The Institutional Researcher

AAIR
Australasian Association for Institutional Research

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AAIR Newsletter November 2020

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CONTENT

FROM THE PRESIDENT

Farewell 2020 … it's been a ride!

We are now racing towards the end of the year and the traditional summer holidays for many of us throughout the region. However, for others I know it is a busy time of year with government reporting and planning for the new academic year, making for a busy time ahead. Whether you have time away from work or are continuing to work through the summer holiday period, it is time to step back and reflect on the tumultuous year 2020 has been for each and every one of us.

I was talking recently to a colleague who said, 'wouldn't it be good if we could just remove 2020 and move from 2019 to 2021'. Having said that, I think that the challenges of 2020 have created a lot of opportunities that may not have happened in more 'normal' times. We have learned to be more connected online and discovered how easy it is to use digital technology for virtual meetings. Many have enjoyed the benefits of working remoting from home and avoiding the hours of waiting in traffic or squeezing onto public transport. This year has also allowed some to re-evaluate what is most important in our lives and have decided to either reduce hours of work or take up incentive packages to leave work and follow our dreams.

At AAIR, how we can support our members who either remain in their current roles, move to new roles within an institution, or take a new direction, has been top of mind. We highly value the contribution and knowledge that our members collectively bring to AAIR, and while a member may not be directly involved in institutional research, they still bring a different perspective that is of value to us all. As we move into 2021, we will be looking at creating more professional connections and opportunities for mentoring and supporting you in whatever form your career journey takes.

I hope you took the opportunity to participate in the AAIR virtual forum this year. This was the first time we have run the forum virtually, and also the first time we have offered attendance free of charge. We were so fortunate to have a number of outstanding presenters talk on areas that are topical across Australia, New Zealand, and the wider region. Thank you to everyone on the executive committee, and in particular, Don Johnston, who worked so hard to bring the program together with our event organiser, Leishman and Associates. I am thankful for the support of our sponsors and partners, Explorance and Altis, with whom we continue to have such a positive relationship.

And finally, to our members. Thank you for your support through 2020.

Please have a well-deserved summer break, and enjoy some festive cheer as we leave 2020 and enter into 2021.

Meri Kirihimete (Merry Christmas)

Stuart Terry
AAIR President

EDITORIAL

The November issue of the newsletter is being released a bit later than normal. My apologies for the delay, it's been a very busy time in the university and AAIR calendars.

What a great virtual AAIR Forum 2020 we enjoyed earlier this month! The theme was very aptly named, 'It's not all Zoom or Gloom'. Some participants even shared feedback that the platform used to host the forum (OnAIR) was very efficient. If you were registered and missed some sessions like I did, please log in to the platform again to watch the recordings.

While I was collating content for this issue, the much-anticipated Northern Territory pilot of COVID-19 safe arrival was taking place, with up to 70 international students landing in November and going straight into quarantine in Darwin. My wish for this initiative is to bring hope to the higher education sector for 2021.

Until then, enjoy a wonderful Christmas and New Year with your loved ones!

Lizzie
AAIR Newsletter Editor

SECTOR NEWS & VIEWS

A way to woo international students: Ly Thi Tran (Deakin U) has long set-out what international students need (CMM July 3 2019). In new research with Deakin U colleagues Huong Le Thanh Phan and Mark Rahimi, plus George Tan (Charles Darwin U) she now sets out how their post-graduation employment experience can make, or not, the case for investing in Australian study. A basic problem is that the post-graduation 485 visa, which international students use to build career foundations has multiple meanings. As it exists, the visa also does not allow international graduates enough time to establish themselves with employers and build demonstrable workforce skills (CMM, 2 Dec).

ARC data: more visible, more useful. A new tool effectively brings together data on ARC research grants currently spread across multiple sources. Australian universities generate and report a huge amount of data to the Government and its agencies. Not all data reported is provided back to universities or the public in a complete, timely or accessible manner. The asymmetry between the data provided and the ability to analyse it is frustrating. In this context, it was pleasing to see the ARC release their interactive data visualisation tool on the 18th of November, 2020. This continues progress by the ARC and Australian Government in improving higher education data accessibility and utility (e.g. finance, students and staff). (CMM, 1 Dec).

Monash U shines on international horizon: Monash U is now a licensed university provider in Indonesia, "the first-ever international, foreign-owned university." Monash Indonesia will teach postgraduate programmes, starting in October. The university has estimated 2000 masters, 100 PhD students and 1000 people in executive education programmes after ten years (CMM, 1 Dec).

Women's enrolment at university declined in 2020: The number of enrolments in Australian tertiary education has dropped in 2020, with the number of women engaging in study declining at a faster rate than men. The ABS data comes from the Survey of Education and Work, run during the first two weeks of May 2020, and includes those studying at university and some vocational courses. The data shows that the nature of declining student enrolments in Australia is highly gendered, and its women over the age of 25 who have seen the greatest drop, by 59,200 enrolments. And while there are fewer younger men enrolled in 2020 than 2019, there has been an increase in the numbers of older men (over the age of 25) enrolled in study, up 26,000. (Madeline Hislop, Women's Agenda 14 Nov).

La Trobe wants to cut courses: The university proposes ending some degrees and changing delivery modes in HASS and education. A proposal sent to staff yesterday includes, suspending a creative arts degree, a "cessation" of Hindi, Indonesian and Greek studies at the metro Melbourne Bundoora campus, "reconfiguring" the philosophy curriculum and moving the BA at regional campuses fully on-line. Education courses to close are the ed tech bachelors and masters in linguistics and TESOL (CMM, 12 Nov).

Claire Field on the help international students need: According to a report in The Australian (October 30) international student pathways programmes have "negligible eligibility requirements" and are "ripe for abuse." Clearly TEQSA and the universities must ensure academic standards are maintained. However, if we follow this spurious argument through to its logical conclusion, we would also have concerns about "negligible entry requirements" for domestic students using alternative entrance pathways. And ATAR cut-offs would be set in stone, lest standards slip. If we are going to debate university entry requirements for international students and the increasing use of pathways programmes – we must understand our students (Claire Field, CMM, 11 Nov).

The international agreement oversight bill: it can't be good, but it can be improved: Observers suggest they are being presented as accepting the intent of the bill while making more manageable the administrative task for universities. This could be done by applying the bill to new, not existing, Australian university arrangements with international institutions and exempting agreements that are not legally binding, 'just how many MOUs can an official read?' a learned reader remarks. Universities also propose simplifying processes, one possibility would be only requiring universities to advise the government when negotiations are agreed, not when discussions start, another to put a time-limit on a minister rejecting a deal (CMM, 11 Nov).

COVID to halve international student numbers in Australia by mid-2021 – it's not just unis that will feel their loss: The international student crisis is causing a population shock that is only going to get worse, a new report by the Mitchell Institute has found. The education policy thinktank estimates over 300,000 fewer international students — half the pre-coronavirus numbers — will be in Australia by July 2021 if travel restrictions remain in place. The report, Coronavirus and International Students, uses the latest data to map the impacts on international student numbers across Australia's cities. (Peter Hurley, the Conversation, 10 Nov).

