

CONTENT

[From the President](#)

[Editorial](#)

[* AAIR FORUM PROGRAM *](#)

[AAIR News](#)

[AAIR Forum 2023](#)

[Institutional Researcher's Corner](#)

[Member Contribution](#)

[Sector News and Views](#)

[Big Data, Data Analytics, Business Intelligence](#)

[Reports and Resources](#)

[Training and Development](#)

[HE Conferences and Events](#)

[Other Events](#)

[Positions Vacant](#)

[Recommended Reading](#)

[On the Move](#)

[Call for Contributions](#)

[Disclaimer](#)

FROM THE PRESIDENT

Tēnā koutou katoa – Hi everyone

I'm getting more and more excited about our upcoming [AAIR Forum](#) in Melbourne at the end of November. This year our theme is 'Life ACCORDing to AAIR', and it's not just for show. We're linking it to the big changes happening in higher education emerging from the Australian Government's [Australian Universities Accord](#). While it may sound Aussie-centric, New Zealand is facing many of the same challenges and dynamics within tertiary education.

Our expert forum team is putting together a programme you won't want to miss. Beyond the learning and the panels, the forum is a fantastic way to give your professional identity a boost. It's like a backstage pass to what's new and trending, making you a go-to person back at your own institution. I always love hearing different takes on the issues we all face – it's one of my favourite parts of the whole event.

We've got [workshops, keynotes, and panels](#) again this year. Attending these sessions have helped me grow professionally year after year, and I have no doubt this year will be just as enriching.

This year's forum is happening at a time when tertiary education is in a state of flux across our region, making it a perfect chance for all of us to get together, share ideas, and have a say in shaping the future of higher education.

Can't wait to catch up with you all in Melbourne!

Ka kite anō – See you later

Stuart Terry
AAIR President



AAIR
FORUM 2023



**Life ACCORDing
to AAIR**

29 Nov - 1 Dec 2023
Melbourne, Victoria



AAIR FORUM PROGRAM 2023

[View Program Online](#)

Day 1: Wednesday 29 November 2023

Time	Room C		
10:30am – 12:30pm	Surveys and Evaluation (QILT) – Summary of HE Accord Interim Report Workshop 1: QILT Study Mode Items in 2023 SES Presenters: Lisa Bolton, Director QILT Research and Strategy & AAIR Executive Committee Member; Lauren Spencer, Senior Research Consultant; Aaron Willcox, Research Data Analyst - Social Research Centre		
12:30pm - 1:30pm	Welcome Lunch and Registration		
Time	Room A	Room B	Room C
1:30pm - 3:00pm	Government Reporting Presenter: Don Johnston, Manager, Reporting and Analysis at Southern Cross University, AAIR Vice President, and AAIR SIG Leader, Australia <i>Department of Education representatives will be available to discuss and respond to questions.</i>	Business Intelligence and Analytics Presenter: Lester Dsouza, Managing Consultant, Dataly, and AAIR SIG Leader, Australia	Surveys and Evaluation (QILT) Workshop 2: QILT 2023 SES Changes and Impact Workshop 3: Supporting use of QILT data. Workshop 4: Measuring Skills Development Presenters: Lisa Bolton & Lauren Spencer, Social Research
3:00pm - 3:30pm	Afternoon Break		
3:30pm - 5:00pm	Load Management and Planning Presenters & SIG Leaders: Juan Laverde, Manger Load Planning, Macquarie University & Alex Sieniarski, Director Planning, Analytics and Performance, University of Notre Dame <i>Department of Education representatives will be available to discuss and respond to questions.</i>		Surveys and Evaluation Presentation: Future of Survey Response. Presenter: Ben Phillips, Chief Survey Methodologist, Social Research Centre Workshop: How do we survey current HDR Students? Presenter: Cassie Saunders, Lecturer Learning and Teaching, University of Tasmania & AAIR Executive Committee Member
5:30pm - 7:00pm	Welcome Drinks		



