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FROM THE PRESIDENT

Spring Growth ... and the fields out of COVID-19

September is always a month I look forward to. It signals the end of long nights and the cold of winter with an explosion of colour from spring flowers.

I recently took time away from work to wander the millions of daffodils at the [former home of Sir Heaton Rhodes](#) in Canterbury. Living and working in the uncertain times we are in at present, it was uplifting to connect with nature, take the opportunity to breathe fresh air, and to be enveloped by the silence of the countryside.

line between working and relaxing when you don't stick to a routine. Dressing for work can also help set the expectation—not only for yourself, but for anyone you live with—that it's time to focus on your work.

2. Keep regular hours

When you are not physically making your way to and from work, it can be tempting to change your working hours. Small changes to accommodate a lunchtime walk or workout can be energising; however, significant changes to hours can also make it difficult for your body and brain to establish a routine. This can impact negatively on your stress levels, energy levels,



1. Get up

Prepare your brain for work with a routine. Get out of bed, shower, and dress. Do whatever it takes to set you up for a productive day's work. It is easy to blur the

sleep quality, ability to connect with loved ones, and your general mood. It can also make it difficult for your team to connect with you and vice versa. Just like the wired remote, keep a connection with your leader and



your team. Be clear on the expectations around attending team meetings.

Within reason, decide on set hours to do your work, and share this with your team.

This will also help to cue your brain to know when it's time to work, and when it's time to relax. This will make it easier for you to unwind and reconnect with loved ones at the end of each working day. Burning the candle at both ends for long periods can make you less productive and less able to manage the normal undulations of daily life.

3. Take regular breaks

At work there are usually daily signals that tell you when it's time for a break. Whether it's the end of a meeting or a lunch break, these cues tell us it's time to stop what we're doing and refuel and recharge. Schedule your own regular lunch break, and a couple of smaller breaks throughout the day to move around and make a drink. We were designed to move frequently during the day, and with comfortable furniture within reach, it is way too easy to limit our whole-body movements.

Move your body at least once per hour for a few minutes by walking or stretching. You will notice a difference in your comfort and your productivity.

4. Know your distraction triggers

Your home is full of distractions. It might be Netflix, your neighbour, a new recipe book, family members, or the dog. Understand what distracts you, and work to a planner or a calendar to avoid these triggers. Setting mini daily goals may be useful.

5. Set clear ground rules

Your family or housemates might see working from home as an opportunity to spend more time together. Some of us avoid setting clear boundaries so as not to offend people. However, it may be easier to lay out clear ground rules for everyone involved right from the start.

6. Set up a designated work area

When working from home, you may feel tempted to multitask with jobs that need doing around the house. But, if you establish a designated workspace in your home and use it consistently, you can prevent potential household distractions, while signalling to your brain (and anyone else in the house) that it's time to get down to business. Dusting the light shades can always wait.

If you can, try to use a room that isn't used for any other purpose. If you don't have a spare room, try to

establish a space that is relatively free from interruptions.

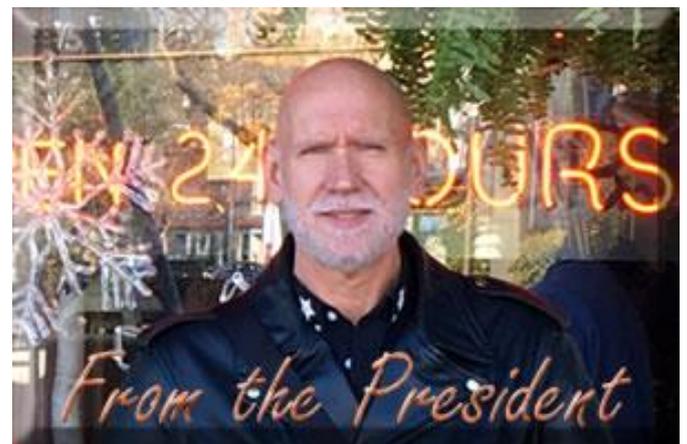
For those working in a small apartment or house, set up a space such as the breakfast bar, desk or dining table, and ensure that you set it up and pack it down at the beginning and end of each day. Your goal is to create a work haven that allows you to focus when you need to.

7. Stop work at the end of the day

This is the most crucial step for maintaining a healthy flow between work and home life. When the workday ends, shut down your computer, leave or pack up your workspace, and don't return to it until it's time to work again the next morning. Doing this consistently will help your brain realise when it's time to work and when it's time to relax. It will also send a signal to your family and friends, so they also learn to understand your work-life boundaries.

Above all take care of yourself.

Stuart Terry
AAIR President



EDITORIAL

I am writing this editorial when there are 100 days left in 2020. Like many of you, I feel shocked and somehow confused by how this year has passed by!

While I took some time off last month, I often pondered on what I had achieved. Have I done enough? If not, what else I could do? To be honest, I did not have a clear answer to any of these questions.

During the AAIR Executive Committee meeting last month, several committee members shared similar feelings. I particularly liked the wisdom shared by Lisa Bolton:

'Let's admit that we might not have achieved everything as we planned at the beginning of this year, but we have done what we could, coping with constant changes and uncertainty, supporting our families, friends, and colleagues.'

Let's walk every day with pride!

Lizzie Li
AAIR Newsletter Editor

SECTOR NEWS AND VIEWS

[A power to cancel agreements with foreign universities?](#) A proposed law would give the Australian federal government power to cancel arrangements between foreign governments and Australian states, territories, local councils, and public universities. The core premise of the Foreign Relations (State and Territory Arrangements) Bill 2020 is to prevent "arrangements" with foreign governments that the government says, "adversely affect Australia's foreign relations or are inconsistent with our foreign policy". Universities Australia has expressed "grave concerns" about the potential impact on "tens of thousands of research projects" (Narrelle Morris, UWN, 19 Sep).

[VET international numbers bucking the trend:](#) June commencements were: HE down 13.4 %; schools down 5.3 %; ELICOS (with visa) down 24 %; non-award down 12.1 per cent. But VET was up 9.2 %. Pathways pre-VET data for 2020 shows those choosing a VET programme who previously studied in Australia had been in the following: schools 1 %, non-award 1 %, HE 28 %, ELICOS 34 %. Fresh starters from abroad accounted for 35 %. Countries commencement growth in Victoria is largely driven by India; 9893 students, then daylight to China 2245, Nepal 2050, Colombia 1871 and Philippines 1565 rounding out the top 5. (Dirk Mulder, CMM, 14 Sep).

[ATN's grand alliance:](#) The Australian Technology Network's submission to the Senate inquiry on Minister Tehan's student place funding bill is said to be largely in-line with its budget sub (admirably focused is the ATN). Word is the ATN goes harder now on the student completion rate requirement which they want out altogether but otherwise ATN supports passage with "several sensible amendments." These include:

- extending demand driven access to all Aboriginal and Torres Strait Islander people, rather than, as at present, to those from remote and regional areas
- reviewing the contentious new funding rates for STEM undergraduate places and
- legislating indexing Commonwealth Grant Scheme funding, (now in regulations.)