Universities alarmed by bill on international agreements: Universities Australia, the federal body representing higher education institutions, has called on the government to scrap references to higher education institutions in new proposed international agreement laws. A bill currently before parliament would allow the foreign minister to veto or alter a wide range of university agreements with other nations. Universities Australia says the government should scrap all references to higher education institutions in the new act. (Geoff Maslen, UWN, 6 Nov).

More equity students in study – just not all groups or everywhere: University enrolments from most equity groups outperformed the overall UG increase in 2014-19. But remote and regional numbers were below average and NESB numbers declined. The figures are from a new analysis by the National Centre for Student Equity in Higher Education at Curtin U. Overall UG enrolments at public and private higher education providers rose from 706 000 to 765 000 (8.4 per cent) in '14-'19. The proportion of all students who are classified as remote or regional went backwards in some university groups, notably the Regional Universities Network, where it declined across the five years reported, from 52.4 per cent in 2014 to 47.5 per cent in 2019. (CMM, 6 Nov).

The higher education performance metrics problem: University managements are enslaved to metrics as social practice – it's an urgent societal concern. While accounting and performance measurement using metrics or, "key performance indicators" (KPI), is typically seen as "technical practice", accounting and related metrics is also an influential "social practice" – for good or ill. This has proven to be particularly the case with universities. University management's enslavement to metrics as social practice is not a matter for casual reflection on the art/science relationship as Crossley suggests. It is a matter of urgent societal concern, since it has the potential to undermine the purpose and ethics of universities, distort the pursuit of knowledge, muzzle independent thought and critique, truncate interdisciplinary and multidisciplinary approaches to addressing critical questions and problems, and even has the potential to reduce universities to simply regressing to becoming lowest common denominator vocational trainers (Garry Carnegie & Lee Parker, CMM, 3 Nov)

Accounting for university employees and calculating the bodies: the UNSW example: Not collecting statistics on people employed, regardless of the hours worked, makes the human cost of job losses invisible at universities across the country. When universities propose cutting costs there is little mention of the number of actual people who will lose their jobs as distinct from the administrative convenience of "full-time equivalent" positions. Department of Education Skills and Employment data on Australian public sector university staff and university annual reports disclose these as "full-time equivalent staff" number, not the actual number of employee bodies. How FTES is calculated is not discussed. (Tom Smith & James Guthrie, CMM, 1 Nov).

Group of Eight warns: research funding essential for unis to stay unis: The Go8's submission to the Senate committee inquiry into the provider category standards bill (CMM October 26) does not go on at length because it "has gone through an extensive consultation process." The combination of funding policies, "may put pressure on some universities to retain their Australian university status. The alternative for institutions in this position is to transition to the university college category which comprises high quality, education focused higher education providers without research standards applied," the Eight warns. (CMM, 29 Oct).

For on-line to work ask the ed-tech experts: Kate Thompson (QUT) and Jason Lodge (Uni Queensland) argue policy and practise ensured that technology drove strategy as universities scrambled to get everything on-line. "A distinct lack of funding of research and innovation to inform decisions about effective learning in higher education is one part of the reason why such a huge effort was required...Researchers and practitioners are in the best positions to lead, to build the capacity of our colleagues to be part of the rapidly expanding conversation about the use of technologies in education, to use the research to inform practise, to ask questions about what works and why." (CMM, 28 Oct).

Uni Newcastle going where the students are: Uni Newcastle announces a "unique joint teaching programme" in business and commerce with BINUS U in Jakarta. Students in Jakarta will complete a UoN degree there or transfer to the university's Singapore or Newcastle campuses. This seems similar to the approach announced last year, with an MOU between UoN and Chulabhorn Royal Academy in Thailand (CMM, 28 Oct).

The Australian Research Council is reviewing its two research metric schemes, Excellence for Research in Australia and Engagement & Impact. The metrics should include work by HDR research students, Harry Rolf, Peter Derbyshire and Nigel Palmer argue in their submission, made as three former presidents of the Council of Australian Postgraduate Associations. "Comprehensive linked meta-data on research student contributions would improve the usefulness of this data in informing decisions, shaping policy and conducting research related to the contributes made by research students to research impact and engagement in Australia," they suggest. The ARC plans to release submissions to the research metrics review after it is out, which seems a bit late for a debate (CMM, 26 Oct).

Setting standards on what makes a uni: The new standards are based on the Coaldrake review of provider categories, as extended by the government. Notably allowing private providers of sufficient standing to call themselves university colleges. The National Tertiary Education Union warns that HE providers wanting to call themselves "university colleges" is the very reason they should not be allowed to. "The term university should be used to denote that a higher education provider has met certain threshold standards, and not as a way of attracting potential students." (CMM, 26 Oct).

Coronavirus exposed 'distorted' funding model: Since the pandemic halted international students arriving in Australia, universities were likely to see a shortfall in revenue of between AU$1.3 billion (US$928 million) and AU$1.8 billion (US$1.3 billion). Group of Eight (Go8) Chief Executive Vicki Thomson told

a parliamentary inquiry into temporary migration recently that the pandemic shone a light on the "distorted funding model" universities were using to fund research. Government funding for university research had fallen from around 45% to 35% in the past decade, forcing universities to increasingly rely on international student fees, she told the committee. (The Canberra Times, 24 Oct).

UNSW Global upping on-line learning: UNSW has been working on expanding on-line for a while. MOOCs are offered in India, via private provider Amity U. And now there is word that UNSW Global is expanding its work with Sydney based private provider OpenLearning Limited. In May OLL started providing on-line UNSWG's university-English language programme. And yesterday OLL requested a share trading halt pending an announcement on a licensing agreement with UNSWG "to design and deliver a new on-line education programme for international students." (CMM, 23 Oct).

International News

COVID-19 highlights public service role of universities: If colleges and universities are microcosms of our world, what do they do amid the largest global crisis since World War II? What does the academic community do in a crisis like a pandemic? How do they serve? What is their value? Less notice has been given to our colleagues who deal with data and statistics and who help us comprehend, decode, interpret and act upon floods of information about the virus, its spread, its effects and its severity. They help us to sift truth from dross and to screen out noise and misinformation. In their hands, data points us towards opportunities among confusion and disorder, encouraging us to look for possibilities, to act guided by science rather than optimism. (Alan Ruby & Wendy Fish, UWN, 28 Nov).

The reimagined international student office post COVID-19: COVID-19 has shed a bright light on the many inefficiencies in higher education and has also created opportunities for higher education chief executives to reimagine new and better ways of serving students in the future. According to a Pearson's Global Learner Survey of 7,000 people, published in August 2020, three out of every four global learners believe COVID-19 has fundamentally changed higher education as we know it and it is unlikely there will ever be a return to the pre-pandemic higher education experience. The time has come for college and university chief executives to reimagine the role the international student office can and should play in the future. (Marguerite J Dennis, UWN, 21 Nov).