Day 2: Thursday 30 November 2023

Time	Plenary Room	
8:45am - 9:00am	Acknowledgements and Welcome Address Stuart Terry, AAIR President Acknowledgement of Country	
9:00am - 10:15am	Accord Panel Session Angel Calderon – Director, Strategic Insights, RMIT University Andrew Herd – Director, Australian Department of Education A/Prof Gwilym Croucher - Associate Professor in Higher Education Policy and Management, University of Melbourne	
10:15am - 10:45am	2023 AAIR AGM	
10:45am - 11:15am	Morning Break and Trade Exhibition	
11:15am - 11:55am	<i>Beyond Numbers: Elevating Qualitative Analysis with Machine Learning</i> Platinum Sponsor Presentation by Explorance Arjoman Chatterji & Tibo Zanders, Explorance	
	Room A	Room B
12:05pm - 12:45pm	In search of a regional Higher Education Policy Phillip Bell Central Queensland University	From Campus to Career: Deciphering Graduates' Professional Pathways Anna-Maree Syme & Gabriel Ong SRC
12:45pm - 1:45pm	Lunch	
1:45pm - 2:25pm	Reflexivity and Identity in Higher Education: Navigating Turbulence and Ambiguity in Times of Change Stuart Terry Otago Polytechnic	Student Well-being: An introduction to the new Well-being Module in the QILT SES Aaron Wilcox Social Research Centre
2:30pm - 3:10pm	Assessing Course Viability through Multi-dimensional Analysis using ACEDE Dean Ward Edith Cowan University	Linking surveys and evaluation with learning and teaching – cases at the University of QLD Lizzie Li University of Queensland
3:10pm - 3:40pm	Afternoon Break and Trade Exhibition	
3:40pm - 4:20pm	How knowledge Graphs Enhance Insight Extraction in the Education Sector Amir Rouhi RMIT	Delving deeper into student feedback with qualitative research Kate Bramich University of Tasmania
4:25pm - 5:05pm	Application of Machine Learning in Institutional Analytics Adam Dimsey University of Tasmania	QILT Data Linkage Brenwin Ang, Benjamin Desta and Gabriel Ong SRC
6:00pm - 9:00pm	Forum Dinner	



Day 3: Friday 1 December 2023

Time	Plenary Room	
8:45am - 9:00am	Welcome to Day 2 AAIR Executive Committee Member	
9:00am - 10:00am	Keynote Presentation Professor Adam Shoemaker, Vice-Chancellor and President, Victoria University	
10:00am - 10:40am	Platinum Sponsor Presentation by Altis	
10:40am - 11:10am	Morning Break and Trade Exhibition	
	Room A	Room B
11:10am - 11:50pm	World University Rankings: What are they? How do they work? What are the dynamics? Robert Dalitz The Australian National University	Realizing Benefits: The Power of Institutional Research in Driving Enterprise and Transformation of Eastern Virginia Medical School Kala Perkins-Holstclaw & Phillip Copley Eastern Virginia Medical School
11:55am - 12:35am	Transformative enrolment planning approaches Trudi Best University of Sunshine Coast	Faculty surveys to improve university research strategies Rintaro Ohno Tohoku University
12:40pm - 1:20pm	The development of a report and the actions focussing on completion rate by cohorts in programs offered at UniSA Ben Kernich & Zoe Andriolo-Hass UniSA	TBC Omer Yezdani University of Sunshine Coast
1:20pm - 2:00pm	Lunch	
2:00pm - 2:40pm	Implementing Performance Frameworks in Universities: A horizon-based approach from the University of Melbourne's Advancing Melbourne Performance Framework (AMPF) Anshu Mala University of Melbourne	Revolutionizing Student Acquisition and Conversion: The Sales Reporting Solution at the University of Canberra Niraj Hirachan, Catherine Yap & Rishi Juneja University of Canberra
2:45pm - 3:25pm	Student Movements at RMIT: An interactive dashboard Edward Healey RMIT University	Demystifying Machine Learning and AI: What you need to know as an institutional researcher Evie Gizem Eker RMIT University
3:30pm - 4:10pm	Our journey to improved student load and revenue planning at Monash University Sumit Wadhawan & Lewis Breeuwer-Wrennal Monash University	Data Analytics from thin Air? Practical uses of Artificial Intelligence for institutional reporting Trent Scanlan & Connor Clare Southern Cross University
4:15pm - 4:30pm	Forum Wrap Up and Presentation of Awards Don Johnston, AAIR Vice President	



EDITORIAL

Dear newsletter readers

Welcome to our next edition of the newsletter. I hope you all enjoyed our previous edition.

In this edition, I have included a photo of the [Giant's Causeway](#) in Northern Ireland. According to legend, the columns are a result of a causeway built by a giant from Ireland. The story goes the Irish giant was challenged to a fight by the Scottish giant. The Irish giant built the causeway across the North Channel so the two could meet. The story goes that the Irish giant defeated the Scottish giant, and the Scottish giant destroyed the causeway in his retreat to Scotland. I just love the stories behind these myths.

