



 AAIR Newsletter July 2020



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... PLUS A RANGE OF INTERSTING  
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## FROM THE PRESIDENT

In my part of the world it is still cold and frosty with lots of snow on the mountains. The burst of pink from the early flowering Rhododendrons 'Christmas Cheer', however, signals that spring and warmth and growth is imminent. So far, 2020 has been unlike any other year most of us have ever experienced. It continues to be one that is vertically challenging, meaning we need to learn to overcome obstacles and challenges in all sorts of places.

For some of us these changes and challenges make us feel exhilarated, and for others they can be overwhelming.

Perhaps it is the magnitude of devastation that COVID-19 is causing around the world. Many of us have experienced changes in how we live, work and play, and that sends us on an emotional roller coaster ride.

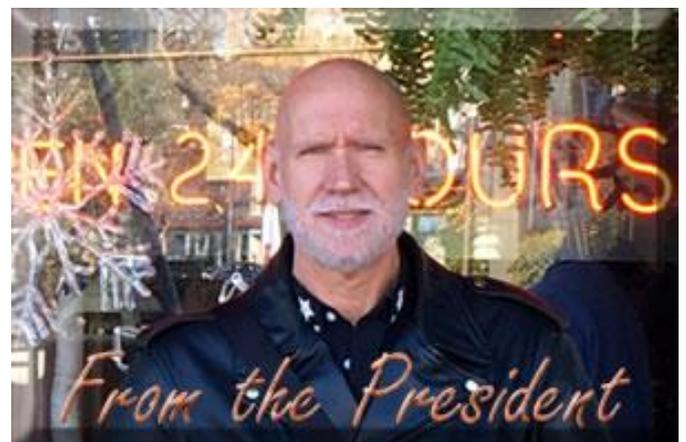
There are moments when I feel like the events of 2020 seem surreal and unbelievable. Is this really happening?! But, while there is turbulence all around us that can make us feel not in control, it is important to focus on our own wellbeing. For me, looking after my wellbeing is about ensuring I exercise regularly, I read physical books, I become more discerning about the news I read, I stay connected with my family and friends, and I remind myself how fortunate I am that I continue to have these opportunities and experiences.

COVID-19 is going to be with us for quite some time to come. The virus has in a strange way connected us together as we battle to beat it in a hope of returning to what we remember life was before COVID-19. While it is a disorienting and stressful time, it is also an opportunity to innovate, diversify, reinvent, and create new futures. At AAIR, we continue to look at how we can best support our membership by offering both professional support and encouragement. While COVID-19 has been disruptive to our operations, it has provided us with so many opportunities to be more innovative and build AAIR to be your professional association.

Please make the most of the opportunities we are creating for all our members and friends of AAIR, and do [let us know](#) if there are more opportunities you think AAIR could offer members.

**Kia kaha (Be strong)**

**Stuart Terry**  
**AAIR President**



## EDITORIAL

*While I searched for content to include in this month's issue, I noticed there is an increasing number of predictive discussions about 'a post-pandemic world' and 'life after lockdown'. These new buzzwords are seen in different sectors and industries. Agustian Sutrisno proposed in World University News that 'the COVID-19 pandemic impacts the landscape of transnational higher education in three dimensions: student mobility, economic recession and international political tension'. We have seen the impact on each of these dimensions to varying degrees over the last few months.*

*However, by looking around, I cannot stop wondering about what lies beyond the institutional research and the higher education sector. How much longer will the current COVID-19 climate last? Will it worsen? Where is all this craziness taking us?*

*Bearing these questions in mind, I will take a break in August. There will not be an August issue, but the AAIR newsletter will resume in September.*

*Take care, particularly those in Victoria.*

*Lizzie*

## SECTOR NEWS AND VIEWS

The precariat: enormous and exposed:

Higher education statistics generally report full-time equivalent positions, which inevitably understates the actual number of individuals who work for universities. James Guthrie and Tom Smith (Macquarie U) worked it out by digging into universities 2018 annual statements and examining a source which records the number of people, as in actual individuals. Universities employ, the Australian Charities and Not-for-profits Commission report, which records the numbers of people, not EFTS. They found that at end 2018 universities employed 80 000 casual staff, 39 per cent of their total workforce (CMM, 20 Jul).

Testing the New Higher Ed Funding

Model: Lea Patterson, Michelle Brooke, Andrew Faulkner and Professor Alan Pettigrew start with our baseline model. It is very easy to run different scenarios with different mixes and numbers of students. The tricky part is knowing what the mix and numbers are going to be. This is why it is very important to have a pre-built model that can be used to run a wide-range of scenarios as more information comes to hand so you can determine the overall financial impact quickly. Furthermore, if the university decides to make a strategic decision to market a specific program to certain students to take advantage of the new funding model, then this can be tested in advance to ensure that if they do hit their student number targets then it will be financially beneficial (pilbaragroup, 16 Jul),

The VCs of eight universities are set to start work on a design for the

government's National Priorities and Linkage Fund. Attila Brungs (UTS) is chair and other members are vice chancellors Alex Zelinsky (Uni Newcastle), Brian Schmidt (ANU), Helen Bartlett (Uni Sunshine Coast), David Lloyd (Uni SA), Barney Glover (Western Sydney U), Eeva Leinonen (Murdoch U) and, Deborah Terry (now Curtin U, about to be Uni Queensland). The \$900m in block grants will fund industry-institution research links, STEM student internships and graduate employment (CMM, 14 Jul).

Major resource for micro-credentials:

Open Universities Australia is increasing its micro-credentials capacity, signing with services provider OpenLearning. The partners will provide OL's cross-sector micro-credentials framework, Open Creds, to OUA participating universities (CMM, 14 Jul).

Austrade asks internationals: The agency launches a quarterly survey to track what on-shore international students are thinking. The first survey running now, asks internationals here what they think about Australia and what's bothering them – the question about "employment issues" might strike some students as understating how dire their circumstances are. Nor will the raffle prize for participants – four \$50 grocery gift cards strike some as sufficient acknowledgement. There is also a question about what they want to do, bail and go home or stick it out which should be useful in a general sense for planners wondering what numbers will look like next semester (CMM, 13 Jul).

Australian Universities grapple with new ways to tackle cheating:

Universities are exploring new ways to tackle cheating and prepare students for workplace demands in a post-coronavirus world, with a particular focus on how exams and other assessments are conducted (The Age, 4 Jul).

\$25m for five new Industrial

Transformation Research Hubs: steel innovation: Paul Zulli Uni Wollongong (\$5m), \* offshore energy infrastructure," Phillip Watson, UWA (\$5m), \* waste resources into construction and manufacturing materials, Sujeeva Setunge, RMIT (\$5m), \* nitrogen in agriculture, Deli Chen, Uni Melbourne (\$4.95m), \*eliminating fire risk in new energy storage technologies, Ying Chen, Deakin U (\$5m) (CMM, 3 Jul).

La Trobe U goes for local student growth: it's sending a needed signal:

La Trobe U has taken a UG enrolment hit – and it's not all COVID-19 caused, with school leavers in regions it serves said to have turned to TAFE. And so, the university is responding to build share among the expected bumper school leaver market next year. There isn't much choice – Vice Chancellor John Dewar warns international enrolments may never recover to where they were before the crisis (CMM, 30 Jun).

Expanding VET into India isn't easy now, it never has been:

CMM reported (29 Jun) on a new Australian Government programme to help India reach its 120m new skilled workers by 2020, (including meetings, conferences and symposia!). It reminded the learned Claire Field how little happens in exporting VET to India. In 2012 India's National Skills Development Centre's target for up-skilling workers was 500m and Ms Field was part of a delegation led by then NSW premier



Barry O'Farrell which was keen to help. But not much appears to have happened (CMM, 30 Jun).