How will COVID-19 affect future admissions data? A study done by the National Association for College Admission Counselling shows necessary changes happening as institutions try to reach future students. More than half of college admissions officers who took part in a recent study say they believe the COVID-19 pandemic will have a profound or substantial impact on the data they are able to get on potential new students. That report, done by the National Association for College Admission Counseling (NACAC) and featuring 377 four-year institutions, showed the concern expressed by respondents from those colleges and universities in having a large enough pool of potential prospects to pull from. The most widely held-onto data is retention (85%), with respondents also highlighting yield, enrolment forecasting and financial aid as information retained most often and not outsourced. (Chris Burt, UB, 4 Nov).


University survival tips: Leveraging digital media for success: How to take digital media strategy to the next level to promote brand awareness during the pandemic. A recent McKinsey study found that a significant number—86%—of college presidents had put enrolment numbers at the top of their most pressing issues in the face of COVID-19. Universities must adapt to survive, leaning on digital media in new and innovative ways to drive enrolment, promote value against competition, and engage with their communities. Brand awareness campaigns are important for your university to establish authority in a space. A Director of Digital Media noticed that Google Paid Search ads are driving a significant amount of monthly traffic. A comprehensive—and proactive—digital media plan will be a key differentiator for higher education institutions in sustaining enrolment and success. (Michael Kalman, UB, 23 Oct).

Handshake Gets an $80 Million Cash Infusion for College Recruiting Platform: More than 1,000 colleges around the U.S. partner with Handshake to connect their students (my college-age sophomore included) with accounts that include their verified GPA, school year and course work. Students determine what they share with employers and who can reach out based on their career interest. With the COVID-19 impact on recruiting, Handshake is helping companies replace boots on the ground with virtual events. In 2020 more than 30,000 employers will engage in virtual events at over 80 percent of their schools. The company is on track to host more than 3,000 virtual career fairs this year. Handshake has offices in San Francisco, Denver and more recently in London where it has signed up leading schools in the U.K. including Cambridge, University of York and University of Liverpool. (Gené Teare, Crunchbase Daily, 20 Oct).

17M students and young alumni, including 80% of all US undergrads
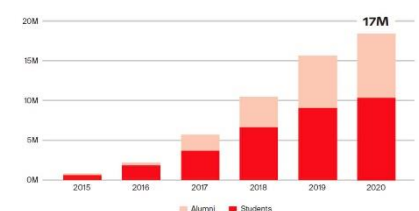
Higher ed may get more attention from Washington than K-12 after the next election, regardless of whether Donald Trump or Joe Biden is elected president, says one expert. As for the next stimulus bill, the most immediate concern could be community colleges, smaller private institutions and regional state schools, where enrolment numbers have been hit harder by the COVID economic crisis, he says. Ultimately, a continuing pandemic and the economic fallout could preclude any sweeping education initiatives by the next administration, Bernstein says. (Matt Zalaznick, UB, 20 Oct).

New alliance advocates for international students: The Global Alliance of International Student Advancement, or GAISA, aims to work with colleges and universities and other partners to build a new model for international student success. Organization will research international students' experiences around academics, healthcare, financial and legal issues, social and cultural experiences, and workforce readiness. Initial research by GAISA as found:

- 70% of domestic students said their college or university advertised their global and diverse student population during the admissions process
- 57% of domestic students said interactions with international students have been a valuable part of their collegiate experience
- 52% of domestic students said they don't have any international student friends
- 60% of international students said their institution was providing enough support and resources to enable their success on and off their campus (Matt Zalaznick, UB, 16 Oct).

When evaluating academic operations, begin with better measures Institutions ought to move beyond dollars and cents to embrace an academic portfolio management model with a robust rubric. As institutions look to the future, administrators face extremely tough decisions about how to best serve students and keep everyone safe as the pandemic persists. Increasingly, trustees

are asking senior staff to present budget-cut scenarios, some as drastic as 50 percent, but very few institutions have a model to evaluate operations in that way, especially programmatically. Institutions can apply the same rigor they bring to evaluating student learning outcomes to understanding better the sustainability of existing academic programs. By adopting an "academic portfolio management" (APM) approach, which is both supplemental and coalescent, colleges and universities can undertake this effort in a comprehensive, context-sensitive and data-informed manner. (Darren Catalano, UB, 5 Oct)

Ranking and Rating

Rankings are distorting universities' decisions: Australian National University Vice-Chancellor Brian Schmidt has questioned the validity of the global ranking systems relied upon by universities to market themselves, saying they mislead students and distort universities' research priorities. Professor Schmidt, a Nobel Laureate in physics, said the companies behind global rankings arbitrarily chose to reward science and engineering but overlook teaching quality, humanities research, and subjects with little interest beyond Australia, such as local literature and history. (The Age, 14 Nov).

Will university rankings adjust to our uncertain times? Rankings have become a part of academic reality and, when this reality begins to change, rankings must follow suit. Hence, the ranking elite took the opportunity to discuss the possible impact COVID-19 may have on both international and national rankings. The hampering of international student and academic staff mobility by COVID-19 will most likely diminish interest in global rankings. At the same time, national and specialised (by subject) regional ranking will gain importance. For the very same reason, indicators linked to internationalisation of the student body and academic staff may lose some of their weight in the methodology used by rankings. Instead, new indicators related to university presence in the internet will appear. Here, Isidro Aguillo from Spain,

who published the first internet-based Webometrics ranking as far back as 2004, stands out as a forerunner. (Waldemar Siwinski & Kazimierz Bilanow, UWN, 7 Nov).

Way of the day to improve ERA: The Australian Research Council is reviewing its two research metric schemes, Excellence for Research in Australia and Engagement & Impact. Time and scale work against creative arts in ERA, the Australian Council of University Art and Design Schools and the Australian Council of the Deans and Directors of Creative Arts, warn in their submission. In particular, they warn the peer review process is a demonstrable failure for non-traditional research outputs. The ARC plans to release submissions to the research metrics review (CMM, 30 Oct).

Metrics in research and teaching, unavoidable but not everything: Ideally, transparently measuring things can provide protections against disputes and disharmony. In a perfect world metrics would provide opportunities for outsiders who indisputably demonstrate their worth. Sometimes good scores can drive inclusion. But the world is still not perfect. Firstly, the measurements are always imperfect. One type of error involves inaccuracy. That's something we're all used to and we can take degrees of certainty into account when making judgements. The bigger problem is that most metrics measure the wrong things. Most simply, numbers are designed to measure quantity but not quality. Numbers measure quantity and words measure quality. Definitions of quality can be manipulated to serve a variety of agendas, not all of them good, so quantity has a role to play. Once one recognises that metrics relate to quantity not quality, one thinks differently and becomes less enslaved to these numbers (CMM, 29 Oct).

Angel Calderon wraps the rankings: a good year for Australia. But there may not be as much joy to come: The last of the major global rankings for this year was released last week. The Best Global Universities (2021 edition), compiled by U.S. News, ranks the world's top 1,500

universities across 86 countries. Again, Australian universities have done well. Of the 39 universities ranked, 20 are included in the top 300, compared to eight in the 2016 edition. Compared to last year, RMIT and Swinburne U moved up from the top 400 to the top 300 band. These two institutions together with UTS, La Trobe U and Uni Wollongong are the fastest year-on-year improvers (CMM, 25 Oct).

