these consequences are easily avoidable, as a student can simply drop the unit prior to the declared census date(s). (Bret Stephenson, CMM, 2 Nov)

New Zealand encourages the world's international students to 'Ask New Anything': A new global, digital campaign designed to appeal to prospective students who are attracted to New Zealand's progressive and inclusive society was launched this week by Education New Zealand (ENZ). It features students, parents and teachers providing unscripted answers to the questions that prospective students really want to know about studying and living in New Zealand. The 100 video questions are determined by market research, Google search, social media questions and chatbot data. The responses can be found on ENZ's Study in New Zealand platforms, including Tohu the chatbot, Facebook and WeChat (Education Central, 31 Oct).

Perth and Gold Coast win regional city status for international students: The Commonwealth has added Perth and the Gold Coast to regional centres for skilled migration and international student visas. The move is supported by an increase in regional migration places from 23 000 to 25 000 (CMM, 28 Oct).

Between a compliance rock and a quality hard place: Tertiary institutions across Australia feel increasingly pressured in how they go about their learning and teaching business by an enthusiastic overlay of structures, legislation and policies, variously policed by regulatory, compliance and accreditation agencies. It is time for our institutions to get back to basics and stop trying be all things to all people and all agencies (Debra Bateman, CMM, 27 Oct).

Australians rate universities tops for trust: The 29th ANU poll finds just on 80 per cent of people surveyed have confidence in universities, their researchers and lecturers, just ahead of schools and their teachers. 'Having attended a university may have increased confidence in the university, but it does not mean that a person thinks the curriculum is being



designed or delivered in the right way (CMM, 24 Oct).

[The review of the Australian Qualifications Framework is released](#): The review proposes revising specifications for attributes and outcomes at qualification level and proposes possible new qualification types, a higher diploma, available in VET and HE and one at doctoral level, 'that provides recognition of professional achievement and innovation.' (CMM, 24 Oct).

Uni Adelaide and Macquarie U win the international education and training category of the [SA and NSW export awards](#). They are now in the national final. Last week Uni Melbourne was named Victoria's overall exporter of the year (CMM, 22 Oct).

[WA adds VET grads to its skilled migration programme](#): The list was initially only available to international students studying at WA universities. WA passed on participating in the national regional scheme, which is now benefitting destinations SA, NT and TAS. The extension of the program means WA has a pathway to state-nominated skilled migration under a wider list of occupations for international students who study at and graduate from universities and VET providers in Western Australia (Dirk Mulder, CMM, 21 Oct).

[Coaldrake review of category standards: core business continues](#): Peter Coaldrake calls for a 'simplification and rebalancing' of the existing provider categories, to prepare for future diversified delivery of HE. 'While universities will continue to predominate higher education enrolments, much of the jobs and skills growth over the coming years will occur in areas spanning university, broader higher and professional education, and the vocational sector (CMM, 16 Oct).

[Uni Melbourne is Victoria's exporter of the year](#): 'Victoria's international education sector is its largest service-based export, and the University of Melbourne is one of the most significant contributors to this, exporting to over 140 countries,' the award announces. Uni Melb also wins the education and training category (16 Oct).

[July international student data demonstrates China is slowing, the Saudi's are back and the regional scheme is delivering](#): July YTD International numbers are out and when comparing to same time last year the nation sees a positive outlook with number up

(enrolments up 8.6 per cent and commencements up 4.7 per cent). As with all data it's important to note it's downfalls – while numbers in July are good indicators, typically August numbers provide a clearer picture as Semester Two commencement dates can vary from late July to early August year to year and can impact July statistics (CMM, 14 Oct).

Ranking and rating

[Times Higher med science discipline ranking](#): Uni Melbourne, 1st in Australia, 14th in the world. Uni Sydney, 2nd and 39th. Monash U, third and 42nd. UNSW, 4th and 59th. Uni Queensland, 5th and 66th. ANU, 6th and 71st, Uni Adelaide, 101-125. Uni Canberra, 101-125. UWA 126-150. Macquarie U, 176-200. Curtin U, 201-250. Flinders U, 201-250. Griffith U, 201-250. La Trobe U, 201-250. Uni Newcastle. 201-250. QUT, 201-250. Western Sydney U – 201-250 (CMM, 21 Nov).

[Australia rates fourth in the world for highly-cited researchers](#): Data provider Clarivate releases its 2019 list of researchers with papers rated in the top 1 per cent by citation. Australia is home to 271 or 4.4 per cent of HCRs, behind the US, 2737, (44 per cent), China (which Web of Science calls 'Mainland China') with 636 (10.2 per cent), the UK, 516 (8.3 per cent) and Germany, 327 (5.3 per cent). Three locals make the top institutions list; Uni Melbourne is listed as home to 34 HCRs, UNSW 30 and Uni Queensland 29. In contrast, top-placed Harvard U has 203, one hundred ahead of second place Stanford U, with the Chinese Academy of Sciences third, with 101.

The ranking uses Web of Science output in its choice of the 21 'essential science indicator' categories, (which include social sciences) (CMM, 20 Nov).

[Top performers in new Times Higher rankings in Education, Social Sciences and Law](#): Australian universities in the global top 100 for education are; Uni Melbourne 25 (last year 24), Uni Queensland =46 (39), Deakin U = 57 (101-125), Uni Sydney = 57 (33), UNSW =61 (=57), Uni SA = 74 (101-125), UTS =77 (69), Monash U 80 (=57), Curtin U 98 (101-125).

Top 100s in social sciences are; ANU 27 (27 last year), Uni Melbourne 64 (52), Uni Queensland 69 (84), Uni Sydney 97 (99), UNSW 99 (121-125)

And in law: Uni Melbourne 12 (10 ten last year), UNSW 18 (23) Uni Sydney 38 (32) ANU 42 (53) Monash U 53 (=79) Uni Queensland 58 (40) UTS 60 (=68) QUT 61 (63) Griffith U 72 (71) UWA 75 (126-150)

Uni Wollongong 78 (=90) Uni SA = 100 (=81) (CMM, 8 Nov).

[Rankings: who knows what they're worth](#): Rankings are core university brand-building business but is investment worth the effort? Tim Cahill, Sarah Jaber and Thomas Massey from KPMG have a way to work that out. KPMG looks at data in the QS and THE ranking for 1000 universities and all Australian universities expenditure for five years, to identify investment in which areas will generate what increases student revenues. 'If a university does decide to pursue rankings performance, this must be done strategically, and significant resources will need to be strategically mobilised to succeed,' they write (CMM, 4 Nov).