#### New in the academic integrity arsenal:

The first thing the new TEQSA integrity enforcement squad will want is water cannon. But after that the scholarly SWAT team will be pouring over Tracey Bretag's (Uni S) new edited anthology, *A Research Agenda for Academic Integrity*. It's "an in-depth analysis of emerging threats to academic integrity, and practical, evidence-based recommendations for creating cultures of integrity." (CMM, 29 Jun).

#### Australian fee changes could benefit NZ universities:

The federal government of Australia is doubling the annual domestic fee for humanities degrees and slashing the cost of courses it says are in demand in the workforce such as teaching and nursing, in a move that is expected to affect New Zealand students and universities (ohn Gerritsen, RNZ, 27 June).

#### Another tough task for TEQSA:

Universities gaming the new course model to increase income from UGs is baked-into Education Minister Tehan's new funding structure. There are reports the Tertiary Education Quality Standards Agency will be resourced to stop universities gaming student enrolments, presumably to stop them piling students into high-fee HASS degrees. That could create another issue. TEQSA got into all sorts of strife in its first incarnation, with an overly interventionist regulatory approach (CMM, 26 Jun).

#### The long and the short of Australian HE reviews, or inquiries:

"We need a broad-ranging review of our sector that asks simply what Australia wants from its universities – and how that vision can be funded through a sensible balance of public finances and other funding streams," UNSW VC Ian Jacobs, message to alumni. Alternatively, perhaps a Senate committee inquiry into Minister Tehan's bills might suffice. "I am absolutely sure there will have to be a Senate inquiry that will have to examine the pros and cons of what has been proposed, cross-bench senator, Rex Patrick (Centre Alliance SA) told Sky News (CMM, 25 Jun).

#### University models for the new normal is needed:

It can take a seismic shock to stimulate radical change to what appears to be an established and working business model. Recognise that there are two phases to your current work which should be undertaken in parallel. Firstly, plan your survival strategies – making

whatever assumptions about the likely required longevity of those strategies. Secondly, start now to envisage a new business model for the university and work out a phased migration strategy over several years to take you there. Ensure that the decisions taken for survival planning are aligned to the directions of the new business model to eliminate as much unnecessary and discardable components as possible in the survival plan. Above all, envisage the university of the future as a potentially different entity from our historic university blueprint. (Nigel Penny, CMM, 25 June).

#### International News

##### Landscape of post-pandemic transnational higher education:

The COVID-19 pandemic impacts the landscape of transnational higher education (TNHE) in three dimensions: student mobility, economic recession and international political tension. As a health catastrophe, COVID-19 affects cross-border mobility, opening up opportunities for TNHE to absorb the demand for international qualifications. The 1997 Asian Financial Crisis shows how TNHE may come into its own during a recession. However, the international political climate is less than certain and TNHE providers are facing a landscape filled with rising nationalistic rhetoric and self-serving interest (Agustian Sutrisno, UWN, 18 Jul).

##### Disaster preparedness would improve HE pandemic response:

Many Pacific Rim universities that were best prepared for campus closures at very short notice in response to the COVID-19 pandemic already had emergency disaster response procedures in place. From the survey carried out in April, when many of the universities had shut down, the top two issues in preparing for emergencies like the COVID-19 pandemic cited by respondents were "lack of organisational preparedness for a pandemic" and "lack of pandemic-specific advance simulation exercises" (Yojana Sharma, UWN, 18 Jul).

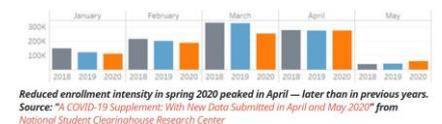


##### California Universities May Remain Online:

In the wake of COVID-19, California State University students could be forced to remain online for the rest of the academic year, which is slated to end May 2021, CSU Chancellor Timothy White said Tuesday. The CSU system was the first in the nation to announce it was moving online for fall when it did so in May, affecting its 482,000 students at the country's largest four-year college system (Ashleigh Panoo, The Fresno Bee, 10 Jul).

##### Identifies Early Signs of COVID-19 Impact on US Enrollment:

In the first two months of the pandemic, little changed about student movement in higher education. The share of students who withdrew or shifted between part-time and full-time, compared to previous years, stayed about the same, according to a COVID-19 supplement published by the National Student Clearinghouse Research Center. A view of enrollment data submitted by campuses in April and May 2020 showed minimal impact by COVID-19. However, researchers suggested, "early signs of broader impacts" have begun to surface, including signals of a dramatic reduction in new enrollments. According to the report, "intra-term changes" in enrollment status during spring 2020 were consistent with pre-pandemic years. The percentage of students who increased their enrollment intensity, shifting from part-time to a greater number of classes or full-time, stayed fairly level. In 2018 and 2019, 13 percent changed their status during the term; in 2020 that percentage declined slightly, to 12 percent. Most of that activity occurred in January (Dian Schaffhauser, campus technology, 8 Jul).



##### What Happens to Higher Education in a Post-Pandemic World?

Back in March, colleges and universities moved students off-campus and all instruction online. Now that the semester and graduations have come to an end, we have to collectively decide what will happen in the fall semester. Will it be more online instruction? Will it be a combination of both online and face-to-face learning? Will it be all-in back to campus? How many more acquisitions and mergers will take place? (Neil Trotta, the evollution, 6 Jul).





As the chaotic, pandemic-affected winter and spring semesters come to a close, higher learning institutions are struggling to prepare for the highly unpredictable fall semester.

**Universities commit to advancing mobility post-pandemic:** Thirty-three university presidents from more than 20 countries have launched a manifesto calling for mobility in higher education to be a catalyst for 'resilience and renewal' in the wake of the COVID-19 pandemic and in the face of tension caused by right-wing populism. The statement, published on 29 June, stresses the vital importance of preserving all forms of international mobility. (Brendan O'Malley and Paul Rigg, UWN, 3 July).



**'Conditional unconditional' university offers to be banned in England:** The use of conditional unconditional offers has risen rapidly in recent years but appear to have reached a peak earlier this year as the coronavirus lockdown raised fears about university finances and student numbers ahead of the academic year starting in September. Offers are not based on results but on accepting university as sole choice instead. The Department for Education is currently considering a move to post-qualification admissions, according to leaked proposals that modelled changes to the academic year to give more time for the admissions process. (Richard Adams, the Guardian, 3 Jul).

**Experimentation in higher education must become the norm:** Not all universities will survive the COVID-19 crisis. Many niche institutions will alter their models to stay afloat. Other vulnerable higher education institutions without effective safety nets may downsize, consider mergers or declare bankruptcy. New institutions with new

solutions will come to replace them. A proper educational experiment should have a clear hypothesis, grounded in data and theory. Theory can guide you to go beyond the conventional and give you the tools to break the rules. Experimentation invites rule-breaking, at least as a possibility. Of course, breaking the rules is justified only if you understand them. (Dara Melnyk & Daniel Kontowski, UWN, 27 Jun).



**4 ways for leveraging tech to improve higher ed operations:** the COVID-19 crisis moved all operations to the virtual mode practically overnight, posing significant challenges for educators, administrators and students. Higher education institutions can use this opportunity to find better ways to perform key administrative functions, strengthen student self-service capabilities and simplify communications, making it possible to be innovative anywhere. A system with self-service tools and process flexibility can help administrators automate key tasks related to admissions, enrollment, financial aid, billing and more. The abrupt transition to virtual work is an opportunity to focus strategically on data and apply information generated by systems such as human capital management platforms. (Nick Schiavi, UB, 27 Jun).