The Top 25 Universities According To Alumni Ratings: College rankings have become a staple of the college decision-making process for millions of prospective students. Yet college rankings have always been quite different from other familiar consumer ratings such as Consumer Reports or Yelp – because they have never factored in the actual ratings of those who have consumed the good or service: their alumni. Clearly, alumni ratings validate some current top-ranked universities while also adding a very diverse and new set of outstanding institutions to the list. This methodology relies on one of the most trusted forms of consumer decision-making (reviews from actual customers) and would likely be widely recognized and adopted as an additional view point for students seeking the 'best' colleges and universities. Whether integrated into existing ranking methodology or as a stand-alone ranking, alumni ratings should play an important role in helping prospective students chose a college. Will 2020 election thrust higher ed into the spotlight? 'If you're constantly dealing with crisis management, there's not much time left for a big plan. (Brandon Busteed, the Forbs, 21 Oct).

LEARNING & TEACHING

Deakin U prepares for teaching times that are a changing: The university's new ten-year plan includes a bunch of big ideas – perhaps the biggest are about what students and society will want. The plan proposes six core education functions;

* co-design courses with industry partners, integrating workplace experiences, ensuring relevance and adaptability

* outstanding on-line education and integrated courses that seamlessly blend modes of learning and experiences
* curriculum will anticipate changing social and economic needs
* greater access for aspiring, talented students from all backgrounds
* hybrid transnational education partnerships that provide lasting value for students, partners and Deakin U. (CMM, 2 Dec).

On-line ok-ish but students miss the library: Regulator TEQSA wanted to know how students managed with the move to remote classes. So it commissioned Lin Martin to analyse experience surveys for the first half of the year from 118 institutions. In general, Dr Martin finds institutions stepped up, which students recognised. Problems areas she identified do not strike CMM as surprising given what higher education providers were scrambling to do; IT issues, academic interaction, examinations, staff expertise and discipline/delivery specifics. What students liked was "flexible access" to course content, "good access to academic help and advice on-line" and technology being used in ways that made it "easier" for students to learn. (CMM, 1 Dec)

Claire Field warns there are short courses that are way too, short: If an undergraduate degree takes only 6 months to complete is it still an undergraduate degree? This is not a question besetting higher education but the equivalent question in VET should be front of mind in negotiations for the next National Skills Agreement. Why...? Because more than one in every nine (13 per cent) courses funded through the $1bn JobTrainer scheme is significantly shorter than it should be, given its classification on the Australian Qualifications Framework. (CMM, 25 Nov).

Corporate-academic relationships: Leveraging C-suite influence to meet new learning needs: As business is upskilling and government seeks to modernize assistance for educational programs, universities that get to know the new chief influencers of corporate learning can build strategic relationships that yield greater collective success. According to the World Economic Forum, a proactive effort is necessary to prevent further job losses and talent shortages. At a time when meaningful introductions are limited by safe, social distances, it's important to work together to identify parallels and shared missions. To fully prepare for the future of work, grow

resources and progress, strategic partnerships are key. So, it is perhaps more important than ever for university leaders to understand how corporate structure has transformed. The C-Suite is growing and its influence shifting. In this new landscape, there are three chief introductions to empower university and workplace relations. (Rebecca Cenni-Leventhal, UB, 16 Nov).

Will Google Career Certificates compete with your college? In its own hiring, Google will consider its certificates as equivalent to a four-year degree in three growing fields. In Google's vision of higher education, Americans don't need a college diploma to achieve economic stability. The company will soon begin offering accelerated Google Career Certificates in three high-paying, high-growth career fields: Data analytics, project management, and user experience design. The company, which is offering 100,000 need-based scholarships to the program, says the programs will take about six months to complete. In its own hiring practices, Google will consider the certificates as equivalent to a four-year degree for related entry-level roles. (Matt Zalaznick, UB, 16 Nov).

Higher ed's response to growing demands for medical education: No industry has been spared massive disruption from the coronavirus pandemic and resulting rapid digitalization. But for both higher education and healthcare, disruption had already been a way of life—just on a more gradual scale. The pandemic has further driven down college enrolment numbers that were already on a decade-long decline, leaving many institutions in unprecedented financial distress. Meanwhile, healthcare providers are being pushed to simultaneously deliver higher quality care at a lower cost. For university leaders, medical education presents an ideal opportunity to address current gaps in enrolment, while also positioning the institution to meet future demands. Universities need to rethink their approach to healthcare education to get more students in the door and fill the opportunity gap in medical jobs. (Shiv Gaglani, UB, 9 Nov).

"Name and shame" students who cheat: Former Deakin U VC Jane den Hollander urges universities to identify students who cheat. Graduating students need to know, "that everyone around them who is graduating is just like them, they have worked really hard and they deserve what they are getting. universities need to give staff training, "to do assessment properly," to make it harder for students and cheating services, "some of the simplistic ways we do our assessment are not going to withstand those people." But the task is suppression, not eradication, "I think making it harder for cheats rather than trying to catch the cheats is the way to go and bring those numbers down, because we need to operate for the 99 percent or the 95 percent who genuinely want to learn." (CMM, 30 Oct).

Planning for academic continuity through online learning: Traditional institutions were not fully prepared for this transition. While many universities have a technological infrastructure, not all of them have to deal with a scenario in which all their students and faculty need to suddenly be on a remote delivery of instruction. Similarly, many did not have a structure that trained faculty continuously or have a business or an academic continuity plan. An Academic Continuity Plan is a continuing plan designed to maintain the continuity of academic delivery if a significant disruption interrupts or diminishes access to essential campus resources. Higher education institutions must start developing plans to ensure the continuity of education is preserved. Online learning provides an established mode of learning that brings academic rigour and provides quality educational experiences to students. (Carlos Morales, UWN, 24 Oct).

An ed-tech specialist spoke out about remote testing software — and now he's being sued: It's part of a growing split between remote proctoring services and the academics who use them. Linkletter's experience is just one of a string of high-profile spats involving Proctorio, as teachers and students call out what they see as invasive tracking. But as critics are discovering, the law is giving Proctorio an unexpected advantage, allowing the company to shut down criticisms by appealing to copyright law. Proctorio is meant to help schools answer a newly urgent question: How do you catch cheaters when they're taking an exam at home? The problem has inspired a growing business of remote proctoring services, which monitor students during their tests, since long before COVID-19. But issues of privacy and access when it comes to online education are bigger than Proctorio and a single dispute over Youtube links. Online classes, and the heightened concerns about dishonesty that come with them, will outlast the pandemic. Remote proctoring isn't going anywhere. (Monica Chin, the Verge, 22 Oct).