[The Times Higher engineering and tech discipline ranking has been released](#): THE discipline rankings use the same methodology as for its all-of-university league tables. UNSW rates first in Australia and 59th in the world. The other locals in the new global are 100 Uni Melbourne at 68th, Monash U – 70th, ANU – 81st, Uni Sydney – =86th, Uni Wollongong – 91st and Uni Queensland – =94th. Universities ranked in the top 200 are listed alphabetically in bands; 101-125: Uni Adelaide, UTS 126-150: UWA 151-175: Curtin U, Edith Cowan U, QUT, Uni SA, Victoria U 176-200: Deakin U, Griffith U, RMIT, Swinburne U (CMM, 21 Oct).

[Times Higher Education ranks computer science](#): THE says these rankings use the same methodology as the group's all of university league tables –which will be interpreted differently depending on how an institution feels about its result:

- Uni Melbourne one in Australia and =56 (in the world)
- ANU two and =69. UTS =third and =79
- UNSW =third and =79
- QUT =fourth and =86
- Uni Sydney =fourth and = 86
- Uni Adelaide fifth and 96

(CMM, 18 Oct).

International News

[Finding the humanity in higher education leadership](#): The report, *I, vice chancellor: finding the humanity in higher education leadership*, explores how institutional leaders exercise their humanity in looking after themselves, building shared values with their teams and community, and navigating challenging times for their universities. The report is based on a series of in-depth interviews with heads of different kinds of institutions from



across the UK, reflecting on their approach to leadership, and how they protect their humanity while being a vice chancellor or principal (Ben Tucker, & Debbie McVitty, Wonkhe, 18 Nov).



Image: Shutterstock

Towards a transformative higher education system: We, in the higher education international community, have the task of contributing to the paradigm change: reconnecting higher education institutions to the origin of the meaning of universities as the union of diversities of knowledge and socio-ecosystems and reminding the world that education is not about institutions but about communities of individuals in a worldwide eco-social system (Rhina Colunge-Peters, UWN, 16 Nov)

China Drive to improve quality and breadth of undergraduate HE: After years of concentrating on research to drive Chinese universities up global university rankings, China's education ministry has set out new rules to improve the quality of undergraduate teaching, with a major national and provincial push to promote curriculum reform and evaluation, eliminate poor-performing courses and fire academics who have not taught for three years (Yojana Sharma, UWN, 6 Nov).

Sustainable HE for the future of work and the world: The future of higher education holds unprecedented challenges. How do we prepare individuals to bring about sustainable development that also enhances people's quality of life? (Nilanjana Moitra, UWN, 2 November).



The number of women in college around the globe has decisively overtaken the number of men. That includes in almost all of the 36 member nations of the Organization for Economic Cooperation and Development, or OECD, and in 39 of 47 countries of the UN Economic

Commission for Europe, which extends to central and western Asia (Jon Marcus, The Hechinger Report, 27 Oct).

The role of universities in a highly technological age: Universities are facing the challenge of how to align their core missions with the rapid emergence of technological innovations such as artificial intelligence, big data and algorithms, facial recognition, biosensors, augmented reality, gamification, blockchain, cloud computing and other yet-to-be-created technological innovations. As competitive institutions, universities must be margin-conscious in making decisions about the programmes they offer and the research they support. They must avoid any tendency to be margin-whimsical when it comes to the lure of AI for assessing quality (Gerard Postiglione, UWN, 26 Oct).



The EvolLLution interviewed Alex Usher (President, Higher Education Strategy Associates) and took **a Closer Look at the Province's Performance-Based Funding Proposal at Ontario Canada.** By 2025, 60% of funding for public colleges and universities in Ontario will be based on performance. Like the United States, Ontario's postsecondary funding was historically based on enrollment, but the recent shift to performance-based funding models has prioritized outcomes like completion and graduation. That transition has come with hiccups. Performance-based funding can incentivize colleges and universities to focus on learner and community success. The tough part is figuring out how a government will define success (29 Oct).



The importance of developing cultural intelligence: A 2018 NAFSA survey identified the 'political climate' as a leading concern for international enrolment management. The 2018 QS

International Student Survey reported that 39% of international students from European Union countries said they are less likely to study in the UK due to Brexit. The University of Michigan Stephen M Ross School of Business in the US assessed their study abroad students before and after their global experience using the researched, academically validated Cultural Intelligence (CQ) Assessment Tool, which measures an individual's capability in four distinct areas: CQ drive, CQ knowledge, CQ strategy and CQ action (Sandra Upton and Lucy Butters, UWN, 19 Oct).



David Kernohan (Associate Editor of Wonkhe) discussed **how should we judge the quality of transnational provision?** Transnational education (TNE) going on everywhere. One hundred and thirty-nine universities are cumulatively teaching in 225 locations around the world. Nearly seven hundred thousand students are studying at UK providers, for UK awards, outside of the UK. But how do we know if it is any good? The reputation of UK higher education as a high-quality sector is all the assurance needed. But to be truly confident we'd really want to know that such provision is properly quality assured – and in both cases this is where the work of the Quality Assurance Agency (QAA) comes in (16 Oct).



UK Universities agree to more openness on student grading: The UK Standing Committee for Quality Assessment, a coalition of higher education institutions, recently issued guidelines setting out the criteria that undergraduates should meet to attain different marks and calling on universities to publish quality assurance reports. British universities have pledged to justify publicly the way they assess their students' performance, in an effort



to respond to growing concerns over 'grade inflation', writes Andrew Jack for the Financial Times (UWN, 12 Oct).

Maureen McLaughlin (Director of Education Policy and Quality, University of Warwick) drew [a roadmap through the worlds of quality assurance and student engagement](#). An understanding of the regulatory landscape is critical, but perhaps not easy to acquire overnight. There's the role of the OfS (in England), the impact of the shift to a greater risk-based, data driven approach to quality assurance and the expectation that TEF should deliver as the key mechanism for continuous improvement. And these all come with a solid and not easily digestible set of reports and other publications. It's also worth being aware of differing perspectives across the UK and beyond. In terms of student engagement, the role of the Office for Students might be seen as a sharpened focus for, and the natural culmination of an established tradition of, the importance of student involvement in quality. As a returnee to the sector, it would be heartening to see this as an unbroken chain linking back to the work of the Quality Assurance Agency, and representative of the sector embedding a culture of active student engagement in quality systems across the UK.



