The Institutional Researcher

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AAIR Newsletter May/June 2021

By James Lee through Upslash

FROM THE PRESIDENT

Can you believe it?

We are halfway through 2021 already and in the depths of winter.

Where I live in the south of New Zealand that means short days with the sun not rising until 8:15 am and setting by 5:00 pm. This week we have also our first snow showers to sea level. The forecast of snow triggers my institution's 'snow day' planning. On snow days we may delay opening times or change learning to online where possible, and if people cannot get safely to work, they continue to work online from home.

This is also a time for winter solstice celebrations and midwinter carnivals, and for the hardy, polar plunges into the ocean. Rounding out the winter celebrations in New Zealand is *Matariki. Matariki* refers to the Pleiades cluster of stars and signals the Māori New Year. For the Māori, the appearance of *Matariki* heralds a time of remembrance, joy, and peace. It is time for communities to come together and celebrate.

Throughout Australia and New Zealand, the secondary school holiday season is starting, and for many in higher education, semester two is about to commence. For those with school-age children, the holidays are a chance to vacation as a family, and the New Zealand ski fields were expecting a bumper influx of Australian travellers right about now. However, that pesky pandemic has popped up again. The lockdowns and increased alert levels have now created uncertainty as we all fight to keep communities safe from COVID. Being informed by the science and data, being resilient, and forever keeping a future focus are what is helping our nations manage these outbreaks.

These factors are also at the heart of what we do as institutional researchers. We focus on gathering, interpreting, and using data to enable others to make judgements and decisions. We are resilient, and in our roles, we are constantly adapting to change. Looking at data is a reflective process; we use the data to inform the range of possible future directions. As the executive committee of AAIR, we are constantly reviewing what we do, while keeping an eye on the future and how we can best support our members for current and future roles and careers. Our series of **ConvAAIRsations** (online events) have been well supported, and we have really enjoyed bringing these opportunities to you. We plan to continue offering more events for members, and I would encourage anyone who has an idea or some learning they want to present, to contact us.

This is your AAIR!

If you are in the north, enjoy the dry season. If, like me, you are in the south, seek warmth from the indoors and continue to engage with your AAIR.

Stuart Terry
AAIR President

EDITORIAL

I would like to give you all a heads-up on a small change happening to our newsletter. From the next issue, the 'HE Conferences and Events' section will be replaced by periodic What's On emails. This will mean that information about events can be delivered to you in a timelier manner. To compensate for this change, we will introduce something new to enable us to engage in more discussions and debates within our community. Look out for it!

This third issue of the Institutional Researcher has come about halfway through 2021! How have you been this year so far? I feel for those who were or are living through another lockdown, those living in outbreak locations and hotspots where the panic is looming, as well as anyone, like myself, who have not seen their loved ones overseas for over two years. I'm thinking of you all.

Lizzie Li
Editor

AAIR MEMBER SHOWCASE

Do universities have a comparative advantage? by Anand Kulkarni

Dr Anand Kulkarni is a higher education professional at Victoria University. This article represents the author's views entirely and is an abbreviated version of the article, 'Do universities have a comparative advantage?', published by the Campus Review on 12 April 2021.

In many ways, modern universities are about developing and maintaining an advantage over competitors, be they domestic or global. One key way to do this is through differentiated educational offerings.

We use the concept of revealed comparative advantage (RCA) in trade (exports), but we apply it to student load (total domestic and international) for all Table A Australian higher education providers, drawing on Commonwealth data for 2019 for all broad fields of education. RCA measures 'disproportionateness' and considers whether a country's exports of a commodity in its total export mix are higher than the global share of exports of that same commodity in total global exports. We have reconfigured this approach, and instead of commodities, we use load. It is a volume rather than a quality measure.[1] In particular, we look at whether load in a broad field of education is over-represented in the load mix of an institution compared to the sector as a whole. A value greater than one for this ratio means that an institution has a revealed comparative advantage for that field of education.

The numbers of Australian institutions with RCA by field of education, i.e., a ratio greater than one, are as follows: ...

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SECTOR NEWS AND VIEWS

International students cleared to land in Adelaide but not yet in Canberra: The Commonwealth has approved 160 students doing their 14-day quarantine there. The proposal is criticised by the local council and federal MP Tony Zappia but Premier Marshall says the state's health authorities and police were central to its formulation and "the health and safety of South Australians is our number one priority." As to how many will go where, no one is saying but all providers with international students are eligible. CMM suspects SA will follow the NSW proposal with institutions' allocation being in proportion to their international numbers. The Australian Consumer and Competition Commission agreed to this in NSW on Thursday. This could augur well for the NSW universities proposal now with Education Minister Alan Tudge but may be hard for other states where governments are inclined to close the borders – Mr Marshall says the feds made keeping SA open to other Australians a condition (CMM, 21 June).

Formalising micro-credentials: later rather than sooner: A new Swinburne U report to be released this morning, recommends, "embedding a robust system of micro-credentialing into the Australian Qualifications Framework". The 2019 Noonan review of the AQF states, "stakeholders did not support including shorter form credentials in the AQF as qualification types." The Noonan review has set out a way to adapt the existing training system to the less emerging than arriving skills parallel-universe, where employers and skill-seekers can create the courses they want independent of the government-mandated system. (CMM, 17 Jun).

Where discretion will be the better part of HE regulation: TEQSA thinks Australian providers with off-shore operations, including partnerships should adhere to the Higher Education Standards Framework. HE quality assurance and governance consultant Michael Tomlinson (ex TEQSA director) says the agency has room to move. Yes, the Framework (5.4.2) makes the home governing body responsible for meeting all HESF requirements. But another clause (6.2.1a) specifies it must also comply with "'the requirements of the legislation under which the provider is established." This, Mr Tomlinson says, "could take in the legislation of an off-shore campus." (CMM, 16 Jun).

Uni lobby calls on government: time for a sign on border opening: In a new Go8 podcast Ms Thomson warns that Australia is now losing international students to the UK. "It's not just that our borders are still closed it's the messaging we are sending to potential new students."

"We've always been very competitive but the messaging that is going out is that we are not open for business and we are perhaps not as welcoming as we should be" she says in a Go8 podcast," And she calls on the Commonwealth Government to establish a transition plan for the return of international students (CMM, 16 Jun).

TEQSA calls for "consideration" of international student course quotas: The Tertiary Education Quality Standards Agency calls for change in an admirably frank response to the Commonwealth's international education strategy draft proposal. TEQSA calls for,
* the strategy to consider "the balance between and integration of, overseas and domestic student experiences. "This might extend to consideration of quotas on places in courses
* for providers to adhere to the Higher Education Standards Framework in their offshore activity, "including through third-party arrangements"
* risk management to diversify markets and address "cross-investment for research"
* considering the "prevalence of migration points" as incentives for international students
* addressing quality risks in English language proficiency in admissions, academic cheating, micro-credentials and "'stacking' of awards"
* "substantial investment" in digital teaching pedagogy and learning research, approaches and technology.

Private provider peak calls for new international education regulator:
Independent Tertiary Education Council Australia calls for the creation of the Australian International Education Commission to manage administration and "selected regulatory functions." "The inability of the Australian Government to develop and manage a streamlined and consistent mechanism for the collection, analysis and reporting of data in respect of the international education sector is a significant issue," ITECA asserts. It makes the case in a submission to the Commonwealth's consultation paper for an international education strategy to 2030 (CMM, 1 June).