Silver linings: Innovation, kits, tech animate a hybrid semester: From prototyping smart tattoos at home to managing a restaurant via Zoom, Cornellians are adapting to the COVID-19 pandemic this semester with a mixture of creativity, technology and resilience. While minimizing risk and adhering to safety precautions, virtual, in-person and hybrid classes across disciplines are employing innovative ways to leave students with lasting – but safe – educational experiences. And even within the limitations, instructors have found some silver linings, as students learn new lessons in unexpected ways (Melanie Lefkowitz, news.cornell.edu, 21 Oct).

What we can learn from Coursera Professional Certificates and Google Career Certificates? Providers, companies and policy makers are keen on micro-credentials as a cost-effective way to up-skill and re-skill learners for paid work. Coursera is a popular platform offering micro-credentials – its Professional

Certificates, including Google's Career Certificates. A new snapshot analysis puts them through their paces. There is some evidence, particularly from Google, that their short courses enable learners to get jobs and launch new careers, including those who would been unlikely to enrol in higher education. By any measure, these certificates are relatively inexpensive as long as the learner can maintain commitment and pace. Learners need transparent data to be able to make better decisions and judge their chances of success when they're enrolling in new credentials of any size. (Beverley Oliver, CMM, 19 Oct).

How the '60-year curriculum' impacts university leaders: As human lives head toward 100, colleges and universities have an opportunity to help build skills for a more expansive pool of students looking to start and restart their educations. Andrew Scott, a professor at the London Business School and co-author of the book "The 100-year Life", noted during the recent ASU-GSV Summit that people not only will continue to live longer, but also will be working significantly longer. Scott's colleague and Harvard professor Chris Dede, has proposed that the changes on the horizon and the extension of human life will lead to "The 60-year Curriculum", the title of his book and the notion that more education will be far more necessary in the future ... albeit looking a bit different. (Chris Burt, UB, 13 Oct).

Student Retention and Success

No one escaped COVID's impacts, but big fall in tertiary enrolments was 80% women. Why? The disruption caused by the COVID-19 pandemic has been so profound, particularly for women, that it threatens to upend the progress on gender equality in recent years. The impacts of COVID-19 on women and men extend beyond work and home to education, particularly tertiary education enrolments. According to the Australian Bureau of Statistics' latest data, 112,000 fewer students were enrolled in tertiary education in May 2020 – at the height of the first wave – compared to a year earlier. This is the largest drop in enrolments in over 15 years. (Brendan Churchill, the Conversation, 23 Nov).

Creating meaningful online engagement: Maryville University used its model for fully online programs to ease the transition to hybrid and virtual learning experiences. Here's what other institutions can learn from them. As many colleges and universities changed or

abandoned plans to reopen for in-person classes this fall, discussions about how to effectively teach in a virtual environment have continued. Since educators have had some time to grow accustomed to virtual teaching, the emphasis now is less about how to teach remotely and more about how to teach remotely in ways that are engaging and meaningful. Some important takeaways for virtual and online learning are finding ways to engage students, meeting them where they are, and using real applications they find interesting to inspire learning and deepen engagement and understanding. (Katherine Louthan, UB, 17 Nov).

Helping, not blaming, students for academic failure: Academic failure is in the news recently due to the new higher education reform package. One aspect of this package seeks to "put students' interests first" by ruling that students who fail more than half their units in two progressive semesters lose their Commonwealth Supported Place, thereby at least theoretically, preventing the student from accumulating additional debt for that degree. This assumes a deficit discourse where students are blamed, then punished, for failing. Rather than blaming and punishing students for failing, investigating the relationality between the metaphorical horse and water might lead to better outcomes (Rola Ajjawi, CMM, 8 Nov).

Gen Z teens say diversity is key in college and work: More than 60% of 5,000 high school and college students surveyed said they would be more likely to apply to a college if the recruiters and materials reflected diversity, according to Tallo, a higher ed and employer recruitment platform.88% of Gen Zers think recruiters should ask for preferred gender pronouns, but less than 20% of have heard the question. One in 4 Gen Z teens said they had decided not to apply to a certain college for fear of being treated unfairly, while 25% said the same thing about seeking a job. (Matt Zalaznick, UB, 23 Oct).

Ranking on research output: it's harder than it looks: In displays of admirable restraint vice chancellors and research lobbies are selflessly pointing to their organisations' reputations as reason to receive a big share of the funding expected to be in the budget. But working how to rate research reps isn't easy. Xin Gu and Karen Blackmore (Uni Newcastle) demonstrated why in a 2017 analysis of science research performance over time of three un-named Australian universities, which could be a sandstone, a pre-Dawkins and a regional. They found research output across the three converged and that increased publication rates were not accompanied by a decline in the status of the journals where people published. However, publications by people at the elite institution did have higher citation counts (CMM, 30 Sep).

College expands bilingual programs to meet demand: How Milwaukee Area Technical College and Dalton State are meeting needs of growing communities. Milwaukee Area Technical College is expanding courses and degree programs it offers bilingually and in Spanish, as it strives for designation as a Hispanic-Serving Institution. The college stands out among institutions in Wisconsin for its bilingual associate's degrees in fields such as dental and medical assistant, and an early childhood education degree taught entirely in Spanish, says Wilma Bonaparte, the president's liaison for the school's Hispanic-Serving initiative. (Matt Zalaznick, UB, 21 Sep).

Staff and Student Wellbeing

Students call for aggressive action on emergency aid: Aid would help students pay for unexpected food, housing, medical and technology costs during COVID disruptions. Students trying to stay in college—or head home when campuses close—need more than CARES Act funding to cope with COVID's ongoing disruptions, says an advocacy group. Today's Student Coalition is calling on policymakers to create a competitive grant program to support emergency aid funds at colleges and universities. The aid would help students pay for unexpected food, housing, medical and technology

costs. Emergency assistance is also needed to cover transportation and storage costs, institutional fees, car repairs and other expenses students have incurred as they shift between in-person to online learning. (Matt Zalaznick, UB, 13 Nov).

Outsourcing can help schools strengthen their mental health services: Partnerships that expand student-centred options for mental health supports can improve access, quality and cost. A number of key trends shaping the future of student mental health services have been present for some time, but their salience has been magnified by the COVID-19 pandemic and its impacts on higher education. Taken together these trends strongly suggest that colleges and universities should take bold steps to address the quality, availability and costs of their student mental health services. Outsourcing various aspects of the function is an increasingly relevant option. In recent years higher education has sought scale, service and price advantages by partially or fully outsourcing services that are not directly related to core academic functions. The time has come to actively pursue outsourcing as a path to improving the quality, cost, and access of student behavioural health services. (Robert Meenan, UB, 12 Nov).