I hope everyone is looking forward to the AAIR Forum in Melbourne, Victoria from 29 November to 1 December 2023. We have received some great abstracts, and your AAIR Forum organising committee is progressing with the program. We are hoping to release it soon. It will be great to see everyone in person, and network with members across the Australasian tertiary education sector.

Andrew Bradshaw
Editor, The Institutional Researcher

AAIR NEWS

AAIR events

**AAIR FORUM: Life ACCORDing to AAIR**

29 November – 1 December 2023
Melbourne, VIC

**JOIN US FOR THE 2023 AAIR FORUM:
LIFE 'ACCORD'ING TO AAIR!**

AAIR FORUM

The 2023 Annual AAIR Forum: Life ACCORDing to AAIR is heading back to Melbourne where attendees will have the opportunity to meet face-to-face once again!

This year's AAIR Annual Forum program is guaranteed to challenge and excite as specialists share their rich experience, discuss key topics, and strategies in response to an everchanging higher education sector in a rapidly changing world.

Our forum theme, Life ACCORDing to AAIR, refers to the commitment to transformative reform in higher education by the Australian Government's Australian Universities Accord plan. Whilst there is a particular Australian flavour to this year's theme, there will also be plenty of talks relating to the New Zealand context in tertiary education, as they have experienced their own changes this year.

Pre-Forum workshops and Special Interest Groups (SIG) will run on the day prior to the main Forum sessions, on 29 November 2023.

Take a sneak peek at our [program outline](#).

We invite you to submit an abstract and be part of the captivating program.

Our subthemes this year are:

- The evolving role of the institutional researcher
- Justifying the value of higher education and research
- Evidence-based strategic planning (and implementation)
- Benchmarking for continuous quality improvement

- Informing learning and teaching through evaluation and surveys
- Realising benefits – the role of institutional research in enterprise and transformation projects
- Compliance and Government reporting reform
- Business intelligence, analytics, visualisation and modelling – the foundations of IR

For more information about abstracts please visit:

<https://aairforum.com.au/abstracts/>

AAIR has formed valued relationships with sponsors who have participated in the Forum for many years and have become a part of the AAIR community. We look forward to continuing these relationships and welcoming new supporters to the event. Take the opportunity to speak with these vendors as often they're working closely with many of your colleagues in other institutions.

Having the reputation of being the leading institutional research event in Australasia, the AAIR Forum is an ideal event for you to expand your knowledge in the sector. And as always, there will be plenty of networking opportunities. Connect with the many institutions who continue to support the Forum and enjoy what we anticipate being an exceptional event.

We look forward to seeing you at Oaks on Market in Melbourne!

For registration information, please visit: <https://aairforum.com.au/registration/>.

REGISTER NOW



Institutional Researcher's Corner

Five quick questions with Dr Cassandra (Cassie) Saunders – University of Tasmania



What is your job title?

Research Analyst, Market Research & Insights at the University of Tasmania.

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

I am fortunate to have worked at the University of Tasmania for almost two decades. During that time, my role at the university has changed substantially. Whilst I originally started out as an early career academic teaching undergraduate students about cell biology and biochemistry, I ultimately made the crossover to (some may say) the 'dark side' of institutional research in 2012.

My current role sits within the Market Research and Insights team, and involves the coordination, management, analysis, and reporting of core institutional surveys, in particular, the Quality Indicators for Learning and Teaching (QILT) suite of surveys and the university's internal system for collecting student feedback on individual units and teachers. At its core, the role has critical importance in clearly articulating student feedback data to a range of stakeholders across the university in a format that can be easily interpreted and utilised to inform key strategic policies and decisions. I also provide support, as needed, to a wide range of teams and staff across the university in relation to survey design and administration, and data analysis and reporting. One of the aspects that I value the most in my current role is the opportunity to engage and work collaboratively with a variety of teams and colleagues across the

institution. This, in turn, provides considerable variety in the work that I do on a day-to-day basis, and has paved the way for me to collaborate on a range of interesting institutional research projects being undertaken across the university.

From your perspective, what will be the key skills, capabilities, and knowledge required for institutional research moving forward?