**Why managing risk—and panic—is key to keeping colleges open:** Bringing young people together in a small footprint, you will get infections—that's not the problem. To open campuses—and keep them open throughout the fall—college administrators must assess risks beyond the potential spread of coronavirus. Many schools plan extensive testing and contact tracing. But campus leaders must also know the ability of local health systems to contend with an outbreak and also be able to prevent panic if—and more likely, when—infections are diagnosed, (Matt Zalaznick, UB, 22 Jun).

### Ranking & Rating

**The Leiden rankings a remarkable achievement for Australia:** There are now 31 Australian universities in the ranking. As a national system, this is a remarkable

achievement. Some 72 per cent of Australian universities are included in this ranking, compared to 35 per cent for the United Kingdom and 7 per cent for the United States. It reflects the homogenisation of Australia's higher education and the legacy of the Dawkins reforms from thirty years ago, which made research and research training a key feature of what constitutes a university in Australia (Angel Calderon, CMM, 9 Jul).

**Bigger band trumpeting ARWU achievement:** The new Academic Ranking of World Universities subject lists have something for more unis than the Go8 to Sousa about. The research output by subject list uses the same metrics, for good or ill, as the ARWU's all of institutions list. The Group of Eight leads Australia for most global top 100s (of 500 unis for most subjects): UNSW is on 37 of the top 100s on 54 subject lists, followed by Uni Melbourne 34, Uni Queensland 32, Monash U 30 Uni Sydney 27, ANU 18, UWA 15 and Uni Adelaide, 14. There is room for unis with deep-expertise to fire up the band. Griffith U (eight), Uni Wollongong, (seven), QUT (six), Curtin U (five) and Deakin U (five) all appear on top 100 lists (CMM, 1 Jul).

## LEARNING & TEACHING

**Towards seamless progression on learning pathways:** There is no doubt that adaptations will need to continue to be made to ensure they can effectively meet the new realities. Learners also recognise that gaining a good education is about much more than preparation for a single job. In the current climate, it seems reasonable to assume that some will face the need to (re)train or upskill as they confront unemployment and-or a forced job change. They expect that their education will be durable and transferable and equip them with broad-based skills and professional, discipline-specific knowledge, values and understandings—Non-linear pathways (Nita Temmerman, UWN, 18 Jul).



**What teaching really costs (working it out isn't easy):** The Deloitte report, "Transparency in Higher Education Expenditure", was completed in November 2019, based on university activity in the 2018 calendar year, and well before there were any signs of the impending crisis of COVID-19 and its implications for higher education. From the caveats and cautions it contains, it certainly does not claim to address the key considerations government needs to resolve if its policy is to be coherent and sustainable. The government's new funding model for undergraduate places is based on an analysis of what some universities spend on teaching, rather than what efficient teaching costs. Vin Massaro (Melbourne Centre for the Study of Higher Education) critically considers the information underpinning the new funding rates (CMM, 15 Jul).

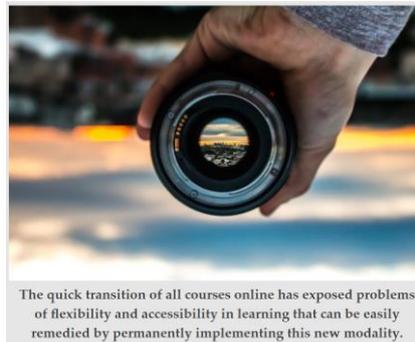
**We need to talk about feedback:** If we want feedback to have an effect, there is little point investing time and effort into comments which students cannot act upon. A focus on what the student does in feedback is particularly crucial. We cannot expect students to know how to use feedback without ever having done it before. The term 'student feedback literacy' has been coined, and we might therefore consider what types of activities could develop students' abilities to seek, interpret and implement feedback. Students might also be prompted to consider multiple sources of feedback – including via peers, industry, and technology (Joanna Tai, CMM, 12 Jul).

**The power of peers in higher education:** The foundation upon which institutions of higher education are built is peer learning – the idea that students learn more effectively through interaction, collaboration, and discussion with other students than they do through individual study. Peers are the most impactful and cost-efficient way to ensure that every student, regardless of race, religion, and socioeconomic background, has the tools they need to succeed. That's why investing in peer learning is absolutely critical when it comes to building a sustainable model of higher education that can continue to prosper for generations to come (Troy Markowitz, Forbes, 10 July).

**Academic cheating inquiries: more trial and not enough learning:** Deakin U researchers Penelope Pitt, Kevin Dullaghan and Wendy Sutherland-Smith talked to students who underwent a formal university investigation. They suggest investigations should be

"primarily a learning experience" which students survive and move on from, to complete their courses. They propose process changes, including; \* easing up on the legalese, \* assisting students and staff in the process, \* independent assistance for students facing allegations, \* specific advice in academic integrity training, "to ensure students understand good writing practises," and \* "raise awareness of the myriad consequences for contract cheating." (CMM, 9 Jul).

**The Need to Refocus University Continuing Education:** The current COVID-19 pandemic has intensified a trend that we are seeing in continuing education—and for which growing numbers of people are committing to major learning projects—online. The drive toward credible certifications, in the form of credit-bearing courses or degrees, is the result of employers seeking to verify the skills and competencies of the people they hire. Despite the challenges we face—others need us. We should re-dedicate ourselves to serving these needs through responsive redefinitions of our roles. (Gary Matkin, the evollution, 8 Jul)



**Neither online nor on-campus: Against a binary approach:** What is happening now with the introduction of online tools for education and the COVID-19 crisis is real-time virtual learning. It is conventional teaching via Zoom or Teams. The idea that a programme is taught either online or on campus is outdated. It is more sensible to look at it as a spectrum that goes from conventional face-to-face teaching through to fully online teaching. Covering a large part of the spectrum gives students the choice to learn in a manner that best suits them and their circumstances at the time. Moreover, in the middle of that spectrum is what I call 'Integrated Virtual Learning'. This will be the 'new normal' in education and the COVID-19-induced crisis will have acted as a catalyst. (Maurits van Rooijen, UWN, 4 Jul).

**What are students purchasing for their courses?:** Student spending on course materials continues to decline as the purchase of technology increases, a survey finds. More than 14,200 US students attending 35 two- and four-year colleges and universities contributed to these findings in this year's annual report from the National Association of College Stores, a trade association that represents the collegiate retailing industry. Both the number of digital materials college students purchased and downloaded for free sharply rose in 2020. This, despite twice as many students saying they preferred print textbooks over digital and even more wanting their textbooks to have a digital component, though it sometimes depended on the class. (Steven Blackburn, UB, 1 Jul).

**Needed now in learning and teaching: reflection:** Reflective practice supports academic professional learning and student learning. In a world of increasing complexity, employers and employees alike value "soft" professional skills in our graduates. Reflective practice supports developing these skills, including critical thinking, self-assessment, communication, and life-long learning. Reflective practice supports academic professional learning and student learning (Marina Harvey, Kate Lloyd, Kath McLachlan, Anne-Louise Semple, Greg Walkerden, CMM, 28 June).

**Helping Adult Students Thrive Online:** For years, adult education theorists have worked to determine the best ways to teach adult students. With the COVID-19 pandemic causing a hurried transition of face-to-face classes to online delivery, higher learning educators need to remember that each student (especially adult students) learns differently, and their learning is intrinsically tied to whether their basic needs are met. Moving forward, it is imperative that adult students know how to academically succeed by engaging with their peers, comprehending their class assignments and forming new meaning in an online environment (Sydney Richardson, the Evollution, 26 Jun).