4 stories of how higher ed minds students' mental health: How colleges and universities can provide more support during tumultuous times. Social isolation, health and financial fears, political upheaval and natural disasters are fuelling the rising anxiety among college students, whether they're on campus or online this fall. Campus life during COVID

requires students to have "courageous conversations" about personal safety and behavior, says Asia Wong, director of student health services and the University Counseling Center at Loyola University New Orleans. Along with creating a supportive campus culture, there are several other steps campus leaders can take to care for mental health of students, whether they are on campus or online. (Matt Zalaznick, UB, 4 Nov)

Report: Anxiety still prevalent for most college students: College students are continuing to experience elevated levels of stress over the COVID-19 pandemic, with 20% admitting they are constantly anxious, according to a new report released by the National Association of Student Personnel Administrators (NASPA), College Pulse and Course Hero. The findings from NASPA and executed through a survey done of 3,500 students through the popular app College Pulse, shows that 81% of students are dealing with some level of anxiety. The majority of them are not seeking professional help. In addition, their attitudes and behaviours are shifting, as outlined in the collaborative report "Student Wellness During COVID-19: What Role Do Universities Play in Supporting their Students". Though some note a positive change in lifestyle, many others are struggling with mental health during the COVID-19 pandemic; what colleges can do to help. (Chris Burt, UB, 30 Oct).

COVID survey shows anxiety and optimism on campus: Two-thirds of young people reported increasing support for the mental health of others. While nearly nine in 10 college students are experiencing anxiety during COVID, almost as many young people report feeling optimistic about the future, according to a survey. Nearly 80% of college students say they have felt lonely or isolated while 48% have experienced financial setbacks, according to a survey by Active Minds, a non-profit that promotes mental health awareness. When including high school students, one-in-four young people reported that their depression significantly increased, the survey found. Two-thirds of college

and high school students reported increasing support for the mental health of others, and 78% "feel optimistic or hopeful about their school-related goals and future job prospects," the survey found. In higher ed, nearly two-thirds of students had expected take courses in an online/in-person hybrid but only 43% were taking courses that way. More than half reported taking all classes online. (Matt Zalaznick, UB, 14 Oct).

During lockdown, some universities offered refuge to domestic abuse survivors. As students vacate halls due to Covid, could they do so again? Many people who have an abusive person in their life try to find safe alternatives, such as staying with a friend or relative. The universities stepped in to fill an important gap because, during lockdown, traditional escape routes like these disappeared. There was a 40.6% reduction in the number of refuge vacancies nationwide, yet more than 60% of those women living with their abuser said the abuse had worsened. The Counting Dead Women project estimates that 26 women were killed by their partner or ex-partner during the seven-week lockdown period. But universities aren't equipped to do this alone: they need to work in partnership with local organisations. In Cambridge, there was a longstanding connection with the local Women's Aid organisation (Tess Reidy, the Guardian, 12 Oct).

▲ St Catharine's College, Cambridge operated as a refuge during the pandemic. Photograph: Alice Boagey

GRADUATE OUTCOMES & EMPLOYABILITY

How career and technical education shuts out Black and Latino students from high-paying professions? Career and technical education is viewed as a gateway to good jobs. But a new Hechinger/AP analysis finds a deep racial divide in who benefits. A Hechinger Report/Associated Press analysis of CTE enrolment data from 40 states reveals deep racial disparities in who takes these career-oriented courses. Black and Latino students were often less likely than their white peers to enrol in science, technology, engineering and math (STEM) and information technology classes, according to the analysis, which was based primarily on 2017-18 data.

Meanwhile, they were more likely to enrol in courses in hospitality and, in the case of Black students in particular, human services. (Sarah Butrymowicz, Jeff Amy & Larry Fenn, The Hechinger Report, 22 Oct).

What skills does EY look for in its graduates of the future? EY – like many other organisations – has been challenged by the events of 2020, and the firm has reviewed what skills and competencies it requires both now and in the future, said Sarah Perrens, Oceania Campus Recruitment Lead for EY. As well as the skillset the firm would expect in any graduate – including communication, teamwork and problem-solving, Perrens said EY now assesses graduates for a range of other skills and competencies. These include adaptability, being a virtual collaborator, drive and resilience, learning agility, and being technology-focused (the ability to keep abreast of new technologies and how they can practically be applied), Perrens explained.

These skills and competencies are critical to meeting ongoing and emerging challenges which the firm is facing, and Perrens said EY has taken a collaborative and agile approach in the process.(Mark Uncles, Business Link, 14 Oct).

BIG DATA, ANALYTICS & BUSINESS INTELLIGENCE

Barriers organisations face when integrating AI: Recently, McKinsey, Harvard Business Review, O'Reilly, and Deloitte have conducted multiple studies about barriers to the adoption of AI in the enterprise. The common thread among them has been that most businesses already use AI technology in at least one of their business processes. However, a vast potential for creating value through the application of AI largely remains untapped, which includes removing organizational silos at the data level and using AI to maximize the output value of core business processes such as sales, procurement, or human resources management. All surveys combined produce an impressive list of barriers to the adoption of AI, but the two most frequent barriers are: the lack of useful data infrastructure and the lack of talent to manage and analyse the data. The challenge organizations face today is to make all business process data available in one centralized location where it can be accessed, cleaned, normalized, and analysed by AI for decision making. (Christian Thun, insideBIGDATA, 24 Nov).

Tackling web accessibility: 5 tips for colleges and universities. With hybrid and online learning formats getting more attention than ever before, accessibility needs are coming to the forefront. Accessibility has been a challenge in higher ed long before COVID-19 changed education delivery for millions of students. As learning increasingly moved digital, higher education focused on how best to leverage technology for learning, and accessibility – the characteristic that offers learners of diverse abilities the opportunity to interact with their materials and engage in their learning experience – wasn't the focus it should have been. In recent years, companies and institutions have made great strides to correct that and make accessibility a core part of the learning experience, however, the abrupt shift to distance learning made it apparent that there is still room for improvement. As institutions encounter accessibility challenges as learning moves online or to hybrid formats, the author shared a few tips for addressing those needs (Fernando Bleichmar, UB, 23 Oct).

Shifting from contributing- to outcome-based analytics: Dan Woicke, Cerner Corporation, discusses how his company uses Vertica to store petabytes of operational data, which is then used for in-depth analysis and trending of the health of client systems. Cerner reinvested in the way operational data is used. The goal was to move away from the traditional methods of monitoring, which concentrated on "contributing" parameters, such as CPU, Memory, Disk I/O, etc. The shift was to monitor "outcome" parameters, which better told the story of a user's experience. Examples of outcome parameters are application crashes, application hangs, network latency lag and Cerner's RTMS records. RTMS, or Response Time Measurement System, produces records that measure key work flows within Cerner's solutions. Today, over 2.5 billion RTMS timers are collected every day (insideBigData, 10 Oct).

REPORTS AND RESOURCES

VET qualification completion rates 2018: New data show 41.4% of all VET qualifications commenced in 2015 were completed, with the highest completion rates for qualifications at certificate IV level (47.0%) and certificate III (44.5%). Completion rates vary greatly by field of education, with 59.5% of natural and physical sciences qualifications commenced in 2015 estimated as

completed, compared with only 31.9% of architecture and building qualifications. VET qualification completion rates 2018 provides observed actual completion rates for VET qualifications commenced in 2015, and projected completion rates for qualifications commenced in 2016, 2017 and 2018.