Dirk Mulder points to policy change at the immigration-international ed interface: It appears policy reform is now firmly on the agenda, on the back of the announcement of work and stay changes for international students with jobs in hospitality and tourism. The Commonwealth announced the 40 hour per fortnight cap on work will be lifted and that tourism and hospitality will be included under 408 COVID-19 Pandemic Event Visa, which is valid for 12 months and may be renewable. The announcements surprised the education sector with peak bodies seeking an urgent meeting with Immigration Minister Alex Hawke for clarification on how the new visa arrangement will impact education providers with international students (CMM, 1 June).

Unis Aus announces the second student safety survey: Universities Australia advises the survey will collect data, "on the scale and nature of university student experiences of sexual assault and sexual harassment." It will follow a March pilot at ANU and Charles Sturt U. The full survey will use a representative sample of 10 000 students at each university. It is designed by Anastasia Powell (RMIT) and will be conducted by the Social Research Centre (the people who create QILT). (CMM, 26 May).

A new campus for UNE: Barnaby Joyce was up in the Reps yesterday praising people working on plans for a university campus for Tamworth, (in his seat of New England), including Brigid Heywood, VC of the University of New England. According to Mr Joyce, the feds promise of UG places meets the state government's requirement before it will kick in campus cash for Tamworth. "It's not a matter of whether; it is going to be a matter of when—and we want the "when" to be as soon as possible. Mr Joyce said (CMM, 25 May)

Minister tells universities to get more students back on campus: Federal Education Minister Alan Tudge has reprimanded universities for not getting enough students back on campus even though theatres and sports stadiums have opened their doors, and says he wants to see a return to face-to-face lectures. Mr Tudge reiterated the government's insistence that Australian students must be back on campus before international students return, but flagged "smaller-scale pilot [programs]" to bring overseas students to Australia later this year. (Jordan Baker, The Age, 22 May).

Rebuilding international education: The Australian Technology Network wants more grads to stay. In its response to the federal government's international education strategy paper the tech unis peak body says post study migration must be in the mix; "The possibility of staying in (or returning to) Australia for skilled work is an important factor for international students choosing to study here. Australia must consider its competitiveness and openness, especially if other countries are perceived to be more welcoming. "And it calls for government to back new delivery models, such as on-line, blended learning and transnational, by advocating, "for the recognition of qualifications delivered partially or wholly online."(CMM, 14 May).

Pandemic claims 7500 jobs in Victorian universities: The 2020 annual reports for Victorian universities provide important insights into the impact the COVID-19 pandemic is having on the finances and staffing of universities that experienced prolonged lockdowns and disruptions during 2020. In aggregate, Victorian universities reported total revenue in 2020 of $9.8bn, compared to $10.3bn in 2019, a decline of 5.5 per cent. Aggregate expenditure was around $9.4bn in each of 2019 and 2020, resulting in a decline in aggregate operating surpluses of around $0.58bn. Nevertheless, the combined surpluses were $0.35bn compared with $0.92bn in 2019. Only two universities, RMIT (-$75m) and La Trobe (-$51m) reported deficits for 2020.Casual staff and employees on fixed term contracts appear to have borne the brunt of university cost-cutting measures (Ian Larkins and Frank Marshman, CMM, 10 May).

Decrease in Victorian Universities Income and Staffing Levels from 2019 to 2012
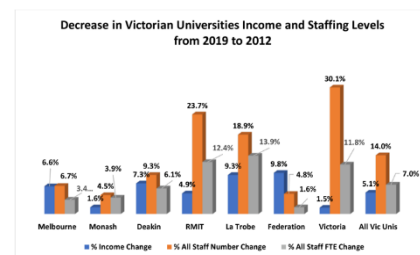
Dirk Mulder on international enrolments: really bad for business: CMM looked at the top-line and VET results earlier this week and now a year into the pandemic it's time for a deeper dive into where HE is suffering. Bad for bized: "Business and Management" was the biggest loser over the past year. Nationwide enrolments are down 9,975 (17.6 per cent). NSW, down 3,777 and VIC down 3,625, bear the brunt of the loss. 74.2 percent of it. Rounding out the terrible top five is "Other Engineering and related technologies"'

down 1,872 enrols (20.7 per cent), NSW and VIC account for 70.9 per cent of national enrolment decreases. Commencers down 751 (59.8 per cent). Small wins: "Human welfare studies and Services" grew by 630 enrolments (up 15.3 per cent) but with commencements down 134 (12.4 per cent) the win is but temporary. (CMM, 7 May).

Group of Eight's right message in a terrible time: Despite taking huge hits from the loss of international students, the Group of Eight has not been seen to put members interests above the community always supporting government and only getting cross at bureaucratic confusion. Chief Executive Vicki Thomson was on-message yesterday, expressing sympathy with members' (mainly PG) students, stating solidarity with partner research institutions in India and setting out how its research can help with the crisis (CMM, 7 May).

University income from foreign student fees collapses: Australia's universities face a collapse in their income from foreign student fees, with AU$20 billion (US$15.5 billion) of the value of the international education sector expected to disappear by the end of 2022. Higher education institutions are already facing financial upheaval as the flood of foreign students enrolling in Australian courses dries up. A report released on Monday predicts that Australia's continuing border closures that prevent foreign students enrolling will slash the value of Australia's international education sector: collapsing from AU$40.3 billion in 2019 to AU$20.5 billion by the end of 2022 (Geoff Maslen, UWN, 28 Apr).

International News

Financial winter is coming for higher ed, despite stimulus: The stimulus isn't a bailout. It merely buys universities time to prepare for another storm that is brewing. The next few years will come straight out of "Game of Thrones" for universities. Many leaders project optimism and conduct business per usual while a select few recognize an existential threat looming on the horizon. In the HBO series, a massive wall cannot ward off undead armies, and in higher education, the stimulus-rampart isn't up to the task of keeping a crippling financial crisis and imminent demographic cliff at bay. Colleges and universities must use the time it buys them to change course, embrace data and efficiency, and chart a path to financial sustainability. Institutions, students, and the employers

who rely on both, depend on it. (Darren Catalano, UB, 7 Jun)

Mandatory advising looks more like social work as colleges try to meet student needs: Partly because the pandemic created so many obstacles for students, more colleges are taking time to re-evaluate the needs of their student body and then taking more deliberate stepsto meet those needs — and for Charlie Nutt, the executive director of the National Academic Advising Association, it's about time. At San Antonio College in Texas, for example, students are required to meet with an advisor at four points during the pursuit of an associate degree; a case management approach supports students in and out of the classroom; and a new program to bolster advising and support students who have earned fewer than 15 credits (UB, 21 May).

4 principles for prioritizing innovation and socialization in higher ed: To get out of the academic rut, or prevent backtracking to it, institutions should adopt an innovative business mindset. After an atypical academic year several institutions are looking forward to going back – back to the way it was in 2019. And although the 'back to normal' saying brings promise to a light at the end of the pandemic tunnel, it does not inspire progress nor sound inviting to incoming students. To get out of the academic rut, or prevent backtracking to it, institutions should adopt an innovative business mindset which, according to the Organization for Economic Co-operation and Development (OECD), consists of four areas: product innovation (improving or creating a new offering); process innovation (enhancing or expanding channels and functions); marketing innovation (engaging further or repositioning elements of the marketing mix); organizational innovation (boosting performance or reconfiguring business practices) (Kimberlee Josephson, UB, 17 May).

UK Universities keeping lectures online into autumn term: It raises the prospect of Covid disrupting another academic year - and will prompt more questions about fee refunds. Students have called plans for another term of online lectures "unacceptable". "Online teaching is in no way a substitute for in-person learning," says a petition launched by University of Leeds students. About half of students in England have only been able to return to face-to-face teaching this week, not long before the term ends - having been taught online since Christmas. (Sean Coughlan, BBC, 19 May).