**Active Learning in Hybrid and Physically Distanced Classrooms:** This may be one of the more challenging activities to conduct in a hybrid and socially distanced classroom. Why? It will likely be hard for the students participating virtually to hear contributions made by students participating in-person. The virtual students will presumably be able to hear the instructor through a microphone, but without extra microphones to pick up the voices of the students in the room, it's not clear how the virtual students will hear the in-person students. Some rooms may have the audio equipment to pick up in-person students, but many classrooms won't have that kind of gear and it's not clear yet how well those extra mics will work for students who may be speaking through masks. Could students in the room use their laptops or phones to participate in the videoconference? (Derek Bruff, <https://cft.vanderbilt.edu, 11 Jun>).

### Student Retention and Success

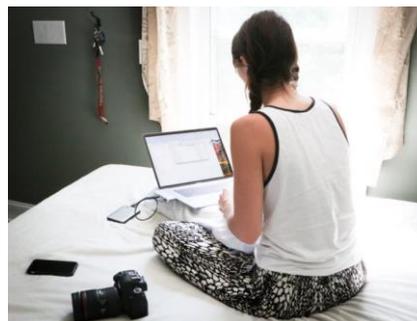
**La Trobe U's new approaches in student support:** La Trobe U is offering 15-credit points to students who can demonstrate what they accomplished and learned as workers/volunteers in "medical professions, government agencies, or community-based welfare organisations" during the present COVID-19 crisis. To qualify students must have completed 100 hours. It's available to everybody enrolled in a UG/PG course. They will need to demonstrate how working developed literacy/comms/problem solving skills (CMM, 16 Jul).

**Phillip Dawson (Deakin U) sets all out in a briefing from TEQSA Three myths about contract cheating and what to do about the reality:** The vast majority of students never contract cheat, the rate of contract cheating is high enough to warrant serious attention." One Australian survey puts it at 6 per cent at universities. Another reported 7 per cent at NUHEPs; assessment design can improve detection rates and discourage students from cheating behaviours; software helps and markers trained to spot contract cheating can identify it (CMM, 7 Jul).

**Three higher ed tech companies combine to create Anthology:** With 14 cloud-based solutions from Campus Management, Campus Labs and iModules, the newly formed company has products that support the entire student lifecycle. Anthology's combined technology footprint in higher education includes more than 2,100 unique institutions in over 30 countries with 14 cloud-based

solutions that support the entire student lifecycle. The mix, Milton says, will allow colleges and universities to maintain a presence in the "birth to bequest pipeline," with access to data and analytics on children of alumni from their entry into the world onward to, ideally, those children becoming alumni themselves who support the school for the rest of their lives. "We can deliver on that almost holy grail of the single view of a learner." (Melissa Ezarik, UB, 7 Jul).

**Cultivating resilient learners:** WGU Academy, which offers a low-cost, low-risk on-ramp to higher education, is a model for achieving student success that other entities—including community colleges and four-year institutions—can benefit from through a partnership. Government, academic and workforce leaders agree: The college readiness gap is an increasing concern. The coronavirus pandemic will make the gap even more problematic. According to Gates Foundation research, two-thirds of community college students take at least one developmental course, and among those students, less than 10 percent graduate within three years. The results are not much better for students in remedial programs attending four-year institutions. The Academy's Program for Academic and Career Advancement (PACA) is its "secret sauce," helping students develop persistence, a growth mindset and self-directed planning and learning skills (Patrick Partridge, UB, 1 Jul).



**Student-success tech tools see modest adoption rates:** Student success initiatives have long been a major priority for higher ed institutions. Yet, adoption of technology platforms across campus to achieve holistic student supports is lacking. Adoption of such tools is gradually increasing, but across three product categories only between 23% and 43% of colleges are using them. Research of tech platforms to support student success shows that campus-wide implementations for holistic student support is not as common as you might think. (Melissa Ezarik, UB, 30 June).

**5 Trends in Technology for Student Success:** College leaders recognize that emerging technologies offer convenience and essential support to students to boost success, engagement, and retention rates. However, with so many evolving technologies on the market, many leaders find it difficult to choose the right ones for their institution. From providing a personal touch through the use of chatbots to tailoring a student's journey through adaptive learning, there are several key trends currently on the rise that leaders need to consider in order to move the needle on student success.

**TRENDS SNAPSHOT**

**5 Trends in Technology for Student Success**

- Chatbots
- Virtual Assistants, Tutors, and Guiding Tools
- AI in Course-Planning and Advising
- Predictive Analytics
- Adaptive Learning

**S**tudent success—improved access, better-empowered students, better retention, and higher graduation rates—is the focus of an institutional priority for higher education, and colleges are employing a variety of metrics and tools to achieve it. Increasingly, they are turning to a range of new technologies to intervene and help students achieve their goals.

But as tech options are not only increasing, they are increasingly overlapping. It can be difficult for college leaders to monitor above the options that make sense for their institutions, so we set out through the business reading our package of platforms.

There's one question that rapidly changes: the world of student success can be daunting. Indeed, the vast majority of college graduates, who graduate, go on to a variety of careers, and those who do not graduate are often in need of support. The Chronicle of Higher Education's 2018 and 2019 surveys of college leaders and their implementation of new technologies are a testament to the challenges of this space. A recent 75 percent of college leaders reported that making these decisions is at least somewhat difficult. Only one in eight said they plan to be involved in making these calls.

At the same time, a majority of college leaders reported that they would like to be involved in more technology decisions. Clearly, college leaders recognize that emerging

**Laserfiche** THE CHRONICLE OF HIGHER EDUCATION

### Student Voice and Experience

**How colleges seek equity in virtual and physical design:** Colleges and universities can create a greater sense of equity and diversity by rethinking the design of physical and virtual spaces, a panel of higher education leaders said this week. For instance, administrators at the University of California, Berkeley—having previously examined academic buildings—are now reviewing how to better allocate community and cultural spaces, considering moving the university police department off campus, and out of its current location in a centrally-located building (Matt Zalaznick, UB, 9 Jul).



**6 chatbot functions that can maximize student experiences:** Chatbots can immediately respond to high volumes of incoming student queries, which can



increase student satisfaction and retention as well as free up staff to focus on more pressing matters during the era of COVID-19. But colleges and universities need to do more than just install and update these AI-powered platforms to ensure students receive the right answers as quickly as possible. Chatbot use should be seamless with the ability to escalate, contextualize, provide actionable opportunities, launch workflows, offer diverse types of questions with limited answers, and be comprehensive. (Steven Blackburn, 29 Jun).

### Staff and Student Wellbeing

[TEQSA has a new "good practice guide" for HE providers](#) – a series that shows how hard things are done well by universities who have problems covered. This one is on preventing and responding to sexual assault/harassment on campus and sets out model policies and procedures on nine principles using 19 examples. Providers with featured work include Monash U, U Tas, Griffith U, Uni Sydney, Uni SA, Uni Southern Queensland, Deakin U, Uni Melbourne and ANU. One NUHEP is also included, Academies Australasia Polytechnic, for its statement of principles which establish peoples' wellbeing as the context for its policy (CMM, 13 Jul).