Given the ever-increasing amount of data that is available, and the rise of 'big data', it will be increasingly important for data to be presented clearly to intended audiences so that the key messaging is not lost. Evolving communication skills, not least of which include data visualisation techniques, are increasingly necessary to ensure data is presented in a meaningful format, and that key stakeholders engage with the data and use it appropriately to inform strategic priorities. It's also important for institutional researchers to understand the priorities/needs of stakeholders and recognise that a one-size-fits-all approach to reporting and dissemination may not be the best method. For data insights to be acted upon, more nuanced mechanisms of reporting and dissemination for specific stakeholders may be more appropriate.

Collaboration, both across teams/organisational units within an institution and cross-institutionally, is also increasingly important as an institutional researcher. Building professional networks can open doors to collaborations and partnerships that can play a fundamental role in developing and diversifying institutional research projects. This can, in turn, often drive improvements to current practices more readily, and lead to broader transformative change than a more siloed approach can offer. Moving forward, further collaboration can be achieved by recognising key stakeholders (e.g., students, teaching staff, and professional staff) as decision makers that have direct input on how the data is utilised and any recommendations that are made, rather than the more traditional approach of institutional research based on a service relationship with a small set of decision makers.

What do you believe will be the future priorities or the emerging areas of interest for institutional research?

Based on what I have observed in my current role of late, and work that I have recently been involved in, the concept of higher education students' sense of belonging to their institution is gaining momentum as an emerging area of interest for institutional research. A students' sense of belonging to their university community often has a direct impact on both student success and students' overall satisfaction with their educational experiences (both critical aspects of higher education) and is certainly now becoming an important benchmarking and performance metric for many institutions. However, there is still work to be done to definitively understand how a tertiary student defines 'sense of belonging', and what the specific aspects of their university experience are that contribute to a high level of belonging. By garnering a better understanding of this, institutions can tailor programs and initiatives to successfully build 'sense of belonging' and, in turn, improve both students' overall satisfaction and rate of success.

In Australia, the [Universities Accord](#), of which the final report is due out in December 2023, is also likely to be a significant driver of institutional research priorities moving forward. The Interim Report highlights several large-scale issues for further policy consideration, including *inter alia*; accessibility to higher education, equity and diversity, international engagement and excellence in learning and teaching and the student experience, the latter of which closely aligns to the concept of 'sense of belonging'.

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

... the support and collegiality that I receive from my colleagues in the Market Research and Insights team. We are a small, but close-knit team, with complementary skills that allow us to work together effectively to achieve institutional goals.

Connect with Cassie



Member contribution

TWELVE P'S FOR ASSESSING RISK IN ACADEMIC POLICIES AND PROCEDURES: A Guide for Those Responsible for the Design, Implementation and Assessment of Academic Procedures and Policies in Australian Universities

Written by Dick Audley, 2023.



Dick Audley's book is based on twelve single-word questions, all beginning with the letter 'P', which have been designed to assess risk in academic procedures and policies. While each will be addressed in greater detail in the pages that follow, they are presented here as a combined summary and index.

PURPOSE? – Why has the procedure or policy been introduced, what is it intended to achieve, and what outcome is it expected to deliver?

PARTIES? – Who are the people involved with the policy or procedure?

- Those who devised it
- Those who sponsor it
- Those required to administer it
- Those affected by it
- Those who will use the end product

POSITION? – Where does the policy or procedure fit within the wider university system? What tasks, assumptions, processes, etc., precede and follow it, and does what is envisaged integrate smoothly with all of these?

PROTOCOL? – Is there a protocol governing its operation (a manual, set of instructions, template, etc.) to ensure consistency, uniformity, and accountability?

PACE? – How slowly or quickly does the process proceed, or is the policy implemented, and is this the most appropriate for all participants (both those originating it and those affected)?

READ MORE ...



Photos by Andrew Bradshaw: The Giant's Boot, The Giants Causeway

SECTOR NEWS AND VIEWS

Clare Delivers for Researchers on ARC Independence by Stephen Matchett.