Financial strategies for a crisis and beyond: Colleges are facing their most significant fiscal crisis in recent memory due to Covid-19. Between lingering impacts to budgets, imminent nose dives in state support due to state tax losses, and the long-term effects of the pandemic on the economy overall, many colleges could suffer fiscally for years to come. The tumult and uncertainty of the pandemic— and, perhaps, of 2020 in general — has made it harder for college leaders to think strategically as they make critical decisions. This Chronicle report offers advice on how to prepare for the conversations and decisions to come. It examines how colleges can reduce their expenses, and how they must also reinvest in order to thrive on the other side of the pandemic. It discusses opportunities for strategic partnerships that can make a critical difference for institutions. And it explores how colleges facing an unsustainable future can perpetuate their missions through mergers, sales, and even closures.
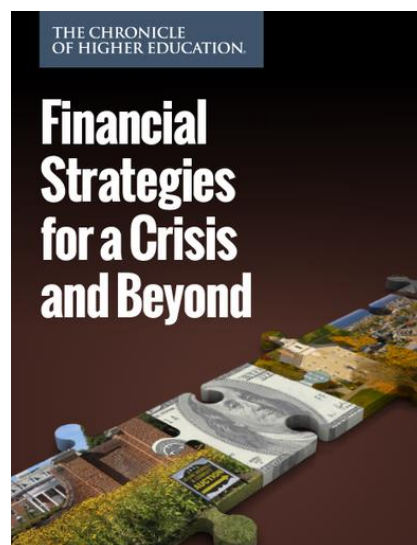
The Student-Centered College —A CIO Perspective. to find out how CIOs are ensuring equity and bridging the technology divide in today's online environment. When universities and colleges made the swift and unexpected transition online in March, CIOs learned valuable lessons about the benefits and barriers of technology in education. Beyond disparities in students' at-home technology access, they must examine

and answer how to create engaging online learning that helps support the ultimate goal of bringing students closer toward graduation. How can technology help foster a sense of community and meet the needs of all students?
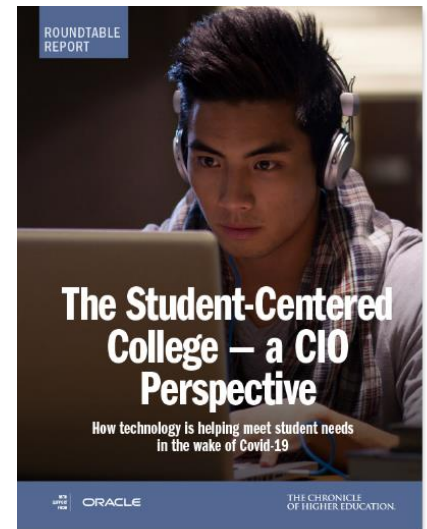
ITEMS OF INTEREST

QILT Key Dates

4 January, 2021 GOS-Feb:
Additional questions nominated by institutions

6 - 18 January, 2021 GOS-Nov:
Institutions to check major coding files

8 January, 2020 SES:
Data files, technical documents distributed to institutions

8 January, 2021 GOS-Feb:
Institutions to approve new survey questions

Survey: 97% of Enterprises Seek to Accelerate Data Transformation, with Time Spent on Data Preparation A Barrier to Insights-Driven Decision-Making: The survey polled more than 200 IT, data science, and data engineering professionals at North American organizations with at least 1,000 employees. The top takeaways include: Businesses waste too much time wrangling and preparing data; Enterprises deal with widespread operational and technical challenges in getting data analytics projects to production; Blending cloud data platforms presents new opportunities; Enterprises require data portability, time-to-value, and self-service for business users to overcome current challenges. For the full results of the Matillion IDG Research MarketPulse survey, visit HERE.

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?
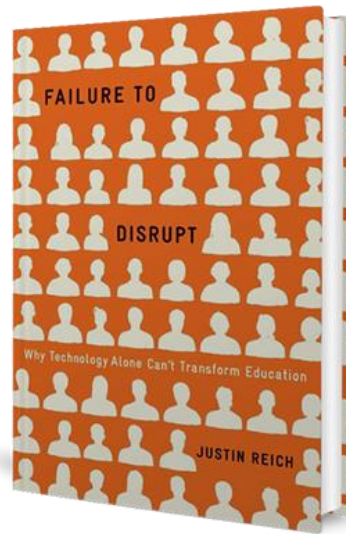
POSITIONS VACANT

GOOD READS

Failure to Disrupt

Justin Reich

Considering how much time and intellectual and actual capital is invested in education technology every year, it's incomprehensible how little the entrepreneurs, investors and second-order spectators actually know about the history or daily use of technology in education. Throughout his book, Reich also correctly points out that, "When new education technologies fail to meet their lofty expectations, a common rhetorical move is to claim that not enough time has passed for the true effects ... to be revealed." As an example, Reich says that, "When Edison's ten-year prediction failed to come to pass, he simply gave himself more time."

Buy Now

Big Data on Campus

Karen L. Webber & Henry Y. Zheng
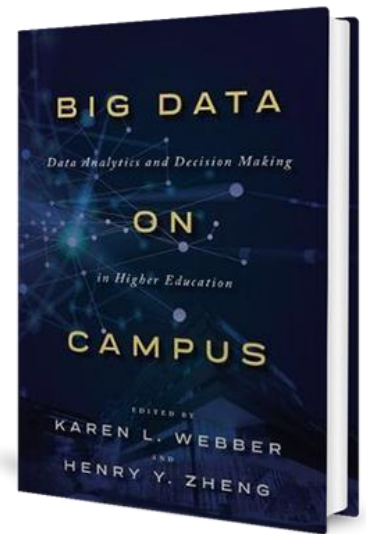
Amid the periodic enthusiasm for data's ability to revolutionize the way colleges and universities work, it can be easy to forget that having more data available doesn't necessarily translate into leaders making better decisions on campus. The book is targeted at administrators, institutional researchers, technology workers and graduate students. But it's a useful primer for anyone seeking to understand how higher education leaders can use the large amounts of data that are available on campuses today -- as well as how many are coming up short, plus a host of concerning issues surrounding the appropriate use of data.

Buy Now

Campus Carry: Confronting a Loaded Issue in Higher Education

**Edited by Patricia Somers & Matt Valentine**
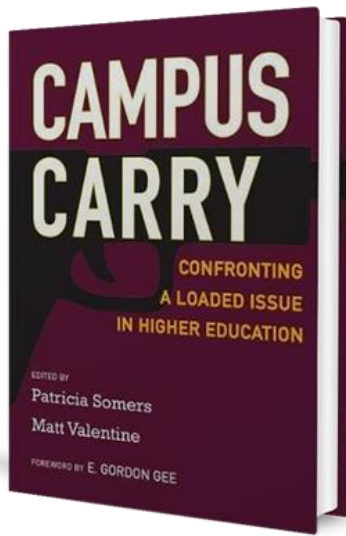
The implementation of campus carry is complex and has provoked many questions: How does concealed carry on campus affect the free expression of ideas in the classroom or the safety of faculty holding unpopular or even controversial views? Should students who misplace or leave their weapons unattended be disciplined? What about students of color and campus carry? Along with the book's contributors, Somers and Valentine provide higher education leaders, administrators, and faculty with a valuable resource that will guide them toward considerations that might otherwise be overlooked, help them avoid pitfalls that have been encountered elsewhere, and protect institutional priorities.