[Over 9,000 victims of violent attacks on higher education](#): More than 9,100 higher education students and staff members were injured, killed, abducted or arrested in attacks on education over the past five years, according to the latest edition of Education under Attack, published by the Global Coalition to Protect Education from Attack (GCPEA). During the latest reporting period, 2015 to 2019, researchers found evidence of 11,000 separate attacks on education across all sectors. These included bombing and burning of schools and universities, and killing, maiming, raping, abducting, arbitrarily arresting, and recruiting students and educators at, or en route to and from, educational institutions by armed forces, other state actors, or armed groups during armed conflict or insecurity. (Brendan O'Malley, UWN, 11 July)

[Win-win: Esports can combat isolation, empower students](#). Bravous Esports and Game Truck provide a recreational vehicle for young adults, teens and kids to achieve. Educators and parents who get on board can benefit, too. "Esports is the greatest tool we have to bring young boys and girls together to learn how to compete with each other and respect

each other," Novis says. "Whatever they do later, at least in this moment, it is a tremendous opportunity to convey some very valuable civics lessons, social lessons, cultural lessons. We can extract a lot from (Chris Burt, UB, 1 Jul).



[More surveys ID students' mental health struggles 72.5% of students want to return to campus even if instruction remains online](#). Between 75% and 85% of college students are experiencing ongoing stress and anxiety during the coronavirus outbreak and campus closures, according to two surveys of mental health in higher education. In a survey of 2,500 students, 75% reported feeling more anxious or stressed, 57% said they lost their summer jobs and 90% want to return to campus in the fall, according to a survey by Core Spaces, a student housing development company. (Matt Zalaznick, UB, 24 Jun).



## GRADUATE OUTCOMES AND EMPLOYABILITY

[Yes, women outnumber men at university. But they still earn less after they leave](#): female enrolments went from one in three at the beginning of the 1970s to reaching parity just over a decade later. In 1987, for the first time, women made up the majority of enrolments — now, they make up 55.5%. This figure has been emulated across western democracies. And yet, a 2019 Grattan Institute report found female university graduates are expected to earn 27% less than men — A\$750,000 — over their career. The gender pay gap is down slightly from 30% a decade earlier. Why is it women fail to capitalise on their higher-level educational attainment relative to men? The reasons are complex but solvable (Julie Hare, the Conversation, 21 Jul).

[College Alumni See Room for Job-Skill Improvement](#): 31% of recent college graduates "strongly agree" that they gained "important job-related skills" while completing their undergraduate degrees, which suggests that a majority of students feel they are lacking in this area when they graduate. Recent graduates most frequently wish they had received more training in networking and computer software skills. They are much more content with their instruction in traditional subjects like math and writing (John Clark, gallup, 14 Jul).



[Are students with disabilities getting lower quality jobs than their peers?](#) A survey of nearly 5,000 graduates, half of whom have at least one disability, revealed that students with special needs were just as likely to find employment five years after college as their peers, but their jobs were either part of the gig economy or lower in quality than the careers that students without disabilities found during the same timeframe. Students with learning needs who graduated in the last five years work fewer hours and are employed in lower paying jobs than graduates without disabilities, survey says (Steven Blackburn, UB, 6 Jul).



[Purpose and pay define a 'good job' for college graduates](#): Less than a third of recent college graduates (30%) say they had a good job waiting for them when they graduated. When asked for the main reason they characterized their first good job as "good," these recent graduates primarily said it was the pay, followed closely by the mission and purpose of the job. Gallup research shows that applied learning experiences — including internships that allow students to put what they are learning in the classroom to practical use in the workplace — increase



the odds that they'll obtain a good job immediately upon graduation (Stephanie Marken, Gallup, 1 Jul).

U.S. Graduates' Perceptions of What Characterized Their First "Good Job"  
Which of the following is the MAIN reason the job was a "good job"?

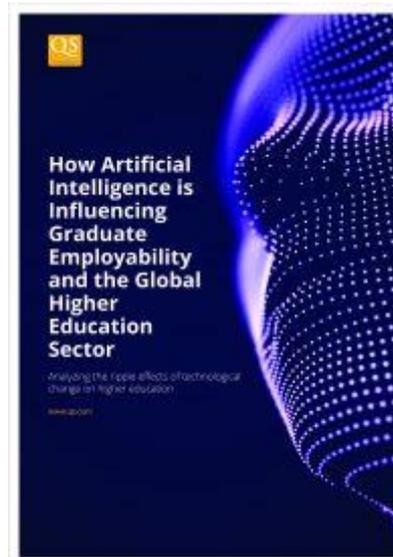
	All graduates	Recent graduates
Mission and purpose of the job	25	22
Pay	20	25
Opportunity to learn skills	17	17
Opportunity to grow at the organization	16	13
Opportunity to do what you do best	15	11
Brand of the organization	3	4
Culture of the organization	2	3
Reputation of the organization	3	5

GALLUP ALUMNI SURVEY, 2019

**Can government actually predict the jobs of the future?** The future of jobs has been used to justify the major changes to university education announced last week. Fees for courses that, according to the government, lead to jobs with a great future will fall, while those with a poor future will rise. But can the government predict the jobs of the future? And do proposed fee changes match those jobs that will grow? (David Peetz, the Conversation, 25 Jun).

**What can UK Graduate Outcomes tell us about structural inequality?** For NCUB's Rosalind Lowe, data from Graduate Outcomes outlines the work that needs to be done to address inequalities by universities and graduate employers. Many individuals, organisations and governments have rightly vowed to listen, support and learn further about long-standing, structural race inequality. The striking inequalities that were shown in HESA's Graduate Outcomes Survey demonstrates how entrenched these issues are and how much change is needed (Rosalind Lowe, Wonkhe, 28 Jun)

**How Artificial Intelligence is Influencing Graduate Employability and the Global Higher Education Sector:** The development of artificial intelligence (AI) is causing ripple effects across a plethora of industries, and higher education is no exception. Based on findings from the QS Global Employer Survey 2019, a range of focus groups conducted with prospective students across Asia, and interviews with academic experts this report offers insights to the future of Higher Education.



## BIG DATA, BUSINESS ANALYTICS/INTELLEGENCE

**TDWI Best Practices Report: Data Management for Advanced Analytics:** Modern enterprises are expanding their analytics programs to improve their ability to make fact-based decisions, plan for an uncertain future, compete on analytics, and grow customer accounts. These high-value business goals require advanced forms of analytics, which in turn demand use-case-appropriate data integration, data platforms, and other data management. Without the right data in the right format on the right platform, critical and expensive efforts in advanced analytics have little or no business value. This report defines data management for advanced analytics (DM for AA), which tailors established and emerging data management best practices and techniques to specific forms of advanced analytics, thereby raising the precision, productivity, and business value of analytics.



**Cyber-threats increasing for universities under lockdown:** Universities around the world are bombarded on a daily basis with information about cyber-crime and threats to their IT infrastructure, almost to the point where it feels like there is little else that needs to be done, except trust in the IT department's skills and get on with life. But does this mean that students and academic staff are safe, that their research and partner companies' data is secure, that payments can be made in a secure way and that the university's computers, libraries and facilities will continue to function without hiccups? (Kamal Bechkoum, UWN, 18 Jul).



**Google Cloud Announces BigQuery Omni for Multi-cloud Analytics:** A recent Gartner research survey on cloud adoption revealed that more than 80% of respondents using the public cloud were using more than one Cloud Service Provider (CSP)<sup>1</sup>. To address this multi-cloud reality, Google Cloud has announced BigQuery Omni, a multi-cloud analytics solution that enables customers to bring the power of BigQuery to data stored in Google Cloud, Amazon Web Services (AWS) and Azure (coming soon). BigQuery Omni provides enterprises with the flexibility they need to break down silos and create actionable business insights, all without having to pay expensive egress fees for moving data from other cloud providers to Google Cloud.