LEARNING & TEACHING

[Victoria University of Wellington promotes HASS micro-credentials in 'digital fluency' and 'intercultural communication'](#). Both are on-line, take 50 hours and while not for-credit completion will be listed on students' transcripts. VUW pitches them as, 'helpful in any current and future job.'

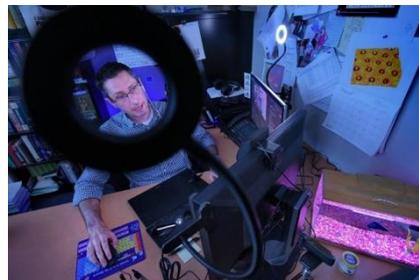
VUW says it is the first NZ university to provide mcs, The Noonan review of the Australian Qualifications Framework suggests credit recognition for shorter-form credentials is the way to recognise them here (CMM, 19 Nov).

[Considering an OPM? Lessons to be Learned from Sourcing Best Practices](#): Successfully establishing a partnership with an OPM requires universities to leverage some best practices from the

world of procurement outside of higher education. There are significant benefits from applying wider industry best practice to OPM sourcing and contracting. Whether it be having audit rights fully documented, accessibility responsibilities defined, or a revenue share percentage that you fully understand, there is a lot to be gained from a rigorous OPM sourcing processes (Stuart Harris, President, Stuart Harris Consulting, the EvoLLLution, 18 Nov)



[Florida Professor Turns Office Hours into Streaming Show](#): University of North Florida Chemistry professor Joshua Melko, began using an online streaming service to connect with students. The result is a wacky, scientifically dense event that has more than 1,800 followers (Matt Soergel, the News-Journal, 11 Nov).



[The student group assessment quandary in higher education](#): Putting students into groups to complete an assessment doesn't necessarily result in collaborative teamwork and productive learning. Just ask students. Group work can create conflict, competition, frustration, anxiety and uncertainty. On the other hand, maybe it is exactly the type of productive learning students should be engaged in to prepare them for the workplace, where they may find themselves in project teams over whose membership they have no control, working on challenging tasks that demand their best negotiation and leadership skills along with adaptability and collaboration (Nita Temmerman, UWN, 9 Nov)



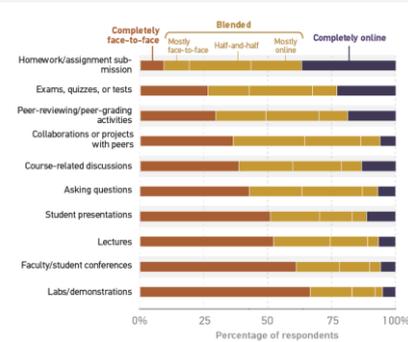
[Rewarding teaching excellence in higher education using an on-line portfolio](#): The dimensions were operationalised in an online portfolio platform to enable academics to provide evidence of their educational achievements. Importantly, integration of ePortfolio pedagogy in this development process for academics helps to create a habit of mind. The platform, myEducation Portfolio, enables staff to collect artefacts, reflect upon their teaching practice and curate evidence of achievement in alignment with the dimensions and associated criteria. myEducation Portfolio will be incorporated into academic promotion processes at UNSW from 2020 (Professor Gary Velan and Patsie Polly, CMM, 9 Nov).

[Not yet for skillsets](#): Micro-courses that teach specific skills people need for work are said to be the next big thing – that they aren't it now might be because they are not micro-enough. John Stanwick and Gitta Siekmann have analysed use of training package skillsets, for the estimable National Centre for Vocational Education Research. Skillsets serve for 'upskilling, compliance and licensing, meeting a defined industry need and as an entry pathway to further training.' (CMM, 8 Nov).

[2019 US Study of Undergraduate Students and Information Technology](#): Drawing on survey data from more than 40,000 students across 118 US institutions, this report highlights a number of important findings related to students' technology preferences, supports, and experiences, with the goal of aiding technology and higher education professionals in improving student learning experiences and success. Labs and demonstrations, faculty/student conferences, and lectures were rated as the most preferred activities in completely face-to-face environments.



Figure 2: Student learning environment preferences for specific course-related activities and assignments



EDUCAUSE Student Study 2019

The write stuff for students: Studiosity is piloting a service to help students in the 90 per cent of cases where they don't mean to cheat. It's called Citation Assist and it is designed to assist students who are yet to get the rules of original academic writing. The way it works is designed to point out the pitfalls to people before they break the rules. Students at participating institutions submit a draft to Studiosity's writing feedback service, where it is scanned, using the university/college's preferred programme. A Studiosity staffer then goes back to the student with feedback on any originality issues. The pilot is underway at 21 Australian universities, plus another 70 or so institutions, including trainers, pathway providers and UK and NZ unis. It runs to year-end (CMM, 7 Nov).

MicroCredentials, Workforce Preparation, and the Public University Imperative: Meeting the needs of modern learners can no longer be seen as the antithesis of public universities. If universities fail to meet those needs, degree will lose relevance (A. Sasha Thackaberry | Vice President for Digital and Continuing Education, Louisiana State University, the EvoLLLution, 4 Nov).

A Strength Based Roadmap for Learning



Contract cheating challenge: Authentic assessment is good for student learning, but it does not necessarily stop contract cheating. Cath Ellis (UNSW) and colleagues analysed assignment orders placed on academic-writing websites, and a set of assessment tasks where contract cheating was detected, using five authenticity factors. They conclude students 'routinely outsource' assessment

tasks. They found, 'no conclusive evidence of a relationship between the authenticity score of an assessment task and the detection of paid contract cheating.' The authors argue that because authentic assessment is based on 'realistic, professionally focussed and complex tasks' the approach, 'may be unfamiliar to many academically and linguistically diverse students.' (CMM, 24 Oct).

Conscious Onboarding: 10 Ways to Support New Online Instructors: In the scramble of expanding online programs, colleges often neglect to establish a formal onboarding process to address the unique challenges of online instruction—putting faculty confidence and retention at risk (Rebecca Cooney, Director of Murrow Online Programs in the Edward R. Murrow College of Communication, the EvoLLLution, 22 Oct).