The submission was jointly from the ATN (UTS, RMIT, Uni SA and Curtin U) plus two – Uni Newcastle and Deakin U (CMM, 11 Sep).

[Uni workers taking pandemic hard:](#) Voice Project runs employee employment surveys, including for many universities and has now asked people in 140 organisations across the economy how they are coping with COVID-19. Early results, from 12,000 staff at eight universities, indicate that HE is doing things hard:

- uni staff are 24% below the average for expressing confidence in the future
- there is a 9% lower than average response on whether workloads are manageable
- university staff are also 6% down on the average on thinking they are able to support customers.

Drilling down, Voice reports HE people working in student-contact service roles reported responses on work-life balance (5% lower) and involvement (18 %) than senior management (CMM, 10 Sep).

[Students face 20 years of debt under university fee changes:](#) Some students will take 20 years to pay off their university debts under the Australian government's overhaul of fees, with the financial burden of humanities and communications degrees to drag on for twice as long as it does under the current system. According to the projections, men who study a degree made up entirely of social science subjects will take 12.3 years to pay off their HELP debt, up from 6.2 years – a 98% increase. Women studying social sciences will take 14.2 years to repay their debt, up from 7.1 years – a 100% increase. (The Sydney Morning Herald, 5 Sep)

[Needed now: interim financial reports from public universities.](#) The human cost of COVID-19 cuts requires universities release recent financial data. Pre COVID-19 public universities in NSW and Victoria relied on international students studying on-shore for up to 45 per cent of total income for continuing operations. Now many are adopting austerity measures, which may hurt students, academic and professional staff, and the institutions themselves at least in the short to medium term. Given these circumstances, we need interim financial reporting from Australian public universities (Garry Carnegie & James Guthrie, CMM, 30 Aug).

[Tech uni lobby puts the real in politick:](#) Last week the Australian Technology Network slammed a substantial slice of the government's bill for funding undergraduate teaching – disliking the proposed oversight of university enrolment practices. But they are



impressive pragmatists at the ATN. Now its revised budget submission accepts that the Job-ready Graduates package, “provides additional places for students and now we need to support our research and translation efforts.” “For universities, the crisis and recovery mean several years of restructuring and reshaping our teaching, learning and research. As public institutions, it also means providing just and meaningful pathways (combining education and work) for Australians affected by the economic crisis and shifting industrial landscape, applying our research expertise and infrastructure to solving Australia’s wicked problems.” (CMM, 25 Aug).

New academic structure at QUT: Vice Chancellor Margaret Sheil announces another calmly considered set of changes. With Council approval yesterday, the new model for faculties goes to consultation according to the Enterprise Agreement. The new top-level structure is:

- new Faculty of Business and Law: (School of Justice moves to Creative Industries)
- new Faculty of Creative Industries, Education and Social Justice: (Education is now a separate faculty)
- new Faculty of Engineering (previously combined with Science)
- Faculty of Health (remains unchanged)
- new Faculty of Science: (six schools now separated from engineering) (CMM, 21 Aug).

Understanding the full value of international students: The evolving COVID-19 pandemic has laid bare not only the risk of commercial orientation driving international education in major destinations but also the ways international students are situated within the current model of internationalisation as a tradeable commodity. It is a critical time to reflect on how the direction and values of internationalisation have been framed through the ways international students have been positioned during the pandemic. COVID-19 catalyses a more concentrated push towards enhancing student experiences and towards improving the resilience, sustainability and transformation of the international education sector. The pandemic has given rise to some emergent questions. (Ly Tran, UWN, 20 Aug).

Course cost changes not settled yet: The government yesterday released the consultation draft of the legislation to change the cost of some degrees for students. Not that minds are for changing, at least they weren’t yesterday.

The Department of Education, Skills and Employment “welcomes submissions” on the legislation’s operation and how it “reflects” government policy. But they might be this morning (CMM, 12 Aug).

Hard times for international students:

Alan Morris (UTS), with colleagues from there and Macquarie U surveyed international students in Sydney and Melbourne in the private rental market on accommodation and living experiences before COVID-19 and again in June-July. The general feeling was that support from government and relief-providing organisations had not been strong. Fewer than 20 % of students felt that the support offered by the Victorian and NSW government was good or excellent, and even less—just 13 %—described support from the Federal government as good or excellent (CMM, 10 Aug).

International student arrivals indefinitely delayed:

Both South Australia and the Northern Territory have pilot scheme to bring in international students ready to go. They aren’t going to fly this semester. “International travel constraints on inbound arrivals to Australia should be continued in their current form. We look forward to, at some point, that that might be able to be altered. But at this point, we are not going to put any further strain on the quarantine arrangements around the country and they will remain in place now for some months”. (CMM, 10 Aug).

Ten ways for unis to achieve lasting change in professional services:

The impact of COVID-19 will result in the transformation of Australian higher education as it responds to the high levels of uncertainty, funding shortfalls and new work practices. What is likely is that Australian universities will have to do more with less. What can be done to achieve lasting change? Bare, Beard & Tjia suggest ten approaches to enable universities to optimise the long term outcome, to engage with staff, and minimise risks associated with redundancy programmes and professional staff losses. (CMM, 10 Aug).

The best advertisement for Australian education isn’t an advertisement:

We can lose sight of what international education is and why we are successful on the global stage. Scrolling through LinkedIn as one does in a COVID-19 affected world, I was reading the usual stories of how international education is up the creek without a paddle for the foreseeable future and liking the odd work anniversary of former colleagues. In all the talk of how much international

education is worth to the country, in our current situation we can lose sight of what international education is and why we, as a nation, are successful on the global stage (Dirk Mulder, CMM, 5 Aug).

International News

COVID-19: could the pandemic be an educational accelerator?

The lessons learnt from the COVID-19 pandemic should be construed as powerful dialectical, cultural tools that may shape students, teachers, research, institutions and society for generations to come. With new and enhanced experiences from the pandemic, book chapters, peer reviews of research articles and general research outputs are likely to increase drastically and bridge any gap that is assumed to have been created in academic spaces: a new confounding variable, COVID-19 focus will be introduced into research inquiry for several years to come and I believe every academic discipline will be anxious to examine how it informs any aspect of human life. (David Kwame Kumador, UWN, 19 Sep).



Google just changed the higher education game.