**Use technology to monitor social distancing and mask wearing compliance:** How video content analytics software within video surveillance systems can assist with safe campus reopening. To secure their expansive properties, campuses typically rely on large video surveillance installations that capture massive volumes of footage—most of which is seldom reviewed. Now,



universities can also apply video content analytics to monitor compliance with social distancing and mask-wearing mandates and facilitate contact tracing if a campus outbreak occurs. A key application of video analytics is forensic video data review, using capabilities such as face recognition and appearance similarity filters to quickly and accurately pinpoint objects and behaviors of interest in video. With such versatile functionality, video content analytics software can play a crucial role in reopening campuses and preventing COVID-19 spread in colleges and universities. (Stephanie Weagle, UB, 9 July).

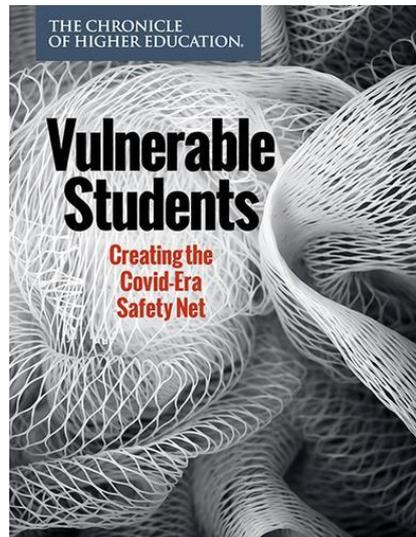
**Aussie Organisations: Embrace Cloud Analytics Amid COVID-19 Disruptions:** In the pre-COVID world, many organisations had already recognised the importance of data and were deploying analytics tools to obtain the best possible value from it. For some, dashboards were providing insights into data being pulled from multiple sources in real time. Others were using tools to extract details of hidden trends to guide strategic planning. While cloud platforms are not a new concept in Australian business, their capabilities are being seen in a different light in this new remote-working environment. Organisations are realising the platforms offer an effective way to deliver the data and analytics capabilities that their staff require. While the immediate value of having a cloud-based analytics facility is the capabilities it delivers to staff during the COVID-19 disruption, there will also be significant, longer-term benefits for organisations (Gavin Jones, Forbes, 29 Jun).

## REPORTS AND RESOURCES

**International Student Crossroads II: Tracking shifts in demand and behaviors for on-campus education.** New research conducted by IDP Connect shows three quarters of international students expect to start at their chosen university in September as planned, with 40% stating they accept a blended model of course delivery for 2020/21. "International Student Crossroads 2" is the follow-up study to the research originally carried out by IDP Connect in April, which gauged international applicants' perceptions and motivations for studying in light of COVID-19.



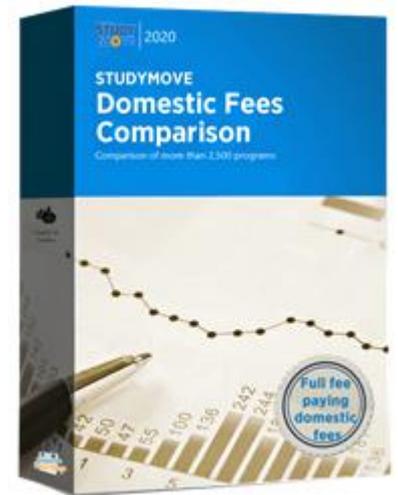
**Vulnerable Students: Creating the Covid-Era Safety Net.** Even before the coronavirus upended it, higher education's approach to supporting underserved students needed reform. As both inflation and tuition soar, university leaders need to look for solutions beyond just financial aid. A college degree is one of the most direct paths out of poverty and into the middle class. This report examines how institutions can meet the growing financial and mental-health needs of their students. How can your institution develop and expand its strategy to better support low-income and often-overlooked students?



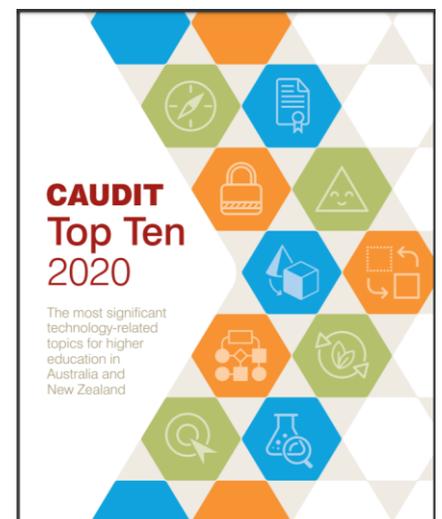
**Global Skills Index (2<sup>nd</sup> Ed.) Build goal-oriented learning strategies with the world's most comprehensive skills data.** Looking across 65 million learners on the platform, and drawing on rich performance data of learners in the past 12 months, the report benchmarks skills proficiency for 60 countries, 10 industries, and 11 fields of study in business, technology, and data science.



For the second year, Studymove has collected data relating to the [postgraduate coursework tuition fees for Domestic full fee paying students in Australia](#). After receiving requests from various Planning, Recruitment and Admissions Offices at Australian universities, we have developed a database to identify the domestic full-fee paying tuition fees published by Australian universities.



CAUDIT 2020 Top Ten is now available: outlines the Top Ten most significant areas of interest, changes over time and opportunities for ICT leaders in 2020 in Australian and New Zealand Higher Education and Research sectors. CAUDIT's 2020 Top Ten Topics report is designed to contribute to conversations about ICT's essential and potential application in higher education and research. Top Ten rankings are the product of a survey completed by CAUDIT Member Representatives. The survey is adapted each year to reflect emerging and current technology-related business priorities.



[National Student Equity Data](#) — New NCSEHE Interactive Resource: A new National Centre for Student Equity in Higher Education (NCSEHE) webpage launched in July allows users to download and graph data on undergraduate equity student participation and performance in Australia. Users can quickly source equity participation data and view trends over recent years for individual institutions, while also comparing trends in key indicators across universities.

[Exploring the recognition of prior learning in Australian VET](#): Recognition of prior learning (RPL) in the Australian vocational education and training (VET) system is the process of assessing someone's relevant prior learning and existing skills to grant formal recognition. RPL is an important mechanism for people with pre-existing skills to gain formal recognition. There are however known issues with RPL, as it can be costly and difficult to offer as a training provider. This report explores the nature of RPL that is taking place in Australia from a variety of dimensions. The overall analysis demonstrated that no single element stood out as a predictor of RPL being granted, with the results confirming that the granting of RPL relies on a complex interplay of factors. While some factors might be more likely to predict an RPL outcome than others, no one single factor can be relied upon to explain RPL outcomes.



### Exploring the recognition of prior learning in Australian VET

Kristen Osborne  
Cameron Serich  
National Centre for Vocational Education Research



RESEARCH REPORT  
THE AUSTRALIAN VET SECTOR

[Apprentice and trainee experience and destinations - 2008, 2010 and 2019](#): This publication provides a time series summary of the outcomes of apprentices and trainees who completed (completers) or cancelled or withdrew (non-completers) from an apprenticeship or traineeship. The figures are derived from

the Apprentice and Trainee Experience and Destination Survey. This survey has been conducted in 2008, 2010 and 2019. Information is collected on apprentices' and trainees' reasons for training, their employment outcomes, reasons for non-completion, further study outcomes and satisfaction with the apprenticeship or traineeship.