New higher education literacies for a sustainable future: Patrick Blessinger, Enakshi Sengupta and Mandla Makhanya discussed how to create a smarter and higher quality educational system and implement new teaching and learning approaches, which are all inter-related and inter-dependent, to more effectively deal with these changes:

- Inquiry-based learning (problem-based and research-based learning).
- Creative learning (experiential and product-based learning).
- Meaningful learning (relevant and holistic learning).
- Humanistic learning (inclusive and equity-based learning) (UWN, 19 Oct).

Uni Adelaide five-year plan to go big in on-line learning: The University of Adelaide will educate thousands of additional students online over the next five years, thanks to a new partnership with the world's leading learning company, Pearson. The programme of on-line courses, 'will align with the University of Adelaide's industry engagement priorities'. The university will provide academic oversight and content, Pearson student support (CMM, 14 Oct).

New routes to success in learning are popping up around US: The Hechinger Report is collaborating with The New York Times to produce Bulletin Board, page 2 of the Times's education supplement, Learning (<https://hechingerreport.org>, 10 Oct).

Student Retention and Success

Two tales of the ATAR: Kim Paino, GM Marketing, (NSW) Universities Admission Centre, commented that 'the ATAR is the best available predictor of university success, as measured by students' first-year grade-point-average ... even though it is only one number, it is actually a broad summation of a student's achievements from senior secondary schooling. Those with high capability but who come from educationally disadvantaged backgrounds, particularly low SES, Indigenous and regional, rural and remote students, are less likely to achieve high ATARs, not because they are not talented but because the ATAR is not a fair measure of their talent and capacity to success at university' (CMM, 18 Oct).

The services that help VET students complete: New research from the estimable National Centre for Vocational Education Research points to the importance of Group Training Organisations in helping apprentices and trainees. The NCVET authors report the main advantages of GTO employment/placement include security and correct rates of pay, support from field officers/mentors and experience with different employers and skills. Direct employers not familiar with GTOs suggest apprentices/trainees receive better train and are pushed harder when working in the workplace where they were hired (CMM, 14 Oct).

Student Voice and Experience

UNZ submission on Student Voice: Universities New Zealand has made a [submission to the Ministry of Education on its survey on Student Voice](#), considering university sector goals and objectives, where student voice is most necessary in advancing those goals and objective and the challenges to be overcome achieving effective student voice (UNZ, 3 Oct).

Staff and Student Wellbeing

Deakin U launches, '[Food and Mood: Improving Mental Health Through Diet and Nutrition](#),' (via Future Learn) on Monday. Tetyana Rocks and Felice Jacka,



'explore the physiological ways your daily diet can affect your mental and brain health' and 'uncover the steps that can be taken to change diet patterns which influence poor mental health.' (CMM, 19 Nov).

Anita Burns (Executive Director of Student Accessibility, Excelsior College) and Dave Jarrat (Senior Vice President of Strategic Engagement and Growth, InsideTrack) discussed [The Wellness-Completion Connection: A New Approach to Student Mental Health](#): As college leaders recognize the connection between mental health and academic completion, new ways of supporting wellness are surfacing in unexpected places. But adult students are still underserved compared to their younger peers, despite being under the added stress of maintaining a career and supporting a family (the EvoLLLution, 24 Oct).



[New Zealand universities face fines after dormitory death](#): New Zealand universities and dorm accommodation providers were told on 15 October they could face hefty fines following a gruesome case in which a student's decomposing body lay undetected in his room for weeks. A mandatory code of practice would come into force in 2021, including fines of NZ\$100,000 (US\$63,700) for breaches that led to a student's death or serious injury (AFP, UWN, 19 Oct).

[Mentally ill students risk academic penalties for missing classes](#): Students missing classes because of mental health problems risk being penalised with academic sanctions at some leading British universities, while others have no standardised policies in place to help students showing signs of distress, the Guardian has found. Of the 21 leading universities that responded to a freedom of information request, only one in four said they had standardised intervention policies under which campus support services will contact students if they miss a defined number of classes (Georgina Hayes, the Guardian, 14 Oct).

[NZ Universities struggle to meet student mental health needs](#): Universities say they do not have the resources to cope with the ever-increasing demand from students for mental health support, with Universities New Zealand, which represents all eight tertiary institutions, saying it has needed to boost spending on student counselling by 25% since 2013, writes Hamish Cardwell for RNZ (UWN, 12 Oct).

GRADUATE OUTCOMES AND EMPLOYABILITY

Tammy Wang, VP of Data Science and Engineering at Riviera Partners discuss her company's partnering with the University of Virginia Economics department to build [an AI-powered application that can help people successfully navigate STEM career paths, with a focus on developing a long-term career trajectory in tech](#) (Daniel Gutierrez, insideBigData, 13 Nov)

[Education + Experience = Employment](#): A work-integrated learning program helps students find work in their desired field within a year of graduating—creating a network of grateful alumni who act as ambassadors for the program, or even as mentors to new students. (Katrina McIntosh, Work Integrated Learning Coordinator in Continuing Studies, Western University, the EvoLLLution, 6 Nov).



Kacey Thorne (Director of Program Architecture, Western Governors University) discussed [The Skills Currency and Higher Education's Call to Action](#): Skills are the new currency of the labor market, and higher education needs to get better at explaining to employers and students how academic programs help fill the skills gap. This agility is not only necessary for individual workers, but for the employers that hire them as well. In this changing landscape, skills have become the new currency of the workforce, and in order to serve students well, higher education needs to reinvent

and refocus around this currency (the EvoLLLution, 22 Oct).

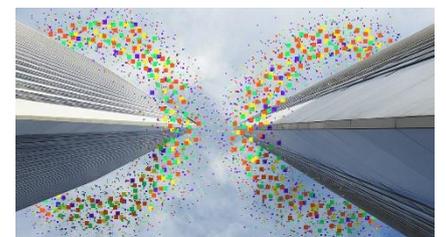
[International grads on the job, it's not always a good one](#): Some 74 per cent of international students with a 485 visa, that allows them to stay on after graduation to start their careers, are employed. But 17 per cent of them are working in positions that don't use their qualifications. 'Temporary graduates have higher level qualifications than skilled stream migrants but are comparatively more likely to be working in low-skilled occupations,' Jonathan Chew reports in a new analysis of Commonwealth visa and census data for the International Education Association of Australia (CMM, 15 Oct).