Colleges and universities should be paying attention. Google recently announced its Google Career Certificates program, and it’s making waves in the pond of higher education. Among its other ambitious undertakings, Google is starting to act like a university, offering short, profession-specific credentials that can be completed in as little as six months. Google’s Career Certificates demonstrate that traditional higher education is no longer the only dominion of accredited higher education institutions. With its brand recognition, Google can offer a credential that has real value. In essence, Google is trying to solve the mismatch between the jobs that are available and the people who need them. The Google Career Certificates program represents a way to close this skills gap quickly, effectively, and affordably via an online offering. (Adam Weinberg, Business Insider, 13 Sep)

David McClough, Ohio Northern University, reflects on whether higher education should take to the morally



higher ground: [Universities should rethink their complicity in corporate bad behaviour](#). Commercial enterprise is not inherently “bad” – far from it. Businesses employ, produce and innovate. Our standard of living is arguably the highest ever experienced by any society. It is irresponsible to condemn the source of that wealth. Rather, the point is that colleges and universities must acknowledge their complicity in normalising behaviour that diminishes an authentic educational experience and perpetuates an ideal that distances individuals from the consequences of their employment (Times Higher Education, 23 Aug).

[Higher ed’s future is not only enabled, but dependent on digital strategies](#): An Association of American Colleges and Universities (AACU) study released in April found that 68% of university presidents anticipated moderate changes, “adopting more remote work and utilizing technology in ways never imagined.” How higher education can prepare for workflow shifts to streamline digital transitions. Now is the perfect opportunity for higher education leaders to reassess processes and develop strategic plans that enable, prepare and empower the entire university to smoothly transition to remote learning. As universities revisit processes, the best place to start is to find what procedures involve using physical paper or multiple departments, then adjust these current legacy systems to add a technology layer on top. Important factors universities should consider when evaluating tools are cost-efficiency, ease-of-use, flexibility, adaptability and security. (Rob Wiley, UB, 9 Sep).



[SUNY launches COVID dashboard for all 64 schools](#): Testing and tracing of positive cases is being done across entire State University of New York system on one platform. Within just two days after its unveiling, the numbers of positive cases on campuses across the State University of New York system are already being reported on a new dashboard dedicated to tracing results at all 64 of its colleges and universities. The University of Illinois

has separate dashboards for each university, with fever charts and graphs that show new cases and positivity %ages. At its main campus in Urbana-Champaign, it has done more than 230,000 tests with a 1.21% positivity rate. During each day on Sept. 3 and 4, it conducted more than 14,000 tests. (Chris Burt, UB, 8 Sep).

[How do we build resilience in universities?](#)

As complex infrastructure systems navigating the COVID-19 pandemic, colleges and universities have the opportunity to make needed changes as their leaders determine what a return to campus looks like. Here are 13 ways to build resilience for managing challenges. Think of building resilience as a necessary complement to investing in deferred maintenance. Opportunity costs and trade-offs will have to be considered, as will triage and/or sequencing strategies and risks of delayed investments. The explicit goal of building a resilient institution should be part of any case made for investing in deferred maintenance (reducing the backlog), or building new facilities to minimize deferred maintenance costs in the future. (David V. Rosowsky, UB, 15 Jul).



Photo by Matt Duncan on Unsplash

[How higher ed can help business](#)

[communities recover](#): College and universities will play a critical role in supporting businesses—particularly small businesses—as they navigate an economic recovery from the coronavirus pandemic. That requires a close working relationship that allows business and higher education leaders to understand each other’s needs ‘The most obvious role we play is as a source of talent,’ UNH president says. To support an ever-evolving economy, colleges and universities must prepare students not only for the jobs they will get right after graduation, but also give graduates the skills they’ll need five and 10 years down the road (Matt Zalaznick, UB, 1 Jul).



University of New Hampshire President James Dean says students must have the skills for their first jobs after graduation and the jobs they will get several years down the road.

[Ranking and Rating](#)

[The price of performance rankings:](#)

Consultants, Studymove looked at international student fee data from Australian universities for 2016-2020 and found a correlation with QS rankings. “This may not be a surprise, however it is surprising how strong the correlation is,” Sm’s Keri Ramirez says. “The higher the overall ranking a university has, the higher the annual undergraduate average international tuition fee.” Mr Ramirez adds other factors shape what universities charge internationals but the statistical correlation between ranking results and fees is strong, at UG, and to a lesser extent, PG subject level (CMM, 8 Sep).

[The onward march of Asia in HE and innovation rankings:](#)

Despite our turbulent times, university rankings continue unabated. The release of the Times Higher Education (THE) 2021 World University Rankings completes the ‘big three’ university rankings for the year, the others being QS and the Academic Ranking of World Universities (ARWU). The three rankings, when looked at over a three-year period, confirm, despite methodological differences and variations in criteria for inclusion, that Asia, exclude the Middle East and Oceania (which are included in the various rankings), is on the rise, accounting for close to 30% of globally ranked institutions. The just-released Global Innovation Index 2020, a comprehensive approach covering 131 countries which encompasses both input and output domains of innovation, further illuminates these points, including with respect to university rankings and performance. (Anand Kulkarni, UWN, 5 Sep).

[Australia’s best-ever Times Higher top 200 ranking result:](#)

Some 12 universities are in the global top 200, with nine improving on their 2020 position. Uni Melbourne-31 in the world (=32 last year, =32 in 2018 and =32 in 2017). Uni Sydney-51 (60, 59,61). ANU- 59 (50,49,48). Uni Queensland- =62 (66,69,65). Monash U =64 (=75, 84, 80). UNSW-67 (71,96,91). Uni



Adelaide—=118 (120, =135, 134). UWA—=139, (131, 134, 111). UTS—=160 (194, 196, 201-250). Uni Canberra—=184 (193, 251-300, 351-400). QUT—186 (179, 201-250, 201-250). The newcomer is Macquarie U, which joins the top 200 group at =195th. (CMM, 3 Sep).

[Australia's ARWU achievement: this year's big achievers, Swinburne U, Uni Newcastle and UTS.](#) Australia's ascendancy in global rankings continues. Of the 23 Australian universities ranked in the world's top 500 in the 19th edition of the Academic Ranking of World Universities (ARWU), 13 moved up in standing; eight moved down and two remain unchanged. While media attention tends to focus on the performance of the well-endowed and research-intensive institutions, the big highlights are often in the movement that occur in the institutions which stand in the middle bands. It is also worth noting the upswing in trajectory over the past five years (Angel Calderon, CMM, 18 Aug).

[ARWU top 100 – it's way up this year:](#) The new Academic Ranking of World Universities is pretty much the same as it always is – reflecting the research resources, (for now, at least) of old and rich institutions. Harvard U is number one in the world for the 18th year. All the Aus unis in the ARWU global top 100 this year (with their 2019 and '18 positions) are: Uni Melbourne: 35 (41 and 38). Uni Queensland: = 54 (55 and 55). = ANU 67 (76 and 69). UNSW =74 (94 and estimated 102). Uni Sydney: =74 (=80, 68). Monash U = 85 (73,91). UWA =85 (99 and 93.) Uni Adelaide is next in the 151-200 band. Next set: Universities in the 201-300 band are. Curtin U, Deakin U, Macquarie U, Swinburne U, U Tas, UTS and Uni Wollongong. Swinburne U is up from the 301-400 band last year and James Cook U drops from this band to 301-400 (CMM, 17 Aug).