International students want what they pay for but aren't getting: Students now learning on-line question, "whether it is worth the high tuition fee" the Council of International Students Australia reports. And "the continued delay in returning international students presents a stark contrast to competitive study destinations such as the UK and Canada." "More transparency is needed from the government about when they are able to come back," survey analyst and CISA national president, Belle WX Lim reports (CMM, 20 May).

What Higher Ed Can Bring to Closing the Digital Divide: Community and technical colleges are particularly well-suited to partnering with governments to bring broadband and digital literacy to underserved urban and rural communities. The mission of higher education institutions aligns closely with the goal of training a huge public and building national broadband networks and infrastructure. Colleges often serve as incubators of learning and innovation. Beyond this, they can provide a limitless supply of student workers to serve as trainers, facilitators, network designers and ambassadors for broadband's best

practices. Students majoring in fields that range from computer science to social work can be among the pool of potential employees. (Jabari Simama, https://www.govtech.com, 28 Apr)

How innovative higher ed-business partnerships are emerging: Higher education institutions have a major opportunity to collaborate with business to create new opportunities for a broader swath of the population to which a college education or new skills might otherwise be out of reach. There are plenty of leaders—myself included—who believe deeply in the value of college-based education and want to help it evolve to meet the needs of today's workforce and economy. Many innovative forms of partnership between higher education and companies are emerging. One example is enterprise education programs. InStride is at the forefront of this trend, working with companies like Starbucks and Uber to help employees without college degrees go back to school so that they can have more career advancement opportunities in the future. (Brian Garish, UB, 27 Apr).

Ranking and Rating

Great research results from the good-old days in the new Shanghai subject rankings: Out of the 36 Australian universities included in the rankings, 29 have at least one subject area in the world's top 100. Overall, there are 876 instances in which Australian universities are listed. 35.5 per cent are ranked in the world's top 100, compared to 34.1 per cent in 2020 and 34.9 per cent in 2019. This is a positive trend for Australian universities given the intense global competition that we see, particularly in the research space. There are 16 Australian universities which are listed more than 25 instances in the subject rankings. UNSW has the highest number of listings across 52 subjects and is followed by Uni Melbourne (50) and Uni Queensland (49). It is not surprising that all Go8 universities are listed the most frequently. They are followed by a group including QUT, UTS, Curtin U , Griffith U,

RMIT, DeakinU, Uni Wollongong, and Uni Newcastle. Next year's ranking will include the impact of the pandemic – but 2021 is strong for Australia (Angel Calderon, CMM, 27 May).

Research rankings: what's to come may not be that bad: Ranking season is imminent – two early indexes indicate Australia had an ok 2020. Of course, this was before the impact of the pandemic cuts kick in, "we may be one to two years away from seeing an impact of these in global rankings," he warns. But it may not be all bad, while Australian universities will likely take a hit in reputation-surveys and income scores, recent research output increases might keep bibliometrics positive (CMM, 24 May).

Go compare – The emerging threat to higher education: Commodification is increasingly likely to be a word that universities need to recognise, understand and apply to their business planning as technology levels the playing field for international student recruitment. Investopedia tells us that it means 'a basic good used in commerce that is interchangeable with other goods of the same type'. When you put it alongside Clayton Christensen's 'jobs to be done' and the growing availability of university comparison or application sites, it's easy to see emerging comparisons with the marketplace for car insurance. Rankings are fickle, difficult to manage and leave the institution's fate in the hands of publishers looking to satisfy their own ends. This is a good moment to really focus on providing the student customer with what they want and find ways to enhance value by proving that the institution provides a route to employability. (Louise Nicol and Alan Preece, UWN, 22 May).

How do universities rank on diversity, international impact? A new ranking from UK-based analyst QS shows that many elite institutions strong on research and employability don't reach the same heights on equity and inclusion. Harvard University might rank No. 1 overall in the USA University Rankings from London-based higher education analyst QS, but when it comes to the category of

"Diversity and Internationalization" it checks in at a tie for 21st place. With institutions more focused than ever on diversity, equity and inclusion, so too has QS in a revamped list of top U.S. colleges and universities. The company that oversees the esteemed World University Rankings felt it was important again to highlight the category and showcase "which are doing most to reduce sectoral gender and racial inequities." (Chris Burt, UB, 6 May).

Berkeley study: major university rankings may be biased. Global university rankings may be distorted by the business activities of the ranker, including selling consulting, analytics and other services to universities, according to a new study from the University of California (UC), Berkeley's Center for Studies in Higher Education. The results suggest that Russian universities frequently using services provided by QS – a major ranking company – improved their positions in the QS World University Rankings over time, regardless of improvements in their institutional quality. (Brendan O'Malley, UWN, 1 May).

LEARNING & TEACHING

Students think on-line exams made an easy-cheat: Study support provider Studiosity surveyed students at Australian universities, who reported they thought 2020 was a big year for academic cheating. A third of survey responders thought someone they knew had cheated and 69 per cent of that group believed the main reason was on-line exams made it easier. Way more locals thought this than internationals. But just because they thought their peers were cheating does not mean they would – 82 per cent of the sample said they would not. (CMM, 17 Jun).

Blended learning when the chemistry's not right: Jasmine Huang, Kelly Matthews and Jason Lodge (all Uni Queensland) asked focus-groups of academics and ed designers how it went. Writing in the journal, Higher Education Research and Development they report the university planned to produce 50 more blended

courses over two years, leveraging digital technologies, "to enable complementary learning activities off-line and on-campus." "The aim was to deliver exceptional educational value to students, including increased flexibility, better student outcomes, self-directed learning, and more interaction online and on-campus between both staff and students." (CMM, 28 May).

3 ways ed-tech makes learning more accessible in the shift online: During times of rapid change we cannot lose sight of how essential accessibility is for millions of students and educators. While much of the debate around online learning has focused on what has been lost without the on-campus experience—and the impact on student experience has certainly been significant—we have discovered some of the ways educational technology can make learning more accessible in Learning Management System, user experience, and mobile-design mentality (Ryan Lufkin, UB, 18 May).

The 5 strategies that can empower adult learners: A California Competes report notes huge opportunities to close workforce gaps for those 24 and over and how higher education institutions can help meet those goals. In its latest report, Get Ready: Introducing the Millions of Adults Planning to Enroll in College, California Competes proposes that unless those students are given the proper pathways and support to new education opportunities that meets those jobs of tomorrow, the gaps will continue. "It is imperative that California institutions use this data to meet adult degree-seekers where they are; otherwise, they will neither enroll, nor persist with their education," said Dr. Su Jin Gatlin Jez, Executive Director. "What the COVID-19 pandemic taught us is that we can no longer proceed in a 'business as usual' manner." Where they are – or where they will be – is online. California Competes says 4 million people, or roughly 15% of all adults, are interested in education that is fully virtual. And that number spikes for both women and those under 55. (Chris Burt, UB, 11 May).
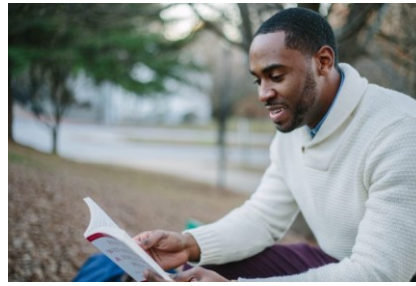
Online learning gets A, B grades from students, faculty, administrators: Students would like to see more fully online courses in the future, while administrators aren't so sure, according to the study from Cengage. College students, faculty and administrators continue to show high optimism for digital learning despite the challenges presented during the COVID-19 pandemic, according to the fourth Digital Learning Pulse survey commissioned and released by education technology company Cengage. More than 75% of students, 89% of faculty and 81% of administrators, in fact, gave online learning during the spring either an A or B grade. For all three groups, that was a slight improvement over the study's fall numbers, which already were strong. (Chris Burt, UB, 3 May).
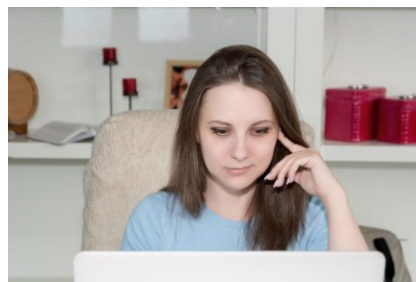
Cybersecurity Studies Increasingly Popular at US Colleges: Following a record-breaking year for cyber-attacks, American institutions are devoting more resources to cybersecurity degree programs in an effort to meet growing demand for qualified professionals in the field. the tech giant has promoted several technical-education initiatives geared toward IT career development, such as its IBM Skills Academy, which helps to provide over 300 IT skill-building courses to schools including the Miami-Dade College. Meanwhile, higher ed institutions big and small have used internal and external funds to create new cybersecurity and IT career programs to produce the professionals needed in today's digital workforce. In the past two months alone, the University of Hawaii announced new cybersecurity internships, Benedict College in South Carolina added a master's degree extension of its cybersecurity program, Maryland's