BIG DATA, BUSINESS ANALYTICS/INTELLIGENCE

[Data Science Ninjas - Melbourne, Australia](#): A group for the Data Science community in Melbourne

[DATA FUTUROLOGY](#): Felipe started this podcast to interview top data science leaders from around the world to uncover their lessons learned which can help you in your career.

[Building a Culture That Embraces Data and AI](#): Many organizations aspire to have cultures that embrace data, analytics and AI, and other new technologies, but few make specific attempts to create such cultures. TD Wealth, the wealth management unit of Toronto-based TD Bank Group, is one organization that isn't content to think wishfully about this sort of cultural change. It created a program called WealthACT—for 'Accelerate Change through Technology'—to try to get senior and middle-level executives in the business unit excited about what technology can do for their business. (Thomas H. Davenport, HBR, 29 Oct).

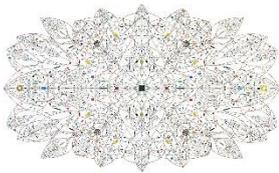


PAUL TAYLOR/GETTY IMAGES

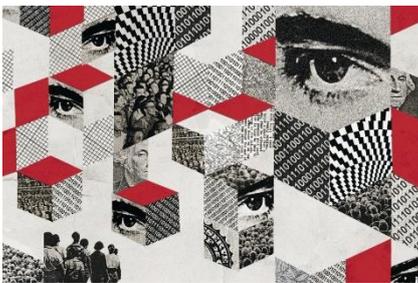
[Building the AI-Powered Organization](#): despite the promise of AI, many organizations' efforts with it are falling short. We've surveyed thousands of executives about how their companies use and organize for AI and advanced analytics, and our data shows that only



8% of firms engage in core practices that support widespread adoption. Most firms have run only ad hoc pilots or are applying AI in just a single business process. Why the slow progress? At the highest level, it's a reflection of a failure to rewire the organization. In our surveys and our work with hundreds of clients, we've seen that AI initiatives face formidable cultural and organizational barriers. But we've also seen that leaders who at the outset take steps to break down those barriers can effectively capture AI's opportunities. (Tim Fountaine, Brian McCarthy & Tamim Saleh, HBR July-August 2019).



How Blockchain Technology Will Disrupt Higher Education: Out of sight of most people, the information-technology world has been absorbed in a decade-long experiment with a technology called blockchain, an unwieldy and improbably expensive witches' brew of software and mathematics that solves no readily apparent problem that matters in everyday life. Nevertheless, blockchain technology (or a close relative) will very likely disrupt much of the business of higher education (Richard DeMillo, The Chronicle of Higher Education, 13 Oct).



Chief Data Officer Survey and Research Results: New Research Substantiates the View that Data Is a Business' Most Important Asset – with Chief Data Officers Playing a Crucial Role in Future-Proofing Business Strategies. Research undertaken by YouGov on behalf of analytics database provider Exasol finds that 72% of businesses worry that their inability to generate insights through the analysis of data will have a negative impact on financial performance. This is despite a similar number (77%) of respondents stating that data is now their organization's most valuable asset (insideBigData, 31 Oct).

When DNNs become more human: DNNs vs Transfer Learning vs. Continual Learning: As new approaches to deep neural networks (DNNs) and deep learning continue to emerge, it's important to understand the differences between them. Not all DNNs are created equal, and small tweaks in their architecture sometimes have profound implications in their applicability to real-world scenarios. For practical purposes, the choice of different 'shades' of Neural Networks – from traditional DNNs, to Transfer Learning, to new more brain-like approaches like Continual Learning – can make the difference between a failed experiment and a realized deployment, especially in real-world scenarios closer to the ones where humans operate (insideBigData, 29 Oct).

New Survey: Nearly Two Thirds of Analytics Projects Are Jeopardized Due to Poor Access to the Right Data: According to the 2019 Data Decisions Survey from analytics database provider Exasol, 57% of organizations have suffered because of slow or poor access to the right data, resulting in an inability to access real-time analytics and inaccurate business intelligence (BI). Full results of the survey, recently released, highlight how organizations are leveraging data to make more intelligent and productive business decisions. The survey revealed that data security (39%), high costs (38%) and slow data performance (31%) were the biggest obstacles to data strategy (insideBigData, 12 Oct).

As well as objects, students should be users of data too: 'in an age of abundant data', this abundance is profoundly reshaping policy and practice across higher education – from the growth of learning analytics, to the proliferation of student voice initiatives, to the emergence of the 'sticky campus' – and much else besides. Data, or more accurately, the ability to engage critically with and generate evidence from it, is the price of entry into the debates and decision-making mechanisms driving (or resisting) change within institutions and across the sector. We have seen a 'datafication' of higher education (Austen, Jones-Devitt & Hasty, Wonkhe, 3 Oct).

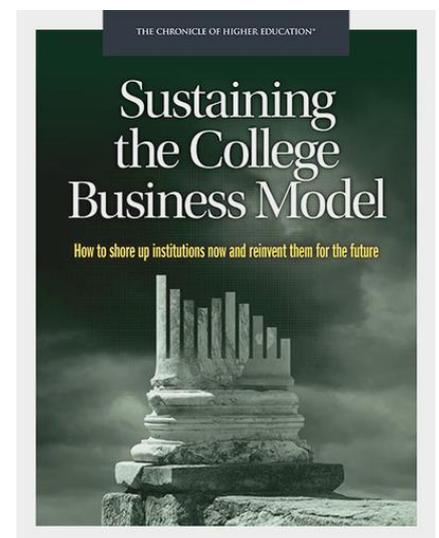


RESEARCH

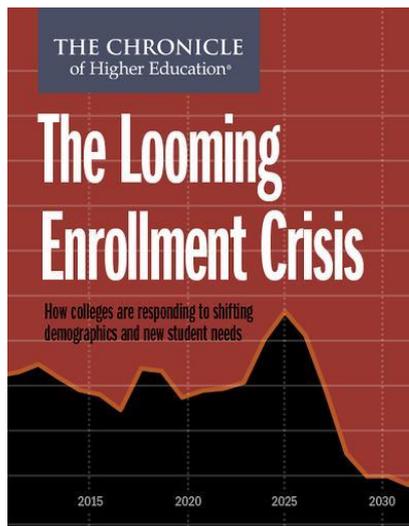
Network Deal to Serve as Research, Public Services Vehicle in US: A newly minted Oregon non-profit is partnering with a California-based education and research network to better connect universities. The new deal will also help deliver public services, officials say. Steve Corbató, the executive director of Link Oregon, said the concept of joining the state's research universities with OSCIO was first envisioned three years ago. The founding university partners include the University of Oregon (UO), Oregon State University (OSU), Oregon Health and Science University (OHSU) and Portland State University (PSU) (Patrick Groves, <https://www.govtech.com>, 11 Oct).