Buy Now

The Practice of Leadership in Higher Education: Real-world Perspectives on Becoming, Being and Leaving

Edited by Kendall Jarrett & Stephen Newton
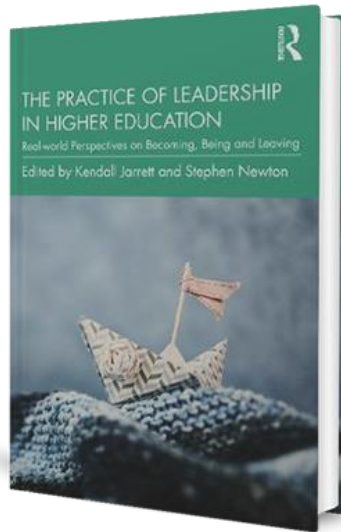
This practice-orientated book explores the nature of leadership in higher education during three key stages of the leadership cycle: becoming, being, and leaving leadership. Providing perspectives on leadership from a range of professional sectors, this book presents considered views on contemporary and future leadership practices in higher education from a global network of contributors. Included within each chapter are prominent questions designed to engage the reader to think about their own leadership experiences to date and leadership development needs.

Buy Now

Higher-Ish Education: A Play in One Act

James E Joy
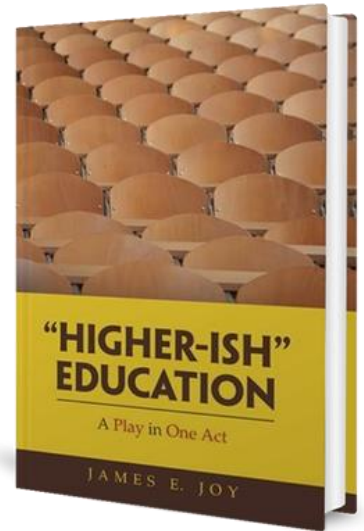
As they debate about instituting a "only pay for what you get" fee structure for students who are often identified as the customers of universities, the faculty passionately share their ideas and opinions about the accountability, flexibility, and transparency that surrounds higher education while hoping some good comes from the upheaval. "Higher-ish" Education is a play that showcases the thoughts and debates of six science professors as they dissect the absurdity that overshadows universities in today's world.

Buy Now

ON THE MOVE

Liz Burd will join Griffith U in February as DVC E.

In January **Patrick Keyzer** becomes dean of law at Australian Catholic University.

DVC R **Jim McCluskey** will act as provost from January and **Mark Hargreaves** (PVC Research Collaboration) will act as DVC R until a permanent appointment is made at the Univerity of Melboune.

Thomas King leaves Griffith U, where he is deputy chief digital officer. He moves to Microsoft to be industry executive for HE.

Deena Amorelli steps up at UNSW to become head of HR.

Debi Ashenden leaves Deakin U for Uni Adelaide to take up a chair of cyber security, jointly supported by the

university and Defence Science and Technology Group.

Jaime McCowan is appointed CEO of universities-owned library support provider CAVAL.

Monash U CFO **Paul Townsend** who is moving to ag chemical company Nufarm Australia.

Mike Wilson joins Charles Darwin U as provost. He moves from Zayed University in the United Arab Emirates.

Elizabeth Bardwell joins Swinburne U as comms director.

Jonathan Morris becomes chair of Universitas 21's deans and directors of graduate studies.

Harlene Hayne will become VC of Curtin U in April, 2021.

Diana Glenn becomes head of Australian Catholic University's School of Arts.

Melissa Banks will be head international education at Austrade.

Peter Binks joins Griffith U as VP Industry and External Engagement.

Erica Wilson becomes PVC Academic Innovation and **Thomas Roche n**ow PVC Academic Quality at Southern Cross University.

Adam Boyton is confirmed as the federal government's National Skills Commissioner.

DVC R **Corinne Reid** picks up the post of provost, on an interim basis at Victoria U.

TRAINING & 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.

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.

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.

Making universities a leading force for positive change: In this age of political division, whole regions and groups of the population feel left behind and universities have been criticised, often unfairly, by populist leaders for being elite and aloof from their community and part of a globalization process that is not giving back to ordinary people. In fact, there are many examples of universities that are contributing significantly to their region and collaborating internationally to address global problems, as the COVID-19 pandemic has shown. University World News, in partnership with the Mastercard Foundation, will be bringing together experts and practitioners from across the world from the International Association of Universities, the Talloires Network of Engaged Universities and the Mastercard Foundation Scholars Program in an online webinar to discuss How can universities improve their social impact?

• Should universities make social impact part of their mission and how?
• How can universities best address social inequity and build social solidarity?
• How can they encourage students to become agents of transformative change?
This free webinar is being held on 27 January 2021. You can register to participate here.

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.

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.

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.

2021 Student Service Centres Conference

**31 May – 2 June 2021
Wellington, New Zealand**

In planning for next year, we can confirm that the cancelled SSCC will re-emerge next year and be on in Wellington. At this stage, we hope to make it face to face depending on COVID restrictions, but it will certainly have an online element either way. In the meantime, we have been keeping people working with the student experience in touch with other program(me)s.

HERDSA 2021 Annual Conference

**Brisbane Australia
7 –10 July 2021**

HERDSA Executive and the Queensland Branch invite you join us at HERDSA 2021, the 43rd annual conference of the Higher Education Research and Development Society of Australasia (HERDSA).

INSTITUTIONAL RESEARCHER'S CORNER

Five quick questions with Sara Guy

What is your job title?

Business/Data Analyst at Flinders University.

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

As a member of our planning and analytical services team I cross both the analytical and technical side of providing business analytics capabilities to our stakeholders, particularly in the student applications, load, and enrolments space. This means I come in handy when nutting out complex data requests for the university, as well as helping translate those requests into requirements for our analytics ecosystem. I also partner directly with some of our portfolios to proactively provide data analyses and support to help them achieve their goals.

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

Over the years, institutions have been rapidly growing in their capability to capture and understand different points of a student's time at university, but now, how are we connecting those stages in a sensible way that allows us to really understand the whole student lifecycle – from their first enquiry through to alumni – and use those connections to drive how we support our students and improve their success in higher education?

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

The use of technology in education and its impact on / relevance to student outcomes. With technology changing so quickly, how can we capitalise on this to make better use of data/analytics and education delivery to help our students in meeting their learning goals?

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

… a cup of tea and a whiteboard. I am well known for my tendency to grab a whiteboard marker and start scrawling in meetings!

More seriously though, I could not do what I do without the people around me and their skills, knowledge, passion, and sense of humour. It really is a team effort.

Sara'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.

ENEWS SIGNUP

AAIR on Twitter @AAIRaustralasia

Lizzie Li
Editor, *The Institutional Researcher*

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