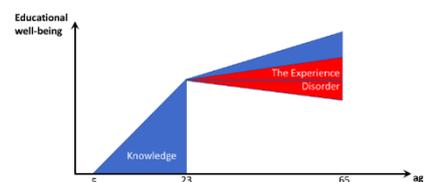
LEARNING & TEACHING

[Claire Field warns students deserve better on VET assessment:](#) In VET an emergency response sub-committee of the Australian Industry Skills Committee was established to "reduce the friction" and "lean into the change", or as per the committee's website "to enable short-term and urgent adjustments to qualifications and training package requirements to respond to areas of critical workforce and skills needs during the COVID-19 pandemic." The sub-committee's inertia risks sending tens of

thousands of students into unemployment because they cannot finish their qualifications this year without time in the workplace or access to equipment. Delayed graduation is not an option, as they will then be competing with thousands more students next year for the same work-placements and use of specialist equipment. A solution must be found which is as 'frictionless' as possible. Students deserve better (CMM, 16 Sep).

[Macquarie U reviews curriculum \(again\):](#) Work on a new curriculum structure started two years ago and it launched this year. Great for choice, bad for budgeting – and so Professor Downton says "data is extracted" on UG courses, majors and specialisations with fewer than 50 students (PG ones with under 20). "Time is not on our side in the consideration of viability of courses, majors and specialisations. ... I anticipate that a number of courses, majors and specialisations will be rested and not offered for Session One 2021," the VC says (CMM, 15 Sep).

[New learning economy challenges unis to be part of reshaping lifelong education:](#) The new learning economy is creating opportunities for universities to move on from the current focus on cutting costs, downsizing and job losses. Many universities appear stuck in a downward spiral, but now may be the time to offset this with new initiatives. Growth in the need for ongoing learning creates these opportunities. We foresee a need to support continuously improving workplace experience through partnerships between educational well-being providers, maybe universities, and providers and receivers of workplace experiences, employers and employees. We see opportunities for new, platform-based, lifelong experience-management services (Martin Betts & Michael Rosemann, the Conversation, 14 Sep).



['Marist Mindset': 10 key issues shaping students' worldview.](#) Race relations, conflicts between privacy and technology, and fashion in the era of PPE top annual list. The list, meant to guide continuing campus discussions, covers 10 major areas: arts, commerce, education, ethics, fashion, history and politics, language and literacy, science, sports

communication, and technology. (Matt Zalaznick, UB, 9 Sep).



Pablo Rivas (left), an assistant professor of computer science, and Joyce Yu-Jean Lee (center), an assistant professor of art and digital media, and assisted Tommy Zurhellen (right), an associate professor of English, in developing the Marist Mindset.

[4 ways learning analytics lead to equity in higher ed:](#) 80% of higher ed survey respondents say they or their institution uses student data. Learning analytics can guide higher education leaders in building equity and expanding access as colleges and universities face the COVID pandemic and recession amidst renewed protests over racial injustice. [The Learning Analytics and Equity Toolkit](#), developed higher ed consultants Tyton Partners, covers four guiding principles for using learning analytics to make policy, practice, and pedagogy more equitable for underrepresented students. (Matt Zalaznick, UB, 9 Sep).

[Learnings for feedback in on-line learning:](#) The CRADLE research group at Deakin University ran a stunning seminar on Tuesday afternoon that attracted in excess of 500 participants, not to mention those who have been engaging with the [YouTube](#) record that so far has over 730. The session looked at higher education's rapid shift to on-line teaching, learning and assessment and the many new opportunities and challenges this presents. The panel explored the evolving nature of feedback in on-line learning, from technology and dialogue to the feedback process and on-line exams (Michael Sankey, 13 Aug).

[Unite on invigilation:](#) The recent COVID-19 Exam Software Survey 2020, revealed almost half ANZ public universities did not run invigilated exams. Which may mean some accrediting bodies did not require an invigilation requirement at all institutions. If so, it appears unfair, especially for students. It also suggests a sector coordination role is needed to liaise between universities and the many professional bodies that have previously required that extra level of scrutiny. Michael Sankey asked whether invigilated exams are always required for professional accreditation. Now he suggests an all of university approach to what's invigilated. (CMM, 10 Aug).



[4 tech strategies for successful hybrid learning](#): As schools are strategically thinking about how to create and activate a virtual school year, it's time to look at the big picture. One point of critical focus is to evaluate all the pieces of the virtual puzzle and question: Is my college using the right tools? Northeast Ohio Medical University (NEOMED) uses combination of tech tools is needed for distance learning, from video streaming and web conferencing to recorded video. (Rob Lipps, UB, 5 Aug).



[The future of education or just hype? The rise of Minerva, the world's most selective university](#). A Silicon Valley startup could offer a template for universities shifting their courses online due to coronavirus. In 2012 Nelson founded the Minerva Project, a venture-backed Silicon Valley startup, with the aim of revolutionising higher education. It partnered with the Keck Graduate Institute to create Minerva Schools at KGI, a non-profit university programme headquartered in San Francisco. This year Minerva received 25,000 applications from 180 countries for undergraduate entry in 2020 and admitted just 2% of them, making it the most selective degree programme in the developed world (Bryony Clarke, the Guardian, 31 Jul).



[How to teach digital literacy during the COVID pandemic](#): Virginia Tech librarians help students avoid video chat fatigue and evaluate information. College libraries, already a key provider of digital literacy and wellness, are finding new ways to offer guidance to students as online learning continues into the fall on most campuses. Since the massive shift online in the spring, some students and faculty have experienced "video chat fatigue," says Julia Feerrar, the head of digital literacy initiatives for University

Libraries at Virginia Tech. A key lesson will be helping students evaluate the reliability of news and other information as the COVID outbreak continues, and the country navigates a presidential election and the social justice movement. (Matt Zalaznick, UB, 30 Jul).

[Student Retention and Success](#)

[Student Success Amid the Pandemic: Let Technology Bring You Closer](#): Pre-COVID, we no longer depended on bound planners or file-and-folder systems to schedule student appointments and keep records. Rather, all of our work with students is facilitated with the help of several critical fully online virtual platforms. We use Starfish by Hobsons, EAB Navigate, Degree Works by Ellucian, College Scheduler by Civitas, Campus ESP, Ivy.ai Chatbot, and a host of other tools to advise, coach, track, monitor, register, assist, and communicate with our students. Our students still experience disparities in their educational experiences in a virtual environment. Ultimately, technology still acts as a game-changer in providing effective student success support. These observations and lessons learned have informed the following recommendations for student support in an online learning environment (Tiffany Mfume, Assistant Vice President for Student Success and Retention, Morgan State University, The EvoLLLution, 11 Sep).