Frostburg State University received grant money for cybersecurity workforce training and New York's LaGuardia Community College announced accelerated education courses in cybersecurity. (Brandon Paykamian, https://www.govtech.com, 28 Apr).

Student Retention and Success

Towards a new culture of teaching in the digital space: The impact of digitalisation on higher education, strategies for using online tools in teaching and methods of effective communication in an electronic environment are topics that have been studied for at least two decades. Interest in them arose long before the COVID-19 pandemic and the forced total transition to distance learning. During this period, the methodological arsenal of researchers and teachers has accumulated many materials on how to teach students effectively in digital environments. But only in the spring of 2020 did digital education become a reality for all teachers. (Oksana Chernenko and Veronica Saltykova, UWN, 22 May).

HE leaders hail Biden plan to boost access and retention: United States President Joe Biden has proposed to Congress a US$109 billion plan to provide two free years of community college education to all Americans, "so that every student has the ability to obtain a degree or certificate". In addition, he is calling for a substantial hike in the level of Pell Grants for students from economically disadvantaged families to help them seek a certificate or a two- or four-year degree, requiring a further US$80 billion investment. The measures would mark a significant attempt to invest more in supporting students and institutions with the least financial means or resources. (Brendan O'Malley, UWN, 30 Apr).

Staff and Student Wellbeing

Why universities must act on the rise of a new kind of bullying: incivility. Incivility is on the rise in university culture. If you are an academic you've likely seen or experienced instances of bullying, incivility or mobbing in department meetings, in hallways and in seminars. For our research on the emotional labour of leadership in higher education we interviewed 20 faculty deans from eight universities in four Australian states. What they called "smart bullies" routinely targeted 80% of them, they reported. (Lynn Brosetti & Troy Heffernan, the Conversation, 18 Jun).

"On the radar": Supporting students' mental wellbeing: A lot can be done to help them manage the "normal" stresses of university life. University students' mental wellbeing is "on the radar" with the recent launch of Orygen's Australian University Mental Health Framework (2020), commissioned by Universities Australia in response to recommendation eight of the Higher Education Standards Panel report (2018). The framework emphasises the student experience and compels all members of university communities towards healthy learning environments. So, what can we do, as lecturers, tutors and support staff, to help students manage the "normal" stresses of university life? It turns out, quite a lot! A survey conducted with 1,800 mature-aged students in, and from, regional and remote Australia revealed these "everyday" interactions (on-campus or online) impact on students' mental wellbeing (Nicole Crawford & Sherridan Emery, CMM, 23 May).

Skilling for the future is the way to fight inequality: The COVID-19 pandemic has highlighted the growing inequality between rich and poor, but that inequality is set to grow unless we address how to reduce poverty by preparing people for the changing world of work, a discussion led by five Nobel Prize winners was told. The Nobel Prize Dialogue took place on 18 May hosted by the University of Pretoria, South Africa. Five Nobel Prize laureates in economics, peace and physics, other world-leading scientists, policymakers and thought leaders came together to talk about the future of work, for which the University World News Africa edition was the media partner (Paul Rigg, UWN, 20 May).

Student stress stable: Study support provider Studiosity reports 38 per cent of surveyed students say they are stressed by study daily. But the pandemic did not do it. In 2019 Studiosity found 39 per cent of students suffered daily stress. Studiosity's Michael Larsen suggests no pandemic increase is due to the support universities provided their students. "There is no doubt that studying can be stressful, but seeing the statistics hold steady during the pandemic is testament to many universities' goal of putting students first." (CMM, 18 May).

5 strategies for better supporting college students with learning disabilities: Non-academic initiatives and activities are game-changers for students with learning differences. Support for students with learning differences must go beyond academic accommodations required by law. In today's higher education environment, many colleges and universities are establishing accommodation protocols that go above and beyond what is mandated by the government for students with documented learning differences. Documented learning disabilities include autism, ADHD, ADD, dyslexia and more. Government guidelines on these accommodations allow for interpretation and result in a wide variance in fulfillment. Some colleges do the bare minimum to meet the requirements while others have found a way to provide a broad spectrum of services to support their students. (Mary Jo Levand, UB, 18 May).

Standing against educational sabotage: As recent horrific incidents of domestic and intimate partner violence attest, no communities can be complacent about their role in supporting and protecting individuals who have experienced violence. University service areas, particularly during the COVID-19 pandemic, are reminded daily of the escalating need for appropriate services for this ongoing national emergency. Beyond physical attacks, coercive control that involves students is also referred to in the US as 'educational sabotage'. This encompasses behaviours that impact opportunities to complete study, gain a qualification and achieve independence. As noted in Australia's National Research Agenda to Reduce Violence Against Women and their Children: ANRA 2020-

2022, we need to understand more about how these issues manifest. Dealing with coercive control and domestic violence in university communities is essential (Angela Hill et al., CMM, 16 May).

The Changing Face of Science: New data highlight minorities and women in science, along with one particularly understudied group: scientists with disabilities. Academic science is much more diverse than it was a generation ago, even if it still has a ways to go. That's according to a new report on women, minorities and people with disabilities from the National Center for Science and Engineering Statistics at the National Science Foundation. The share of academic jobs held by female doctorates in science, engineering and health fields increased from 26 percent in 1999 to 39 percent in 2019. Underrepresented minorities hold more of these jobs now than in 1999, but their share -- 9 percent -- is still "considerably less" than their share of the population, according to the NSF. (Colleen Flaherty, insideHigherEducation, 4 May).

Tufts University responds to 'incidents of hate' on campus: Tufts University is investigating reported anti-Asian and anti-Semitic incidents that occurred on its campus last week. According to the university, passengers in a vehicle allegedly yelled anti-Asian slurs while driving by several students who were walking on campus. "Acts of anti-Asian hate and anti-Semitism such as these are unacceptable and violate what we stand for as a community," Tufts University President Tony Monaco said in a written statement. (Eli Rosenberg and Lara Salahi, nbcboston, 3 May).

GRADUATE OUTCOMES AND EMPLOYABILITY

For there to be a WIL there needs to be a way: An up-scale of industry- education cooperation is essential. The combined impacts of COVID-19 accelerated digitisation and skills shortages have led to a new urgency and greater push for work integrated learning (WIL), with broad industry acknowledgement that exposure to authentic work environments is highly effective at increasing students' work readiness. A snapshot survey late in 2020 found 80 per cent of employers would take on either university or TAFE students as interns, cadets or higher apprentices in order to increase their skill levels. It is clear that the goals of the proposed National Priorities and Industry Linkage Fund (NPILF) have industry

support, but what incentives will be provided to industry, in addition to universities, to facilitate enhanced engagement and connectivity? (Anne Younger & Judie Kay, CMM, 30 May).