REPORTS AND RESOURCES

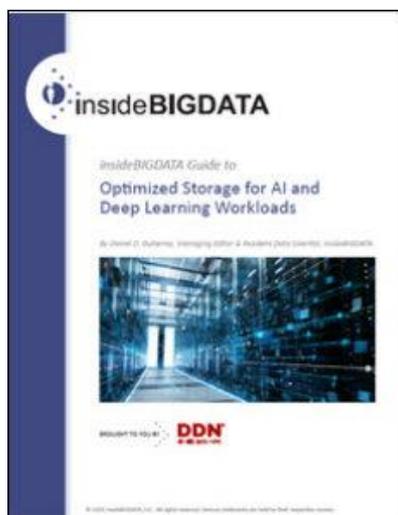
Sustaining the College Business Model: How to Shore Up Institutions Now and Reinvent Them for the Future: This Chronicle report examines sprawl in programs and facilities that many colleges can no longer afford. Case studies profile 11 institutions that are finding additional revenue through new pipelines of students, streamlining operations to control spiralling costs, consolidating to combine efforts, and revolutionizing what they offer.



The Looming Enrollment Crisis: The Chronicle's report, 'The Looming Enrollment Crisis: How Colleges Are Responding to Shifting Demographics and New Student Needs,' traces the turbulent future of enrolment numbers and tuition revenue. This new report examines how colleges can best prepare for continued declines, and offer strategies for how to make the difficult decisions that will ensure the long-term survival and prosperity of academic institutions.



Guide to Optimized Storage for AI and Deep Learning Workloads: Optimized storage has a unique opportunity to become much more than a siloed repository for the deluge of data constantly generated in today's hyper-connected world, but rather a platform that shares and delivers data to create competitive business value. Optimized storage is designed for the needs of a broad range of problem domains including FinTech, life sciences, design, HPC, government, smart cities, media, energy, and many more (insideBigData.com)



CSBA has just released the latest **Tertiary Education Customer Experience report**, which also names the SenseCX Top 5 Performers in our sector for the last 12 months. For participating institutions in the Benchmarking program, CSBA conducts assessments over four weeks during the February/March enrolment period. Experienced assessors contact your service centre posing as a prospective future student with a general enquiry.



Bringing Labor Planning into the 21st Century: 4 Best Practices for Higher Education: Effective labor planning and budgeting can save higher education institutions time and money. That's a critical consideration since labor accounts for as much as 75% of university costs, according to Moody's Investors Service. This new e-book will help you better understand how to: Integrate data from various systems in one place to develop informed, transparent processes; Use technology to improve accountability, prevent bottlenecks, and maintain forward progress; Design processes that can adapt to meet the differing needs of your various departments and employee types; and Put your data to work with easy reports that deliver actionable insights and visualizations to guide decision-making. (www.kaufmanhall.com).

Vision Australia report: Online, but Offtrack: A 2018 Vision Australia research project assessed the barriers to online learning experienced by university students who are blind or have low vision. The final report proposes a coordinated approach to ensure students who are blind or have low vision have full, equal, and independent access to university education.

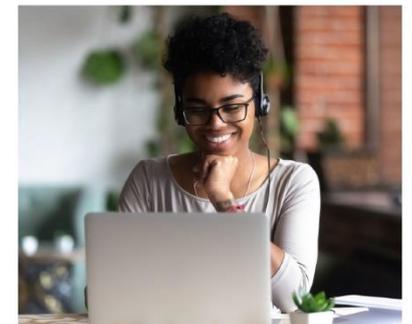
Employers' use and views of the VET system 2019: Nationally, 34.2% of employers had jobs requiring vocational qualifications in 2019, down 3.0 percentage points from 2017, and 19.9% of employers used nationally recognised training (that was not part of an apprenticeship or traineeship), which also declined, by 2.5 percentage points in 2019 (NCVER, 31 Oct).

Online delivery of VET qualifications: current use and outcomes: Vocational education and training (VET) courses delivered entirely online have higher non-completion levels than other modes of training, but for students who do complete, employment outcomes can be comparable to those delivered via other modes, according to a new report released today by the National Centre for Vocational Education Research (NCVER). The report uses data from NCVER collections and surveys along with information gathered from interviews with RTOs delivering qualifications fully online to examine trends across all qualifications, and in more detail for 17 individual qualifications.



Online delivery of VET qualifications: current use and outcomes

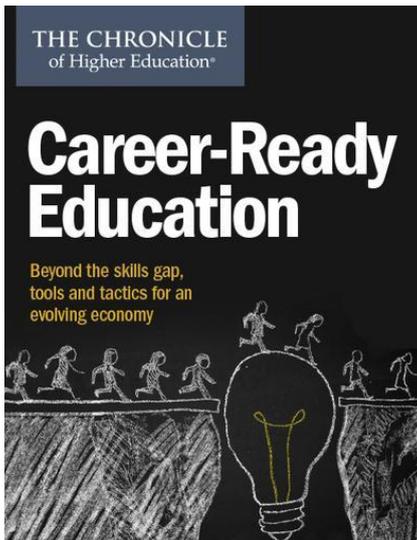
Tabatha Griffin
Mandy Millicic
National Centre for Vocational Education Research



INFORMED • WELLBEING
THE AUSTRALIAN VET SECTOR

Career-Ready Education: Meet the changing demands of the economy and lift students' prospects over the course of their working lives. 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.