[Why higher education needs to think customer service to ensure student success?](#) Colleges and universities are taking definitive action to attract and retain students, but these efforts have been further complicated by the constraints of the pandemic. In addition, bureaucracy and long hold times have historically yielded dissatisfaction among college students. According to an Academic Impressions survey, only six higher education professionals from 79 colleges and universities graded their school's student-centric service with an "A." To improve and optimize communication practices in this setting requires building a culture around it.

Fostering a student-centric culture relies on the entire institution— faculty, staff and administrators— to embrace this mindset. It also requires having the right tools in place to enable the best possible experience. Here are some tips for institutions of higher learning to deliver on modern expectations among this shifting landscape. (Brad Birnbaum, Forbes, 31 Aug).



[Attrition: a problem for unis](#). University managements were largely silent during the deploration over the government decision to exclude people who fail half their subjects. Which is a very polite way of pointing to a problem of the dare not speak its name kind –attrition. And HESP was not having universities pointing to students' SES as the main cause for their drop-out rates. "An analysis using regression techniques showed that student characteristics only explained a small part of the overall variation in student attrition. The institution is a more important factor than the basis of admission, the student's ATAR score, type of attendance, mode of attendance or age in explaining attrition."(CMM, 17 Aug).

[Student Voice and Experience](#)

Where, and how, higher ed computing programs are growing? More female students were enrolled in information systems and information technology programs than in computer engineering. African Americans and Hispanics are actually over-represented—based on their percentage of the U.S. population—in some computing disciplines, according to the Association for Computing Machinery's eighth annual Study of Non-Doctoral Granting Departments in Computing. There was also a noticeable increase in cybersecurity program offerings between 2017-18 and 2018-19, which is a trend that will likely continue to grow, said co-author Jodi Tims, a professor at Northeastern University. (Matt Zalaznick, UB, 10 Sep).





Degree completion grew by about 5% in all computing disciplines between the 2017-18 and the 2018-19 academic years. (gettyimages/claude)

Indigenous voices can change Australian education for the better: a cultural shift is required to improve educational outcomes for Indigenous students.

Indigenous people engaging and discussing their perspectives provides a different insight into education, and a different way of understanding the world. My research findings suggest that a cultural shift is required to improve educational outcomes for Indigenous students. These findings were recently published in *AlterNative: An International Journal of Indigenous Peoples* exploring enhanced Indigenous student outcomes through improved teacher education. (Tracy Woodroffe, CMM, 31 Aug).

3 factors widen the digital divide in higher ed Black and Latinx are twice as likely as white students not to have a home computer in the home: Access, affordability and skills are the three key elements of the digital device that leaves some college students unable to participate in online learning, according to a report by education leaders in Virginia. More than 60,000 college students in Virginia, about 10% of the higher ed population, lack home broadband subscriptions while nearly 23,000 college students (4%) don't have a home computer. (Matt Zalaznick, UB, 28 Aug).

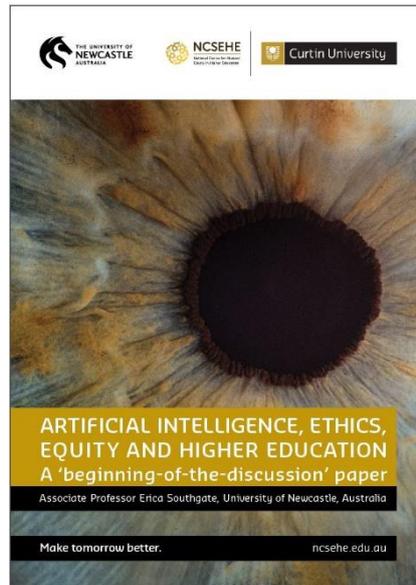


Artificial intelligence, ethics, equity and higher education: A 'beginning-of-the-discussion' paper. The purpose of this discussion paper is three-fold:

1. As AI-powered applications become more ubiquitous it is incumbent upon educators, administrators and leaders in universities to develop a foundational understanding of what the technology is and how it works so

that we can ask critical questions about its design, implementation and implications for humans in educational systems

2. Having a foundational understanding should prompt informed dialogue and democratic decision making about the ethical design, implementation and governance of AI in higher education
3. raise awareness of the unique challenges that AI poses to equity in education and to commonly held views on discrimination.



Staff and Student Wellbeing

Rising student mental health problems need urgent action: Most international students transition into university at a time of life when they are also transitioning to adulthood, a period associated with greater than average levels of anxiety and mood disorders. The COVID-19 pandemic presents a plethora of additional challenges to international students that exacerbate their vulnerability to mental health issues and simultaneously isolate them from potentially vital support mechanisms. Although it is unrealistic to expect all university staff to have expert mental health skills, it is vital that they are aware of the issues facing international students, can provide a culturally safe environment where students feel able to disclose, and understand their role as a conduit to appropriate support services. (Lesley Andrew, UWN, 19 Sep).



10 ways to prioritize student mental health: 4 out of 5 students have experienced stress, anxiety, sadness, isolation and other emotional distress during COVID. College students say they will need campus mental health support as they grapple with the COVID pandemic and growing awareness around systemic racism, according to surveys by an advocacy group. Active Minds offers **short and long-term recommendations** for improving campus mental health care (Matt Zalaznick, UB, 26 Aug).



UK universities putting finances above student safety, expert warns: Oxford professor says institutions are being forced to reopen but fears student arrivals on campus will trigger Covid-19 outbreaks. One of the UK's top higher education experts has warned that by promising young people they can return to campuses this autumn, universities are putting their financial survival in the pandemic above the welfare of students, staff and local communities. With less than two weeks to go until sixth-formers receive their teacher-assessed A-level grades, a clearer picture is starting to emerge of what they can expect when they arrive at university. Although almost all institutions are offering some face-to-face learning, it will be a very different university experience, with visitors and parties likely to be banned in many halls of residence (Anna Fazackerley, the Guardian, 1 Aug).



GRADUATE OUTCOMES AND EMPLOYABILITY

Developing Skills That Lead to Jobs: Designing the New Normal with a Four-Point Plan.

1. Create interoperable, transparent credentials.
2. Colleges: Break the degree into micro credentials.
3. Develop alternatives to the college degree.
4. Remove the bias and artificial barriers in hiring and overcoming the biggest hurdle: skepticism, risk-aversion, and concerns about quality

(Holly Zanville | Strategy Director, Lumina Foundation & Visiting Scholar, George Washington University's Institute of Public Policy; David Leaser | Senior Program Executive of Innovation and Growth Initiatives, IBM, The EvoLLLution, 21 Sep).