Driving Student Outcomes Using Your Website and Career Pathways: Students today want to enroll in a course or program that will lead them directly to a job. A college or university might have the right programming, but is it clear to a student once they hit the school's website? By creating career pathways, students can see job outcomes and be updated with relevant industry information. Leveraging your website will help make this clear to learners and encourage them to engage further with your content—and possibly enroll. In this interview, Melony Martinez discusses the value of career pathways, the importance of college and university website, and how using these tools can help drive student success and prepare them for the workforce (Melony Martinez, Director of Marketing and Public Relations, National Park College, the EvoLLLution, 20 May).

BIG DATA, DATA ANALYTICS BUSINESS INTELLEGENCE

Uni networks' cyber intel organisations announce a joint warning system: The partnership will allow real-time alerts of cyber-attacks against institution in Australia, Canada, the UK and US, using open-source intel and threat sharing platform, MISP. "Sharing is key to fast and effective detention of attacks, "the EU co-funded MISP states. AARNET (Australia's Academic and Research Network) is the local partner in the new MISP community (CMM, 27 May).

Four Capabilities to Look for in AIOps Tools: 2020 has been a year of realizations for business leaders around the world. Most significantly, business leaders have seen the need to scale down operational costs and introduce automation in data centers. Businesses have had to increase their focus on maximizing uptime and optimizing customer experience, all while operating

with skeletal staff and seeing an exponential increase in online footfalls. Artificial intelligence for IT operations (AIOps) tools have proven to be the way forward for enterprises to achieve these objectives. Girish Muckai, Chief Sales & Marketing Officer, HEAL Software Inc., discusses four critical capabilities to look for in AIOps tools. Every AIOps tool brings something unique to the table. Evaluating your options based on these four features can help ensure you are set up to move from a break-and-fix to a predict-and-prevent model (insidebigdata, 25 May).

ProctorU Abandons Business Based Solely on AI: The company will no longer sell services to monitor test taking -- if there is no human being analyzing the results. ProctorU, a leading provider of remote proctoring, is ending one of the ways it sells its services. No longer will colleges be able to purchase a system based solely on artificial intelligence, or AI. Instead, colleges will be required to purchase systems that involve a human being in analyzing what the video has captured. The company believes this switch will cut down on false positives for cheating and will build support among faculty members. ProctorU officials also hope to spur change within an industry that has grown and become more controversial during the pandemic. (Scott Jaschik, insiderHigherEducation, 24 May).

REPORTS AND RESOURCES

The stock of qualifications in Australia: Qualifications are seen as important in signalling the skills people have. This report analyses the qualifications people hold in Australia using the ABS Survey of Qualifications and Work. This survey reports on up to five qualifications for individuals. The report looks at the number of qualifications held by Australians across level of qualification and field of education. It also looks at the relevance of these qualifications to people's work. Finally, six case study occupations are examined to compare the distribution of qualifications among the occupations and their relevance to the person's current job.


An analysis of 'micro-credentials' in VET: Short-course training, often referred to as micro-credentials, is being seen as an increasingly important form of training, particularly as the world comes to terms with the effects of the COVID-19 pandemic. In the vocational education and training (VET) sector, training package skill sets, and accredited courses are recognised forms of short-course training. This report refers to them as 'subject bundles'. This is construed in this paper as a student enrolling in a 'bundle' of subjects at a single registered training organisation (RTO), termed here 'RTO-student pairs [1]'. Indeed, in 2019, there were about 2.6 million students who enrolled in these subject bundles, by comparison with 76,565 students enrolled in training package skill sets and 93 555 in accredited courses. But what are they actually training for and why?

Smart, Succinct and Agile: Strategic Planning in an Age of Uncertainty: Challenges to higher education mount ever higher. The global financial crisis, which left institutions trapped in a vice between rising costs, shrunken endowments and curtailed public funding, has given way to a new period of rapidly changing student demographics, intense public scrutiny and disconcerting political unpredictability. The choices colleges make in this world of escalating demands and limited resources inevitably cost them time and money. Sound strategic planning is critical for all types of institutions -- public and private, rich and poor, community college and research university. This in-depth report details the latest trends in strategic planning and best practices leaders can choose from to build a meaningful process able to motivate key constituencies.
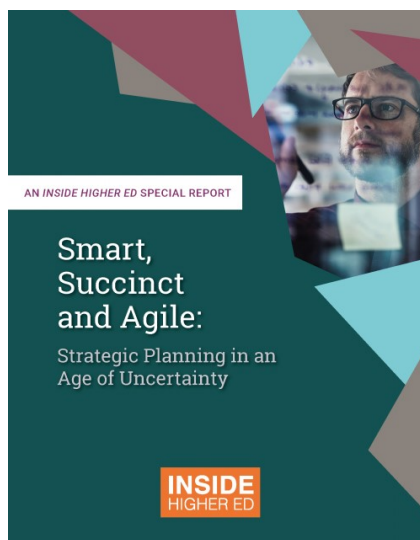
Vocational qualification development: lessons from overseas: This research summary explores the vocational qualification development processes in select countries and compares them to the current process in Australia to determine if there are any areas where efficiencies can be made. The international processes examined are in Canada, Finland, New Zealand, Singapore, South Africa, United Kingdom and United States. Detailed information for each of these countries can be found in the support document: International models to streamline VET qualifications: case studies.


VET student outcomes 2020: impact of COVID-19 on domestic students: The broad range of restrictions imposed to control the spread of COVID-19 have caused widespread economic disruption in Australia and significantly impacted the labour market. Using data from the National Student Outcomes Survey, this report examines how domestic students who finished a VET qualification in 2019 fared in terms of their employment outcomes at the end of May 2020 amid the first wave of the COVID-19 pandemic.


Post-Pandemic Teaching: The pandemic has wrought extraordinary changes in course delivery and instruction, leading many faculty members and college leaders to reconsider what effective teaching looks like. Although being on campus together will be safer this fall, the new semester is unlikely to mark a return to normal classrooms – and many instructors and students think it

shouldn't. This report will help you decide what kinds of instruction to offer and how best to support faculty members and students to teach and learn effectively.
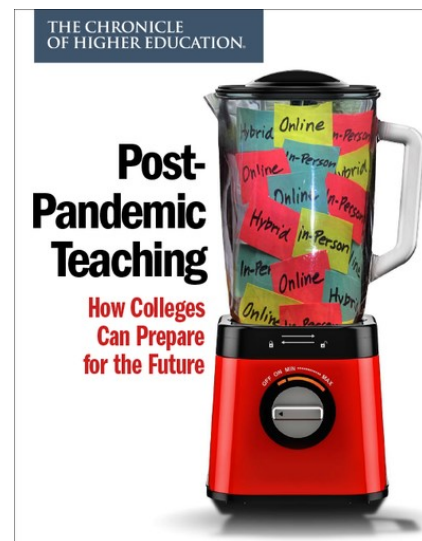
What VET can offer to COVID-19 youth unemployment recovery: Examining responses to past economic downturns and recessions, both in Australia and internationally, this paper discusses the role of vocational education and training (VET) in mitigating the effects of economic downturns on young people and helping them move into employment. Vocational pathways in school, quality career guidance and work-based training are found to be critical to youth employability, especially for disadvantaged young people.
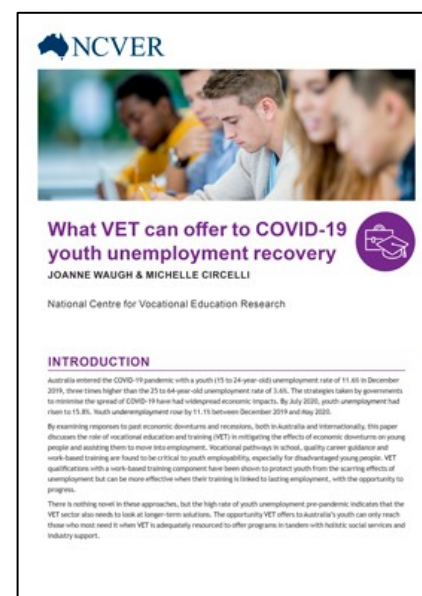