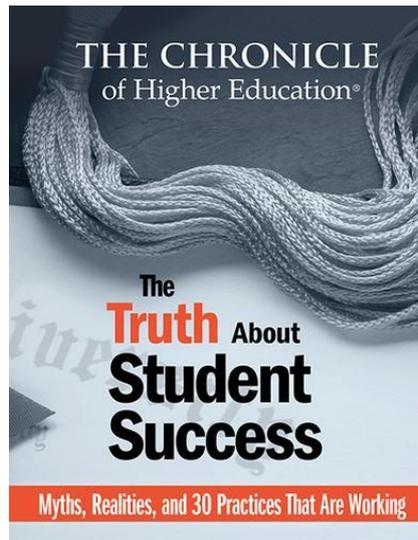




[International Report: Neuromyths and Evidence-Based Practices in Higher Education](#): While belief in neuromyths has been established as prevalent among the general public and K-12 teachers, literature about neuromyth belief among higher education professionals (instructors, instructional designers, and administrators) has not been well-researched. This study includes not only answers to important research questions, but practice-oriented information that is useful for pedagogy, course design, and leadership, as well as for further research on this topic.



[The Truth About Student Success: Myths, Realities, and 30 Practices That Are Working](#): This Chronicle report lays out three guiding principles to jump-start student-success efforts or take them to the next level, identifying pitfalls along the way. It explains how breakthroughs often come from taking a step back from programs and tools to think about broad goals like effective teaching and applying student data. Plus, it offers 30 case studies of colleges around the country that are working to improve results. Get your copy of the report to ground your student-success efforts in the lessons of this evolving movement.

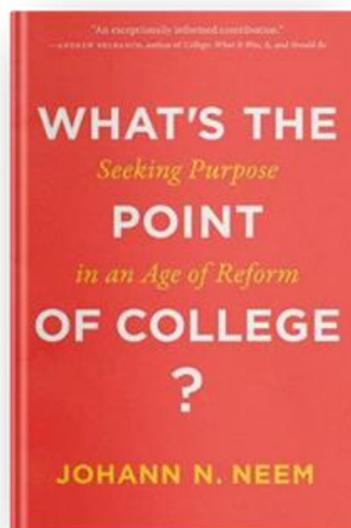


ITEMS OF INTEREST

CSBA have recently opened registrations for the 2020 CSBA and ATEM Future Student CX Benchmarking Program, and [we invite your institution to take part](#).



GOOD READS

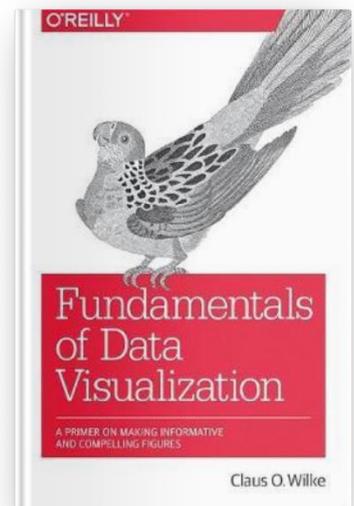


[What's the Point of College? Seeking Purpose in an Age of Reform](#)

Johann N. Neem

Buy Now

In *What's the Point of College?*, historian Johann N. Neem offers a new way to think about the major questions facing higher education today, from online education to disruptive innovation to how students really learn. As commentators, reformers, and policymakers call for dramatic change and new educational models, this collection of lucid essays asks us to pause and take stock. What is a college education supposed to be? What kinds of institutions and practices will best help us get there? And which virtues must colleges and universities cultivate to sustain their desired ends?



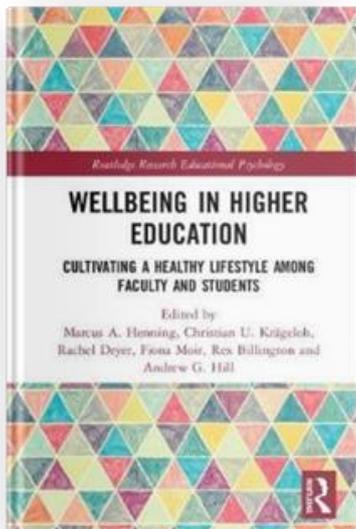
[Fundamentals of Data Visualization](#)

Claus Wilke

Buy Now

This practical book takes you through many commonly encountered visualization problems and pitfalls and provides simple and clear guidelines on how to turn large datasets into clear and compelling figures. What visualization type is best for the story you want to tell? How do you make informative figures that are visually pleasing? Author Claus O. Wilke teaches you the elements most critical to successful data visualization.



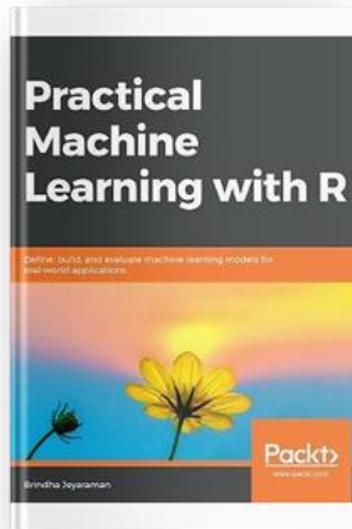


**Wellbeing in Higher Education:
Cultivating a Healthy Lifestyle Among
Faculty and Students**

Edited by Marcus Henning & Christian Krageloh

Buy Now

This book provides an examination of the key areas that are important to the sustenance of wellbeing within higher education settings, with a view to promoting healthy learning environments. The chapter authors are predominantly working in the Asia-Pacific rim, but the book also includes more universal perspectives. The synthesis of the issues covered in the book is crucial to the understanding of higher education as not only an environment for gaining knowledge and skills relevant for success in academic and career domains, but also as an environment for developing socially adept and authentic communication skills.

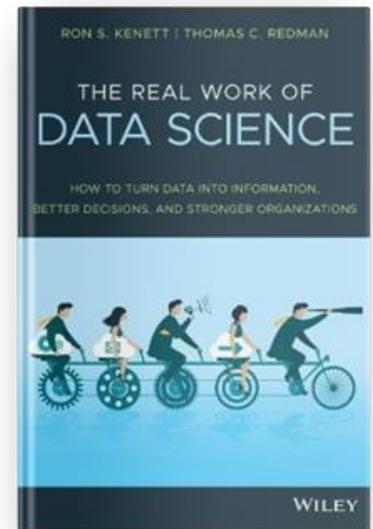


**Practical Machine Learning with R:
Define, build, and evaluate machine
learning models for real-world
applications**

Brindha Jeyaraman

Buy Now

Through this book, you will get hands-on experience in building a machine learning solution in R. Using R packages, such as rpart, caret, randomForest, and MICE, you will learn to implement algorithms, such as neural net classifier, linear regression, non-linear regression, decision trees, and clustering. You will learn various machine learning techniques for both supervised and unsupervised learning approaches, and also gain insights on how to partition the dataset and mechanisms to evaluate the results of the models and compare them.