Australian vocational education and training statistics

### Apprentice and trainee experience and destinations - 2008, 2010 and 2019

National Centre for Vocational Education Research



RESEARCH REPORT  
THE AUSTRALIAN VET SECTOR

## ITEMS OF INTEREST

Around 5 000 young Aussies aged 20 years on average will be contacted when the annual survey for [the Longitudinal Surveys of Australian Youth \(LSAY\)](#) in July 2020. This will be their sixth survey and they are the sixth group to take part in the LSAY study program, which follows young people from their mid-teens to their mid-twenties as they move from school into further study and training, work, and into adulthood.



## PODCAST



### [UTS New Social Contract podcast](#)

The podcast examines how the relationship between universities, the state and the public might be reshaped as we live through this global pandemic. The higher education sector is facing long-lasting financial and academic stress, with lost international student fee revenue alone projected at up to \$15 billion. Meanwhile our students are looking at a future in which they bear the costs both of this pandemic and the continuing ecological crisis. What will they demand of universities as they make lives in a very different kind of world?

## POSITIONS VACANT

**AAIR**  
Australian Association for Institutional Research

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

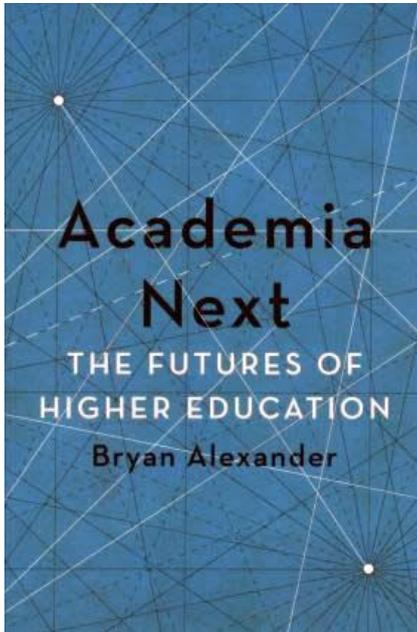
Jobs Board



## GOOD READS

[Academia Next: The Futures of Higher Education](#)

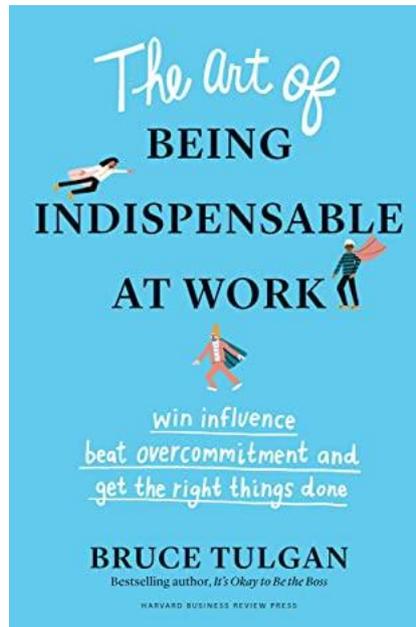
Bryan Alexander



It's not that this book provides those of us in higher education much comfort in considering our possible futures. Instead, *Academia Next* provides academic readers with a set of tools from which to construct a set of scenarios, underpinned by trends, about the future of our schools and of our ecosystem. Whether or not you place *Academia Next* within our own imagined interdisciplinary field of learning innovation—or you claim the book for your own discipline—the book is certain to catalyze an informed and energetic conversation about the future of higher ed.

[Buy Now](#)
[The Art of Being Indispensable at Work: Win Influence, Beat Overcommitment, and Get the Right Things Done](#)

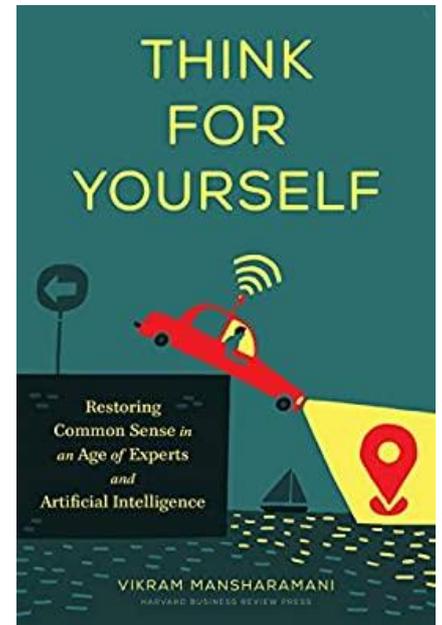
Bruce Tulgan



Based on an intensive study of people at all levels, in all kinds of organizations, Tulgan shows how go-to people think and behave differently, building up their influence with others—not by trying to do everything for everybody but by doing the right things at the right times for the right reasons, regardless of whether they have the formal authority. "The Art of Being Indispensable at Work" is the new "How to Win Friends and Influence People" for an era in which the guardrails of traditional management have been pulled away.

[Buy Now](#)
[Think for Yourself: Restoring Common Sense in an Age of Experts and Artificial Intelligence](#)

Vikram Mansharamani

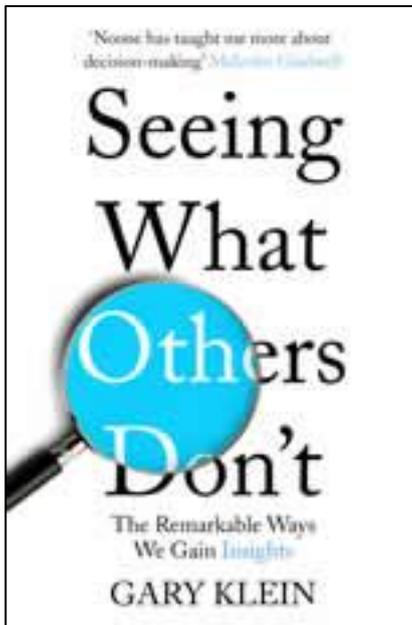


"Think for Yourself" is an indispensable guide for those looking to restore self-reliant thinking in a data-driven and technology-dependent yet overwhelmingly uncertain world. With stark and compelling examples drawn from business, sports, and everyday life, Mansharamani illustrates how in a very real sense we have outsourced our thinking to a troubling degree, relinquishing our autonomy. What we need is a new approach for integrating these information sources more effectively, harnessing the value they provide without undermining our ability to think for ourselves. The author provides principles and techniques for doing just that, empowering readers with a more critical and nuanced approach to making decisions.

[Buy Now](#)


### [Seeing What Others Don't: The Remarkable Ways We Gain Insights](#)

Gary Klein



Insight is everything. At its most profound, it can change the world. At its simplest, it can solve everyday problems. It can be used to build businesses, solve crimes, progress science and make many aspects of our lives quicker, easier, bigger or better.

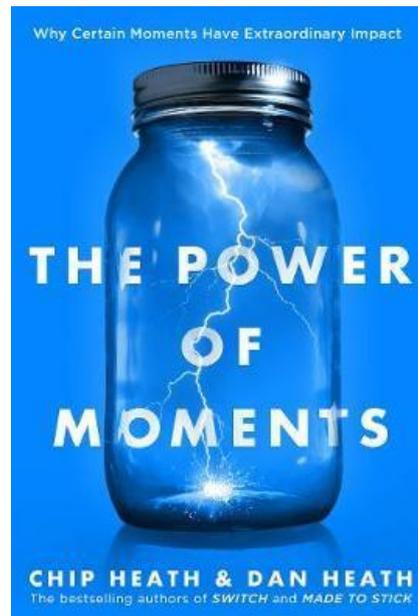
Yet remarkably we often unwittingly build barriers to seeing what is in front of us. Both as individuals and organisations we can hold on to flawed beliefs and conform to established processes that can interfere with our perceptions. Having clear insight can transform the way in which we understand things, the decisions we make and the actions we take.