Industry's role in VET governance: using international insights to inform new practices. Social partnerships negotiated between governments, employers, unions, and training providers are key to effective VET governance and improved

outcomes for learners according to recent research. Drawing on selected international country comparisons, good examples of social partnerships and industry engagement in VET governance were found in Western and Northern European countries such as Germany, The Netherlands and Finland. In these countries, 'industry' plays a peripheral rather than lead role in the top-level governance matters of planning, investing and decision-making.

Online 2.0: This Chronicle report explores how institutions can take remote learning to the next level. How can academic leaders and faculty members rethink their face-to-face courses so that they are fully adaptable to an online environment? What is the best way to make an online-learning experience coherent, educationally meaningful, and attractive to potential and returning students? What is the science behind online learning? And what are the best ways to provide faculty development, evaluate remote courses, and ensure equity for all students? This report also includes the findings of an original survey of faculty members and administrators about the experience of shifting to online learning and how well prepared institutions were for the move.
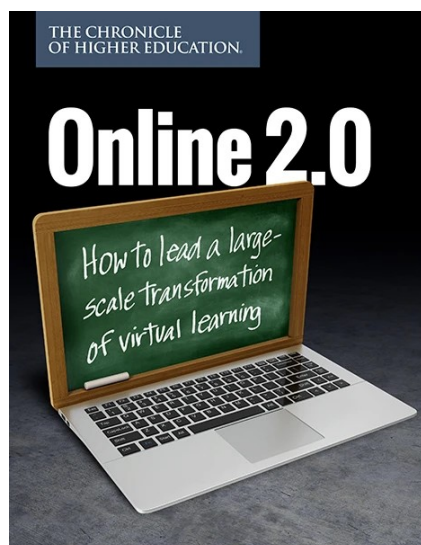
Faculty Diversity: The growing racial-justice movement has led colleges to rethink diversity on many fronts, including in their faculty ranks. This collection includes many of The Chronicle's essential reads on how colleges can diversify their faculties and help minority scholars thrive.
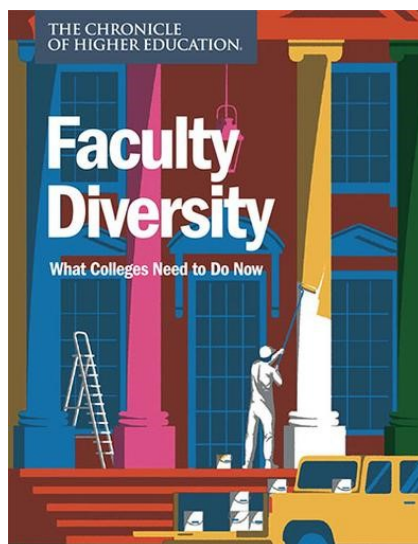
Today's Global Campus: Strategies for reviving international enrollments and study abroad. This Chronicle issue brief provides an in-depth look at how colleges are adapting to new realities when their usual means of recruiting students or giving them an international experience is no longer feasible. In some cases, making do has led to thinking big: Colleges are using the pandemic pause in mobility to rethink and revamp their practices. That might mean helping international students better adapt to U.S. campuses and improving career services for such students. It could also mean finding ways to provide "internationalization at home" — helping American students explore cultural and global diversity in their own communities.
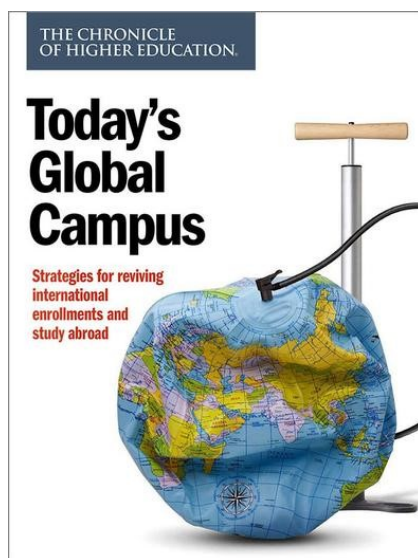

The Trends Report, 2021: Covid-19 has upended everyone's plans and reshaped the higher-education landscape in ways that we continue to try to make sense of. The disruptions felt across the economy -- not least by students and their families -- have amplified trends we described in

2020, among them the rise of odds making on colleges' survival and the scramble to attract and enroll students. Leaders need to move from performing triage to considering the long view. When the pandemic has passed, what will higher education look like? This report on five key trends, with expert analysis, data, and case studies, will help you answer that question and make strategic decisions for a future in which your institution can not only survive, but grow.


insideBIGDATA Guide to Optimized Storage for AI and Deep Learning Workloads: Artificial Intelligence (AI) and Deep Learning (DL) represent some of the most demanding workloads in modern computing history as they present unique challenges to compute, storage and network resources. Optimized storage has a unique opportunity to become much more than a siloed repository for the deluge of data constantly generated in today's hyper-connected world, but rather a platform that shares and delivers data to create competitive business value. Optimized storage is designed for the needs of a broad range of problem domains including FinTech, life sciences, design, HPC, government, smart cities, media, energy, and many more.
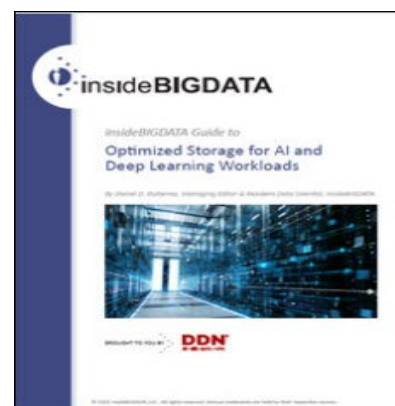
Retaining Underserved Students:
Administrators and professors committed to student success are thinking from all angles about how to retain their students before it's too late. This in-depth Chronicle report explores what colleges are doing to support the students who have been most affected by the crisis. How are they helping students with limited access to the internet, those who have lost their campus jobs, or those made homeless by the pandemic? What new academic practices are colleges adopting? And how can colleges strengthen relationships with students in a virtual world? Learn how your institution can best support and retain struggling students.
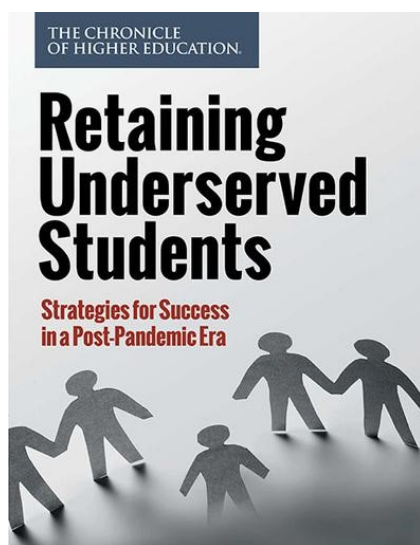
Diversifying Your Campus: Diversifying colleges is a complex undertaking that requires taking into account history, structural inequity, and institutional will. But diversifying higher education can't be done without a complete understanding of the barriers that have historically inhibited progress; institutional leaders must learn from that history in order to consider new approaches to equity and inclusion. This report examines key questions surrounding the lack of racial diversity in the academic workforce, shares key insights from campus leaders who have made changes to the status quo, and showcases more than a dozen institutions that have successfully diversified some aspect of their campuses, from the faculty to the boardroom.
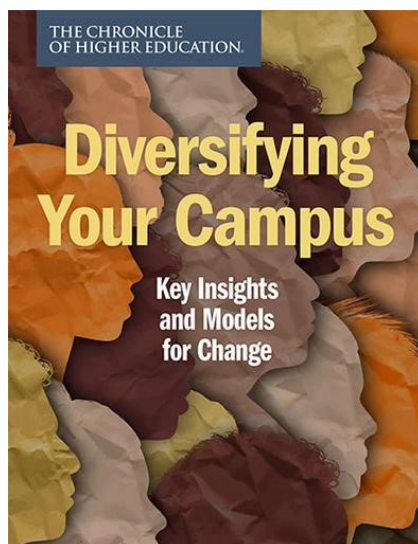
PODCASTS