As 2020 has brought a pandemic, an acceleration into the future of work and a recession, higher education needs somewhat of a reform to accommodate today's diverse learner population.

Time for universities to step-up on graduate employment.

Poor graduate employment outcomes is a COVID-19 problem. Co/curriculum is the solution. Already COVID-19 has left the labour market reeling and plunged the economy into recession. And our university students and graduates are suffering. Translating degrees into discipline-related employment just got harder. Now more than ever, universities need to step-up to ensure students develop employability and practical networks. Most importantly, universities need to increase the odds that graduates get jobs. Beyond students themselves, it is university teachers who hold a primary responsibility for good graduate outcomes. The solution is curricular and co-curricular employability learning, tasks and opportunities (Shelley Kinash, CMM, 20 Sep).

The 3 Skills Employers Need That Schools Aren't Teaching: Employers consistently cite three skills new employees don't have. Educational models need to change

to equip the next-generation workforce with the ability to communicate, problem-solve and consider the future. (Mark Siegel, CDE, 28 Aug).



The Association of MBAs report employers are "overwhelmingly positive" about hiring people with the degree, but, "there is a lack of confidence in the future of both local and global economies, "with most survey participants taking a conservative – and in some cases pessimistic – view on their upcoming recruitment plans." (CMM, 12 Aug).

BIG DATA, BUSINESS ANALYTICS/INTELLEGENCE

University IT systems host a variety of users, including academics, professional staff, students and visitors. They have different levels of knowledge and understanding of cybersecurity and could create vulnerabilities, albeit unwillingly. Most universities also have to deal with old technology and networks. Once connected to the internet, these legacy systems may offer so-called "backdoors" that hackers can exploit. Ivano Bongiovanni and Karen Renaud offered 5 suggestions to improve their defences:

1. Engage with all end users
2. Share information
3. Couple technology investment with investment in people
4. Establish coalitions of universities to counter common cybersecurity challenges
5. Understand your assets

(The Conversation, 8 Sep).



Student learning data: using it for analysis, keeping it safe. Students have little choice in how their data are used, so it is up to educators and institutions to create and adhere to stringent data privacy standards and procedures. With the increasing use of technology, e-learning is becoming ubiquitous. The COVID-19 pandemic has forced educators to offer most of their courses online, further accelerating this shift, but the long-term impact on the education industry is yet to be seen. Of immediate concern is the increasing amount of learners' personal information that is collected on-line. Students have little choice in how their data are used, so it is up to educators and institutions to create and adhere to stringent data privacy standards and procedures. (Ruth Marshall, Srecko Joksimovic, Abelardo Pardo & Djazia Ladjal, CMM, 31 Aug).

Elsevier expands into data management:

It has bought "semantic AI" company SciBite, which "provides an enterprise-ready semantic software infrastructure to standardise and transform scientific information silos into clean, interoperable data." It's another in the for-profit publishers plethora of purchases of AI data analysts. Another to step towards making Elsevier (perhaps) unloved but indispensable for researchers. (CMM, 24 Aug).

The State of Data Management – Why Data Warehouse Projects Fail:

Organizations are investing in data warehouses and data lakes to help them make the most of their valuable data assets and deliver on the promise of agile analytics and actionable business insights. Based on new research commissioned by SnapLogic and conducted by Vanson Bourne, who surveyed 500 IT Decision Makers (ITDMs) at medium and large enterprises across the US and UK, this whitepaper explores the data management challenges organizations are facing, the vital role data warehouses play, and the road to success.

The EvoLLLution interviewed Mark Rimar (Director of Web Services, Saint Louis University) on Web Governance: Why Institutions Need to Care About Their Digital Presence. When selecting an institution to attend, most students based their decisions on the on-campus experience. With an unforeseeable future for campus life, an institution's digital presence is more important than ever. First impressions are important, and prospective students will have all eyes on a school's website. Having too many hands on the wheel can create a



confusing, unattractive and off-brand website that will turn students away. It's important for an institution to put their foot down and have a strict set of guidelines when it comes to creating website content and giving control over it. In this interview, Mark Rimar discusses the importance of web governance, how to take a more orderly approach to your website's structural model, and its impact on the student experience. (the Evollution, 21 Aug).



Web governance is the glue that holds the institution's reputation together; it's important to have guidelines and limited authority for any content and branding that appears on the website.

Big Data Performance Report: To shed light on how IT operations teams are dealing with this challenge, Pepperdata has carried out a period of customer research – Big Data Performance Report. This report revealed a wealth of insights regarding the condition of enterprise workloads that lack the benefits of observability and continuous tuning. Combined with cloud computing statistics and a more general understanding of big data industry trends, there is much to learn here about the present and future of the data analytics industry.



Mastering the Internet of Things with Master Data Management: Many organizations have struggled to harness the IoT's scale, size, and speedy datasets for a cogent business use case justifying investing in this expression of big data. If the principal challenge is making sense of this continually generated streaming data in real-time, the solution is unequivocally as straightforward as it is effective: Master Data Management. The context furnished by master data—and by solutions relying on MDM technologies—accelerates understanding what the IoT's semi-structured data means for concrete business use cases pertaining to

commonplace domains like customer and product data (insidebigdata, 7 Aug).

Meeting the Demand: Containerizing Master Data Management in the Cloud. Perhaps no other single entity has done more to spur cloud adoption rates than Salesforce has. By democratizing Customer Resource Management (CRM) with this architecture, the ubiquitous CRM vendor considerably popularized the movement of shifting data, applications, and attendant tools like Master Data Management (MDM) offsite. The migration of MDM solutions to the cloud is both reflective of the larger motion to avail the enterprise of this paradigm and a modest driver to do so itself, particularly with options involving Platform-as-a-Service (PaaS) (insidebigdata, 31 Jul).

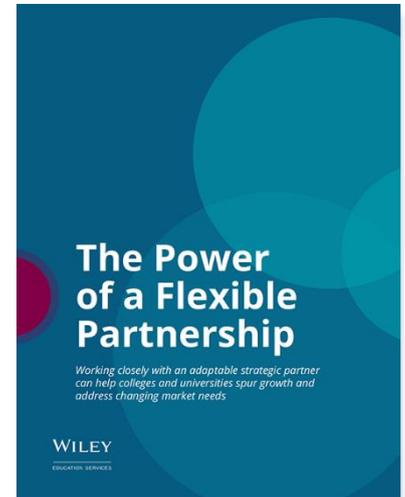
REPORTS AND RESOURCES

Building capability and quality in VET teaching: opportunities and challenges: This publication reports on approaches to building capability and quality in VET teaching, and associated opportunities and challenges. It draws on relevant literature about teaching quality, the content, scope and usage of existing capability frameworks and professional standards, and consultations with key stakeholder groups. Insights from stakeholders have been used to gauge the level of support for: mandatory registration, adding to the list of existing requirements for entry into employment and associated risks. Advice on how to go about attracting and developing a capable VET workforce has also been provided. The publication also reports on the successes and challenges experienced in quality improvement pilot projects.