In this groundbreaking study, renowned cognitive psychologist Gary Klein uses an eclectic miscellany of real-life stories to bring to life the process of insight. He demonstrates the five key strategies for spotting connections and contractions to ensure you too can see what others don't.

[Buy Now](#)

### [The Power of Moments: Why Certain Experiences Have Extraordinary Impact](#)

Chip Heath and Dan Heath



What if a teacher could design a lesson that he knew his students would remember twenty years later? What if a doctor or nurse knew how to orchestrate moments that would bring more comfort to patients? What if you had a better sense of how to create memories that matter for your children? Many of the defining moments in our lives are the result of accident or luck - but why leave our most meaningful, memorable moments to chance when we can create them?

In *The Power of Moments*, Chip and Dan Heath explore the stories of people who have created standout moments, from the owners who transformed an utterly mediocre hotel into one of the best-loved properties in Los Angeles by conjuring moments of magic for guests, to the scrappy team that turned around one of the worst elementary schools in the country by embracing an intervention that lasts less than an hour.

[Buy Now](#)

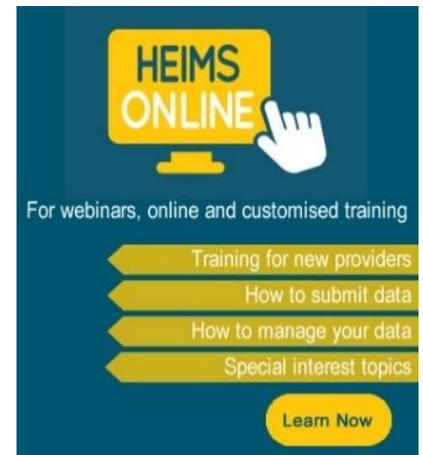
### ON THE MOVE

**Johanna Macneil** joins RMIT as dean of management.

**Rob Pike** (provost, science, health and engineering,) has stepped up to a four-month appointment as provost, university transformation at La Trobe Uni.

### 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.



### [TEQSA, in collaboration with RMIT, a new weekly webinar series: R\(e\)imagining teaching and learning](#)

In Session One (6<sup>th</sup> May), RMIT Online's Dawn Gilmore PhD, in conversation with



colleague Professor Claire Macken and James Adonopoulos PhD, sharing practical advice, 'how to's', and ideas for practice in online learning for providers transitioning to online learning.



**COVID Conversations: 5 Dos and Don'ts for Adjusting Your Unit Evaluation Strategy by Watermark**

'Uncertainty' is quickly becoming a buzzword, but in the time of COVID-19, it's an accurate assessment of the state of higher education surveys and evaluations. Teaching and learning have been dramatically transformed as institutions have been thrust into virtual learning mid-semester, and remote instruction is a completely new experience for many faculty members and students. A recent Watermark panel discussion brought together administrators from diverse institutions and backgrounds to discuss their plans for unit evaluation this term and beyond, and offer tips to help others find a new path forward.

## 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.

### **ATEM conferences Notice**

Most ATEM conferences are scheduled for the latter part of the year, including the Higher Education Finance Conference (HEFC), Admissions Conference and Tertiary Education Management Conference (TEMC), with a further three in August - Safer Communities, the Examinations Network (ENC) and Heads of Student Administration (HoSA). Currently, and as far as we are aware, there is no restriction on travel internally in Australia and New Zealand.

For the Australian sector, these conferences will hopefully remain viable, due simply to domestic numbers. We are of course also aware that our New Zealand colleagues might be unable to travel to Australia for TEMC 2020. Once

again, we will be monitoring the situation through the Brisbane Local Organising Committee.

**Australasian Universities Safer Communities Symposium 2020**



**17–19 August 2020  
Online**

As one person on one of the conference local organising committees reflected this week. The human need to talk face to face, over a cup of tea or coffee say, remains important, as she explain "that's why I GO to conferences". We understand completely and we will resume these essential events as soon as practicable. To alleviate that concern, and maximise online opportunities, our team is looking at innovative ways to connect through our conferences, including multiple breakout rooms, interactive coffee breaks and ways of tuning in and tuning out.

**Admissions Conference 'Adapting for Student Success'**



**25–26 August 2020  
Online**

The theme for the 2020 ATEM Admission Conference draws our eyes to the horizon. What should University admissions look like in the future? How can we prepare for the unknown, be agile in an environment of disruption and change? How do we adapt and maintain transparency, cater for difference and maintain standards? And amongst it all, are we keeping the applicant and their success at the forefront of our thinking and process design?

**AFR Higher Education Summit Regrouping Beyond the Pandemic**

30 Sep – 1 Oct 2020

Hilton Adelaide & delivered virtually



With restrictions easing and continual improvement in the COVID-19 situation, the AFR Higher Education Summit has been rescheduled to 30 Sep – 1 Oct 2020 at the Hilton in Adelaide. The event will be accessible live at the venue on the day or via a webcast and interactive meeting rooms.

**ASCILITE Conference 2020**  
Online 30 Nov – 1 Dec



The 2020 Conference Organising Committee (University of New England, Armidale NSW) is pleased to announce that the Call for Papers has been extended to 20 July.

**2020 Higher Educations Finance Conference**



***To be rescheduled later 2020  
in Queensland***

ATEM will again partner with Higher Ed Services to jointly deliver the 3rd Higher Education Finance Conference (HEFC).

The 2020 HEFC will be the event in 2020 for higher education staff involved in finance, finance and business systems, strategic planning, procurement and supply chain management.



### The Asia-Pacific Quality Network



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

(Postponed to 2021)

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

### Examinations Network Conference

(Postponed to 2021)



Curtin University and the Examinations Network Executive would like to advise that due to COVID-19 crisis, the Examinations Network Conference, to be held at Curtin University, in Perth WA from 25-28 August, will be postponed until August 2021. Further information will follow in the new year. The Examinations Network Committee wish everyone well through this difficult period.

### 2020 Student Service Centres Conference

(Postponed to 2021)



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.

### Tertiary Education Management Conference

(Postponed to 2021)

"Bright Futures – Shining the Light on Excellence"



If you have registered to attend TEMC 2020, and would like to retain your registration, we will hold these funds over for the 2021 conference.

## INSTITUTIONAL RESEARCHER'S CORNER

### Five quick questions with Grace Corpuz



#### What is your job title?

Project Officer – Surveys and Analysis at Western Sydney University.

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

In my role, I:

- manage regular reporting of performance metrics to the Executive
- manage and provide oversight to the various institutional surveys
- develop and provide advice on the development of surveys

- lead the analysis and reporting of survey results
- develop survey policy and best practice processes.

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

I think the emerging areas of interest in institutional research are:

- how to effectively collect student feedback in an environment that is increasingly competing for attention
- how to effectively triangulate different sources of student data to enable truly student-centric analytics
- the introduction of predictive analytics on students likely to drop out
- understanding the changing factors and value systems around student satisfaction.

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

I believe the future priorities for institutional research will be:

- understanding the changing labour market and how the sector needs to evolve to cater to these changes
- how to harness big data to predict student success
- how to expand labour market linkages to continually sustain sector relevance now and into the future
- how to maintain the quality of higher education in a rapidly increasing online environment.

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

... our end of the week online Fri-yay drinks and games in this COVID-19 lockdown period!

Grace's LinkedIn profile is [here](#).



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## CALL FOR CONTRIBUTIONS

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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@aair.org.au](mailto:editor@aair.org.au).

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*

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## DISCLAIMER

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*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.*