What now? What next? Insights into Australia's tertiary education sector:
Claire Field talks with leaders and experts from within the Australian tertiary education sector and across the global ed-tech sector.

How to Educate With Resilience When Everything Changes With Crystal DeJaegher: The pivot from face-to-face interaction to online interaction is happening across many industries, especially in education. There are ways that technology can enhance your online teaching, but it can be difficult to know where to start if you're not sure how to adapt your in-person strategies to on-screen learning. In this post, education and technology professional, Crystal DeJaegher, shares advice for developing a virtual teaching practice that works for you.
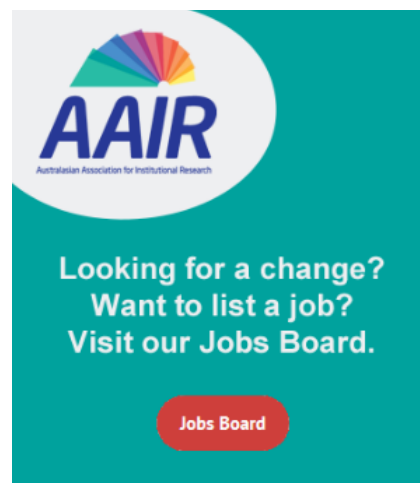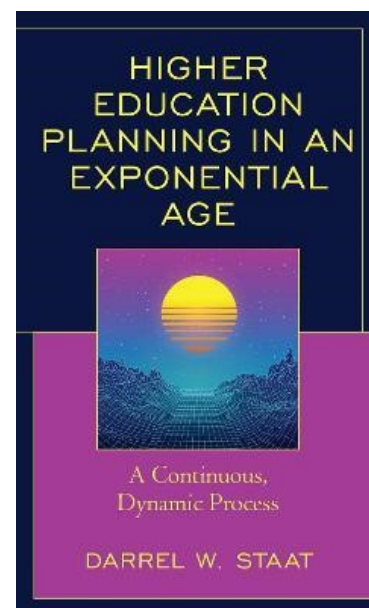
GOOD READS

Higher Education Planning in an Exponential Age: A Continuous, Dynamic Process

Darrel W. Staat

This book fulfills a need for planning in higher education due to the impending impact of ten twenty-first century technologies: 3D printing, artificial intelligence, autonomous vehicles,
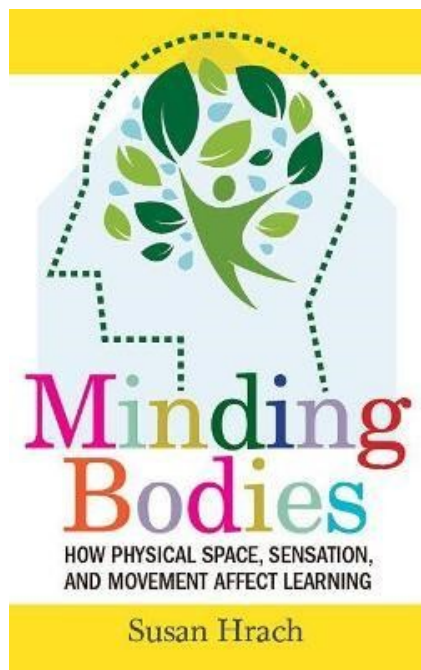
bitcoin/blockchain, genome development: agricultural, genome: medical, internet of things, nanotechnology, personal robot, and quantum computing. Each of these technologies develop in a two-stage manner: Stage 1, Linear, and Stage 2, Exponential.

Buy Now

Minding Bodies: How Physical Space, Sensation, and Movement Affect Learning

Susan Hrach

Minding Bodies draws from a wide range of body/mind research in cognitive psychology, kinesiology, and phenomenology to bring a holistic perspective to teaching and learning. The embodied learning approaches described by Susan Hrach are inclusive, low-tech, low-cost strategies that deepen the development of disciplinary knowledge and skills. Campus change-makers will also find recommendations for supporting a transformational mission through an attention to students' embodied learning experiences.

Buy Now

Covid-19: Interdisciplinary Explorations of Impacts on Higher Education

Edited by Tennyson Mgutshini , Kunle Oparinde , Vaneshree Govender
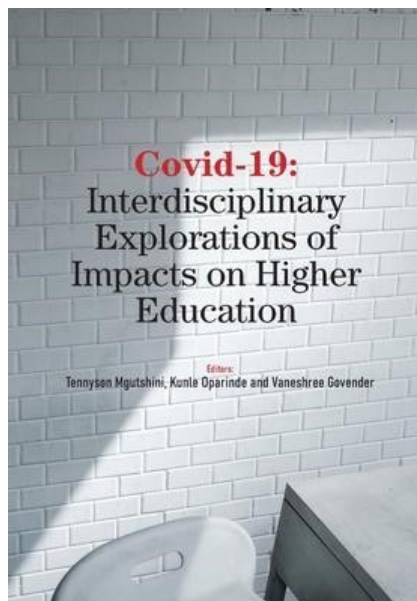
Contributors have critically reflected from within their specific academic disciplines in their attempt to proffer solutions to the disruptions brought to the South African higher education space. Academics and education leaders have particularly responded to the objective of this book by focusing on how the academia could tackle the Covid-19 motivated disruption and resuscitate teaching, research, and innovation activities in South African higher education, and the whole of Africa by extension.
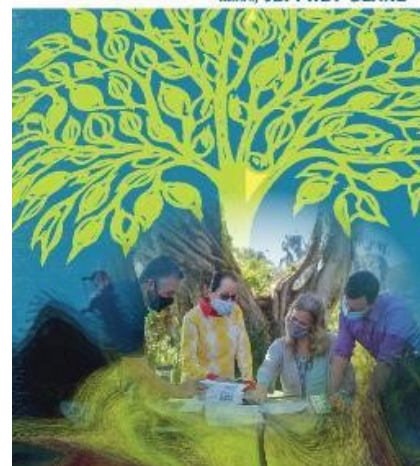
Buy Now

Crisis and Pandemic Leadership: Implications for Meeting the Needs of Students, Teachers, and Parents

Edited by Jeffrey Glanz

Crisis and Pandemic Leadership: Implications for Meeting the Needs of Students, Teachers, and Parents provides the theoretical and practical strategies necessary for a school leader to confront many crises that inevitably occur. A major theme is that an effective school leader must possess several characteristics and skills including, among others, intestinal fortitude, foresight and insight, a positive long-term outlook, and organizational and interpersonal competencies.