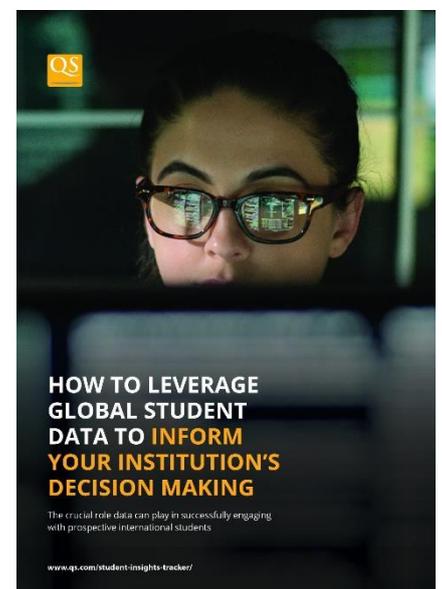
Apprentices and trainees 2020 – March quarter: Latest national data shows apprentice and trainee commencements were down 11 % to 49,015 in the March quarter 2020, compared with the same quarter in 2019. NCVET Managing Director Simon Walker said while the underlying March quarter data shows some early indicators of COVID-19's impact, particularly in the month of March, it won't be until the June quarter that we get a true sense of the pandemic's effect on apprenticeship and traineeship activity.

Case Study: The Power of a Flexible Partnership. As higher ed finds itself in the midst of extraordinary change, many university leaders are seeking expanded support to both attract and serve students. From marketing and

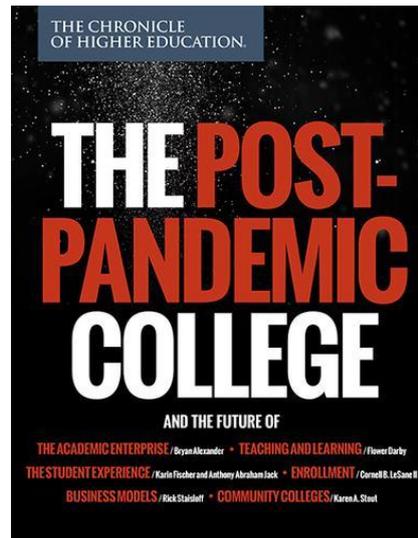
recruitment support to enhancing the learning experience, outside organizations can bring increased resources to universities. By leveraging a strong partnership, these institutions can stay on top of the endless changes in today's fast-moving, increasingly competitive market.



Student Diversity: What Colleges Need to Do Now. For years, college leaders have talked about becoming more diverse and inclusive, although they did not always commit to those goals. But the national conversation changed dramatically after George Floyd died in police custody. This collection includes many of The Chronicle's must-read articles on how colleges have responded to the crisis, and what steps they should take to make diversity and equity a priority. It includes interviews with students, advice from experts, and pointed opinion essays from academics. We hope it will help readers continue a difficult but important conversation on their own campuses.



The Post-Pandemic College: In a matter of days, colleges closed their campuses and moved classes online, altering every part of the educational experience. The future of higher education not only depends on how the pandemic courses throughout the nation, but also how your college reacts. How the pandemic will shape the preferences of future generations of students. What the new classroom experience will look like and how professors should prepare? How the pandemic will further strain enrolment and force colleges to rethink business models? What services colleges will need to develop to better support disadvantaged students? Why community colleges should emerge with a stronger commitment to access and local communities?



Student Diversity: the dataset provides the most up-to-date data on student race, ethnicity and gender. It includes data from 4,000 institutions, including data for full-time and part-time students, identifying information on the colleges including sector and Carnegie Classifications, as well as state information. You'll be better equipped to address the changing demographics in the country and prepare your institution for the future.

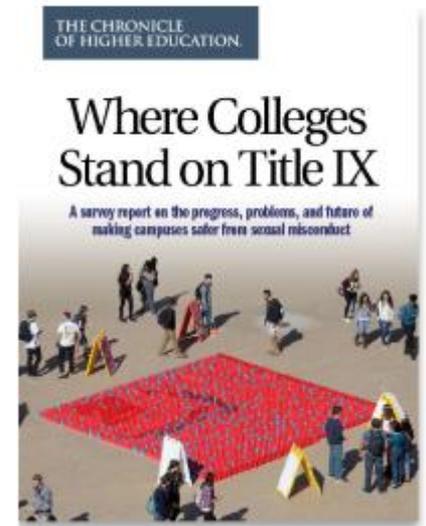


How to Leverage Global Student Data to Inform Your Institution's Decision Making. Wondering how your university can make the most of global student data and implement data-driven decision making? This white paper explores how higher education institutions can utilize data to develop a comprehensive understanding of current and prospective students, which better informs the steps taken by their strategists and marketers. This white paper will discuss how institutions can interpret data and leverage the insights it reveals.



SURVEY REPORT [Where Colleges Stand on Title IX: A survey report on the progress, problems, and future of making campuses safer from sexual misconduct.](#) For nearly a decade, higher ed has made the prevention and response to sexual misconduct among students a major priority. From organizing student and faculty training to hiring new staff members to investigate cases, colleges are taking steps to curb sexual assault and harassment. To find out how much headway colleges have made in their efforts, The Chronicle commissioned a

survey of Title IX directors and other senior administrators. The survey finds that while most colleges have made positive steps, confusion still remains around changing guidelines and recent court decisions.



Expanding the Digital Curriculum: Preparing students for tomorrow's jobs. Previously, higher-ed institutions relied on the so-called "digital natives" to learn new tech skills intuitively. But today, many colleges now recognize that the digital fluency of students is not deep enough for them to succeed in the modern workplace. So how can colleges ensure students are prepared to enter a rapidly changing digital workforce?



Total VET students and courses 2019: provides an estimate of nationally recognised training activity undertaken on a government-funded, domestic or international fee-for-service basis up until 31 December 2019, as delivered by Australian providers in onshore and offshore locations.



NCVER Managing Director Simon Walker said that it can be a complex picture to grasp, as some students enrol in more than one program, others in subjects that are not part of a nationally recognised program, and many in a combination of both.

ITEMS OF INTEREST

Learning survey for the times: Uni Sydney researchers started studying on-line student learning and placements before the pandemic – the work was relevant then, it's essential now. Amani Bell and colleagues are interested in student and educator experiences across the last ten years of e-placements, such as telehealth or work integrated learning supervised in on-line meetings. The survey they hope people will complete is here. The project is a JV with the US Government's e-intern programme, the Virtual Student Federal Service.

The 2020 Melbourne Datathon is underway: During the pandemic there has been a shift in behaviour; industry has been disrupted and people are working from home. The purpose of this challenge is to examine historical electricity consumption data to determine if such shifts can be detected. The hope is then that this may potentially be used as a barometer of activity. ***The Challenge:*** We want you to analyse some electricity consumption data and determine if a change can be detected that may be attributable to covid-19.