**The Real Work of Data Science: Turning
data into information, better decisions,
and stronger organizations**

Ron S. Kenett & Thomas C. Redman

Buy Now

The Real Work of Data Science explores understanding the problems, dealing with quality issues, building trust with decision makers, putting data science teams in the right organizational spots, and helping companies become data-driven. This is the work that spells the difference between a good data scientist and a great one, between a team that makes marginal contributions and one that drives the business, between a company that gains some value from its data and one in which data truly is 'the most valuable resource.'

ON THE MOVE

Jon Watson is appointed executive dean of UWA's faculty of Health and Medical Sciences.

At QUT, **Christopher Barner-Kowollik** is appointed DVC Research and Innovation. **Robina Xavier** becomes DVC Education.

Mark Brimble will become dean, learning and teaching, for Griffith U's Business School, in January 2020.

Debra Bateman starts at Flinders U as dean of education in the college of Education, Psychology and Social Work.



Claire Bowers steps up to chief media wrangler at La Trobe University.

Belinda Tiffen will become Macquarie U librarian in January.

Kylie Walker is the new CEO of the Australian Academy of Technology and Engineering.

Martin Parkinson is named to be Macquarie U'S chancellor.

Carol Evans will become Griffith U PVC Learning and Teaching.

Martie-Louise Verreynne is to become PVC research and innovation in RMIT'S College of Business next year.

Sonia Reisenhofer moves to it from (acting) Associate PVC Academic Partnerships **Jessica Vanderlelie** becomes acting DVC A at La Trobe U.

Paul Wellings takes on leadership of Advancement; **Joe Chicharo** moves to the new Senior DVC role; **Theo Farrell** takes up the new DVC E portfolio; **Damien Israel** becomes chief operating officer at University of Wollongong.

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.

[Melbourne Datathon 2019](#)



Saturday, 30 November 2019
9:30 pm to 11:30 pm
 Hosted by Phil Brierley
 From Data Science Melbourne

[Webinar: How to Improve Teaching by Switching Your LMS](#)



Thursday 12 December 2019
2:00 P.M. ET | 11:00 A.M. PT

As colleges redesign courses and programs to meet the evolving needs of the modern workforce, many are looking to upgrade their learning management system to grow with them. Unfortunately, many institutions don't realize the path they should take to make the process of switching from one platform to another smooth and amenable to all stakeholders.

[Register](#) now for this hour-long webinar to hear from two instructional design experts at the University of the Sciences in Philadelphia as they explore why they made the switch to Brightspace and how they evaluated their options before getting everyone on board for a better learning experience.

STUDENT SERVICES AND AMENITIES FEE 2020 WORKSHOP

(link not yet available)



5 March 2020
 Melbourne, Australia

Student services and amenities workshop will be offered at the CQ University campus on Spencer Street. Agenda items and Speakers are being canvassed by seminar coordinator Trevor Gerdson from the University of Newcastle.

CSBA / ATEM 2020 Pre-SSCC Workshop

(link not yet available)



June 2020
 Wellington NZ



In conjunction with the SSCC each year, Customer Service Benchmarking Australia (CSBA) offers a benchmarking program and pre-conference workshop. In its 12th year, the program is highly regarded across the sector for providing education institutions with an in-depth understanding of their future student experience.

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.

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.

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.

2020 Student Service Centres Conference



**9–11 June 2020
Victoria University of Wellington
New Zealand**

The SSCC will be in its 14th year and remains a key conference on customer service for all stakeholders in tertiary education management. Find out more about previous SSCC's and keep updated on latest information. In conjunction with the SSCC each year, Customer Service Benchmarking Australia (CSBA) offers a benchmarking program and pre-conference workshop.

2020 Conference Update (ATEM Newsletter, 16 Nov)

- Examinations Network Conference - August in Brisbane
- Tertiary Education Management Conference – 13–17 September in Brisbane
- Admissions Conference - Perth (Month TBC)
- Heads of Student Administration Conference – TBC
- Higher Education Finance Conference – TBC



INSTITUTIONAL RESEARCHER'S CORNER

Five quick questions with Eva Seidel



What is your job title?

Manager, Load Planning and Data Science at Flinders University.

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

I wear many hats in my role.

I am the product owner of the load planning and government reporting team. I work with senior stakeholders from across the university through the load planning process and ensure that the resources our team delivers, and the way in which they're delivered, are most suitable for that process.

I lead our business partnership initiative, aimed at better understanding the business and proactively providing relevant data and information support to college leadership and portfolios.

I also lead the data science capability in Planning and Analytical Services, providing statistical analyses and predictive analytics solutions across the university.

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

- Understanding the entire student lifecycle and the associations between student characteristics from across the lifecycle and student outcomes.
- Using data to intelligently and ethically implement personalised experiences.

- Maximising the use of data to improve the planning and management of all university activities.

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

- Bringing data sources together from across the university to enable richer analysis and improved decision making, whether it be with respect to students, teaching, research or other aspects relating to higher education.
- Automation of data extraction, integration and preparation, using cloud technologies to meet most, if not all, reporting and analytical needs.
- Ease of access and use of data and information.

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

... listening to our customers and having access to the right data to help them.

Connect with Eva on [LinkedIn](#)

SOAPBOX

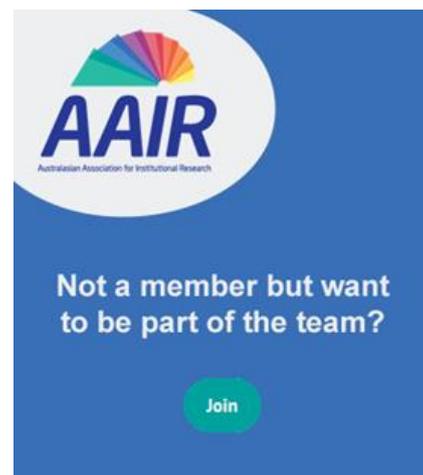


The [Soapbox](#) gives members the opportunity to pose a perplexing question to the entire AAIR readership (both members and non-members). This could be used for the purposes of information gathering or research. Please click the microphone below to browse current inquiries.

CALL FOR CONTRIBUTIONS

Issue 1, January 2020

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 editor@air.org.au by Friday, 20 December 2019.



GET SOCIAL!

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.