Buy Now

Getting It Right When It Matters Most: Self-Leadership for Work and Life

Tony Gambill & Scott Carboara
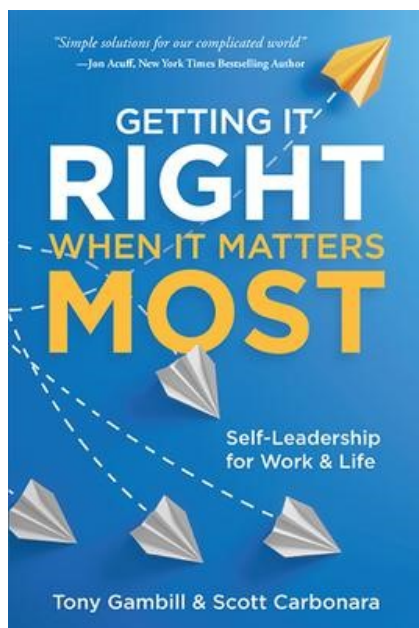
In an ever-changing environment, stop defaulting to reactions that hijack success. As diverse ideologies and approaches collide, learn a self-leadership framework to resolve conflict and achieve the right results in business and life. Getting It Right When It Matters Most introduces research-backed insight and a simple model for your most complex and important situations. Apply self-awareness, learning agility, and emotional intelligence through the Self, Outlook, Action, and Reflection (S.O.A.R.) cycle.

Buy Now

ON THE MOVE

Ambassador Thomas Dougherty is moving to Boston to take up a chair in international relations at Simmons University.

Alexis Kallio becomes Deputy Director R at the Queensland Conservatorium, (Griffith U).

Stacey Mills will join Uni Adelaide as Chief Financial Officer.

Peter Sherlock is appointed for a third term as vice chancellor of the University of Divinity.

Douglas Proctor joins Swinburne U as PVC Global Engagement.

Ken Sloan (Monash U DVC) will become VC of Harper Adams University (ag and animal sciences) in the UK.

Peter Sherlock is appointed for a third term as vice chancellor of the University of Divinity.

Michelle Eady (Uni Wollongong) becomes Asia Pacific VP of the International Society for the Scholarship of Teaching and Learning.

Paige Maguire take on the new role of Director of Alumni, Venue and Events. She moves from Director, Graduate Research at QUT.

Suzanne Chambers becomes executive dean of health sciences at Australian Catholic U.

TRAINING AND DEVELOPMENT

See our **Training and Development** webpage focused on training for institutional researchers.

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.
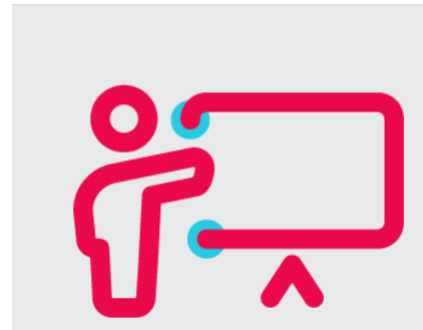
Altis Public Training Courses

Build your Information Management knowledge and hone the skillsets required to manage the proliferation of organisational data. From strategic planning to implementation and management, our extensive suite of training courses provides you with critical insights and structured learning across the IM value chain.

HIGHER EDUCATION CONFERENCES & EVENTS

Here is a selection of upcoming events that may be of interest. See our **Events** webpage for more national and international events.

MTMImpact Symposium 2021

**Chicago, IL, USA
28–30 July 2021**

The MTMImpact Symposium is evolving to meet changing workforce talent needs. At its core, it remains the industry's premiere event for HR L&D leaders, professionals, and learning providers – particularly those professionals who are using Explorance's MTM and Blue suite of products and solutions. Based on feedback from attendees of the MTMImpact 2020 Virtual Experience, the 2021 symposium expands its topic coverage to include a selection of broader talent capability and innovation, re-imagining a post-COVID future.

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).

30th National VET Research Conference NCVER 'No Frills' conference

**7–9 July 2021
Online**

2021 will be a big year as we celebrate 30 years of the National Vocational Education and Training Research Conference 'No Frills'. The theme is Past informing the future. How has the VET landscape changed in 30 years? Let's celebrate the milestones and achievements! The conference will feature a comprehensive range of live and pre-recorded content, including exciting keynote speakers, a focus session and over 40 presentations and live Q&A sessions.

KDD 2021 Data Science Conference
14–18 August 2021 (online)

The Association for Computing Machinery (ACM) Special Interest Group on Knowledge Discovery and Data Mining (SIGKDD) announced KDD 2021, the group's flagship conference, will take place virtually Aug. 14-18. The premier interdisciplinary data science conference, KDD 2021 will bring together researchers and practitioners from data science, machine learning, big data and artificial intelligence to fuel the innovation of tomorrow. Nominations for the annual ACM SIGKDD awards, which will be announced at the conference, are being accepted now through May 1. Based out of Singapore this year, conference organizers are focusing on equity across time zones – offering key content twice, on eight-hour intervals, to cover a multitude of attendee locations.

ATEM Admissions Conference
24–25 August 2021 (online)

Our theme this year is "The Admissions Antidote: agility, accountability, applicant-centric". With consideration for the year that was, and the COVID pivot, the LOC have put together the following questions to help get our mind ticking. Let us know what you come up with.

**The Tertiary Education Management Conference (TEMC)
Brisbane
October 2021**

It will be fabulous to have everyone together again and by then who knows, international students might start to reappear, COVID will have receded even further, and vaccines will be commonplace for everyone. So, let's be optimistic! The Call for Abstracts will open shortly. We look forward to your involvement and contribution and to meeting you in Brisbane. Registration will also open soon - click here to join the TEMC mailing list and keep updated.

Five quick questions with Jason Mazanov

What is your job title?

Associate Director (University Performance) at ANU.

Briefly, how would you describe your role in your institution?

The teams I manage handle end-to-end data involving students, and managing data for university rankings. The student data we work with ranges from census-level surveying down to small interview and focus group studies. We also help staff across ANU design and deploy student and staff quantitative, qualitative, and mixed methods data collections, and handle the approval processes for one-off student surveys. Managing data for university rankings means working with all the different areas of the university to pull together submissions, and then helping people make sense of what comes back.

From your perspective, what are your expertise in institutional research?

The next big thing for institutional research is getting back to the future! The focus on collecting data needs to be balanced with understanding that data. What I mean by this is getting beyond dashboards and data visualisations and back to helping people understand the stories data tell. This also means getting beyond pie charts and percentages and rediscovering how to communicate multivariate statistics in ways that help clients.

I am also hopeful that there will be a rediscovery of the rich power of qualitative data. All the time we are saving by automating the collection process can be usefully reinvested into understanding comments.

What do you believe will be the future priorities or the emerging areas for institutional research, in particular since COVID-19?

I think a clear future priority will be measuring the wellbeing of organisational communities. COVID-19 has forced us to recognise simplistic approaches to health and wellbeing no longer help, and that we need a pluralistic approach to physical, mental, social, and spiritual matters. COVID-19 made me think hard about how to measure social and spiritual welfare.

A priority I would like to see emerge is more effort being directed to response bias studies. A better understanding through representativeness, wave analysis, and following up non-responders helps us work out what those error bars really mean.

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

… a great community. This ranges from senior executives prioritising the role of data to the clients asking for help with data collections, to my team at ANU, to the teams at SRC, AAIR and other universities who make it all happen, to the people who make the time to respond! (Well, people who provide valid and complete responses, especially to response bias studies …).

Jason'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*

DISCLAIMER

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