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



GOOD READS

Future Skills: The Future of Learning and Higher Education

Ulf-Daniel Ehlers



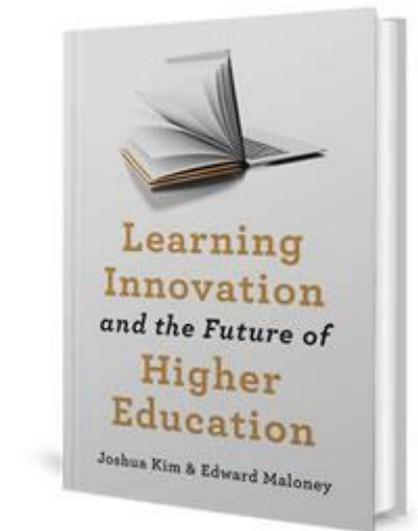
The starting point for the enormous career of the Future Skills concept is the insight that current concepts of higher education do not meet the urgent needs of our societies with convincing future concepts. Future Skills are the skills that enable future graduates to master the challenges of the future in the best possible way. The results show that in order to deal with future challenges, students must develop curiosity, imagination, vision, resilience and self-

confidence, as well as the ability to act in a self-organised way. They must be able to understand and respect the ideas, perspectives and values of others, and they must be able to deal with mistakes and regressions, while at the same time progressing with care, even against difficulties.

Buy Now

Learning Innovation and the Future of Higher Education

Joshua Kim & Edward Maloney



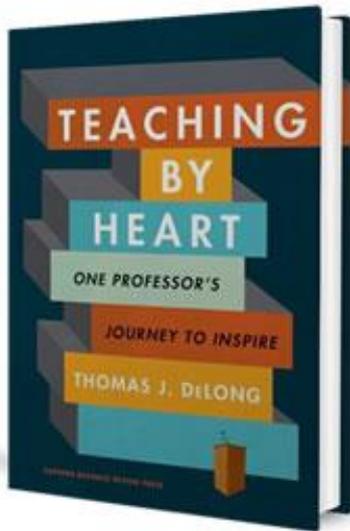
Giving higher education professionals the language and tools they need to seize new opportunities in digital learning. What Kim and Maloney demonstrate in this foundational text is an understanding that change is a complex dynamic between what happens in the classroom and the larger institutional structures and traditions at play. Ultimately, the authors make a compelling case not only for this turn to learning but also for creating new pathways for nonfaculty learning careers, understanding the limits of professional organizations and social media, and the need to establish this new interdisciplinary field of learning innovation.

Buy Now



[Teaching by Heart: One Professor's Journey to Inspire](#)

by Thomas J. DeLong



"Teaching by Heart" summarizes the author's key insights gained from more than forty years of teaching and managing. It illustrates how teachers can both lift people up and let them down. It proposes that the best teachers are also leaders, and the best leaders are also teachers. In examining how to lead and teach, renowned Harvard Business School professor Thomas J. DeLong takes the reader inside his own head and heart. When teachers embrace this mindset, students have the opportunity to have a unique learning experience. Teachers and managers will learn how to create moments of transformation for students.

[Buy Now](#)

[Strategic Workforce Planning: Developing Optimized Talent Strategies for Future Growth](#)

by Ross Sparkman



Strategic Workforce Planning is a practical guide to effectively assessing, managing and preparing for current and future workforce requirements. It demystifies the often complex and seemingly technical world of strategic workforce planning to explain what it is, why it's necessary and most importantly, how to do it.

[Buy Now](#)

[Grit: Why passion and resilience are the secrets to success](#)

by Angela Duckworth



UNLOCK THE KEY TO SUCCESS

In this must-read for anyone seeking to succeed, pioneering psychologist Angela

Duckworth takes us on an eye-opening journey to discover the true qualities that lead to outstanding achievement. Wondrously personal, insightful and powerful, Grit is a book about what goes through your head when you fall down, and how that - not talent or luck - makes all the difference.

[Buy Now](#)

ON THE MOVE

Moira O'Bryan is appointed dean of science at Uni Melbourne.

Ross McLennan is to be ED for research services at Macquarie U.

Scott Burnell (Griffith U) becomes president of the Australasian University Safety Association.

Patricia Davidson starts as Uni Wollongong VC.

Gregor Kennedy moves up at the University of Melbourne, becoming DVC A and deputy provost.

Julien O'Connell becomes acting chancellor of Australian Catholic U following the death on Saturday of long-serving chancellor John Fahey.

Adam Shoemaker will become VC of Victoria U.

Katrina Falkner is confirmed as executive dean, Faculty of Engineering, Computer and Mathematical Sciences at the University of Adelaide.

Tyrone Carlin is announced next VC at SCU.

Anthony Tuckett is to join Curtin U in January as director, learning and teaching.

James Arvanitakis moves up PVC Engagement, from PVR Research and Graduate Studies, at Western Sydney U.

Clive Baldock joins Uni Wollongong as dean of graduate research.

Kevin Hall becomes vice chancellor of the University of Victoria, in British Columbia

Vanessa Lemm will be executive dean of Deakin U's Faculty of Arts and Education in January 2021.

Zlatko Skrbis will be Vice-Chancellor at ACU from January 2021.



Michael Conry moves from Murdoch U to become DVC Finance at Uni Notre Dame Australia.

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.



[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.

Professional Development

The Association for Tertiary Education Management provides high quality professional development and leadership programs for the tertiary education sector in Australia and New Zealand. Professional development events can be found by [Browse the ATEM PD Programs Calendar](#) or [Search Programs and events by Region](#).

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.

[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 Education 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 Manish Lalwani

What is your job title?

Manager, Business Intelligence at [Federation University Australia](#)

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

I work on the business intelligence strategy for the university. I also implement best practices in business intelligence, data analytics and data visualisation, and instil a data driven culture within the university.

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

Moving into the future, I see a lot of potential for load planning. This is especially true with scenarios like COVID-19. It is imperative for the institutions to get their load planning right and to make their decisions on staffing, facilities and finance, based on their load plan.

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

I believe it is important to introduce new programs and curriculums based on the changing times. Technology as a skill that was hot yesterday may or may not be hot in the coming years. It is important to adapt to the changing world and change the curriculum based on the new requirements of the job market to future proof students' careers.

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

"RELEVANT DATA!"



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



CALL FOR CONTRIBUTIONS

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.

A reminder about the organisations' social media links to keep you up-to-date and in touch with all the latest news and events.



 AAIR on Twitter [@AAIRaustralasia](https://twitter.com/AAIRaustralasia)



[Lizzie Li](#)

Editor, *The Institutional Researcher*

DISCLAIMER

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