The Federal Government's decision to accept recommendations to strengthen the independence of the Australian Research Council is being hailed as a win by researchers and appears to signal an end to Ministerial interference in the grants process, unless national security cases require. The new approach also allows the Government to set new guidelines for spending, focusing ARC funds on areas of national priority. The acceptance of all the recommendations of the ARC Review Committee, led by UQT Vice-Chancellor Professor Margaret Sheil, will be welcomed by research leads across the country. (Future Campus – 24 Aug)

How the Feds will Force Unis to Support Students. Legislation before the parliament sets out the first five recommendations of the O'Kane Accord, including requiring HE providers to have a 'support for student' policy. What policies will cover and how they will work are set out in a euphemistically named consultation paper from the Department of Education, (more telling than consulting). It's a switch from the

coalition's now abolished policy that required students to pass half their subjects or lose their Commonwealth funded place. The onus will now be on institutions to demonstrate they have worked to help students – or else. And the 'else' is an intrusion into university and other provider administration, with the Department of Education reminding them of existing compliance powers, plus warnings, fines and accreditation at risk. This is separate to regulation by the Tertiary Education Quality and Standards Authority. The way to avoid such punishments is to have a policy that sets-out a whole range of aspects of students support, including:

- how institutions will assess suitability for study, especially among students who have 'triggered alerts'
- support for students struggling with housing, finance and mental health
- help from academics and peers
- appropriate crisis and 'critical harm response arrangements'
- resources, quality assurance and training to make policies happen.

Institutions will report to the minister on compliance and performance, 'periodically' (census dates, twice a year or annually are suggested).

If anybody decided that it is all too much like hard work and the fine of up to \$18,780 per student fine is worth the risk, DoE has thoughts on further incentives for acting through a name and shame campaign. 'Where a higher education provider fails to be compliant, the Department will consider publishing outcomes against the support for students policy. For example, that the higher education provider has been non-compliant against the policy and the reasons for the non-compliance. The Department could also consider publishing student outcome data for all higher education providers.' As to anyone want to argue the toss, DoE remarks, 'a quality higher education provider fulfilling existing requirements under law and meeting community and student expectations will likely already have policies in place to support students to succeed.' This is a project the government needed to get going – the legislation covering the policy is through the Reps but the Senate sent it committee, which will take submissions, have two hearings and is expected to report mid-September. Engaging with providers in advance quiets provider complaints before they start. (Future Campus – 24 Aug)



Why Study Arts by Stephen Matchett.

The humanities lobby is fighting the culture wars on ground chosen by its enemies – responding to arguments that its courses are irrelevant to the world of work, with claims that the critical thinking skills inherent in arts degrees are what employers want. But with the terms of dispute set, what do arts courses promise to deliver? Eve Klein and Jack Walton (both Uni Queensland) asked UQ students what generic employability skills they thought they would get from subjects, on the basis of course outlines. 'Understanding how students perceive the presentation of employability skills within curriculum documents can help staff make considered choices around how learning is described and represented,' they state. Using a ten-skills model, they found 'sense-making' was most commonly identified by students. This, they suggest, is not surprising, 'given the historical focus of the BA on critical thought,' but students did not find other skills in course guides. 'A partial explanation for resistance to explicit, employability-oriented change in BA contexts reflects academics' relationships to the concept of employability itself.' In this context 'employability' is an outcome of a course, not content. This is a problem for Uni Queensland's focus on employability. Klein and Walton report students' analysis, 'identified some employability criteria as entirely absent from particular learning specialisations, and others were only perceived as minimally assessed.' And it goes to a core question, which the 'job skills in degrees' message assumes is answered – but isn't. 'From an institutional perspective at UQ, we might argue that the BA has not kept pace with employability-oriented directions of change. It may be argued, however, that developing students' employability is not the only purpose of the BA.' (Future Campus – 24 Aug)

Big biz signs up to unified tertiary ed

system. The Business Council of Australia has thrown its support behind Accord proposals to bring HE and VET education together. (Future Campus – 24 Aug)

Get ready for the JET sector.

How could higher education and VET organisations work effectively together in a Joined Education and Training (JET) sector? Craig Fowler dives deep into opportunities ahead. (Future Campus – 24 Aug)

Partial recovery in Vic HE staff numbers.

Staff numbers at Victorian universities are gradually recovering towards pre-

pandemic levels, Stephen Matchett reports. (Future Campus – 24 Aug)

What Works for International Students Online by Stephen Matchett.

The COVID-inspired rush to online teaching and learning had 'profound impacts' on international students, Tinh Huynh and Ly Thi Tran (Deakin U) have found. The researchers reviewed published research to identify what happened. Positives included:

- digitised study is a 'key driver' for internationals to 'become more active and independent'
- on-line real-time, classes 'facilitate the acquisition of real-world authentic information'
- asynchronous digital classes lets students repeat content to 'better navigate any language barriers'

Negatives included:

- less informal interaction and failed peer discussion
- 'digital illiteracy' including, 'the unfamiliar experiences of using searching databases, on-line journals, and learning-help services'
- fatigue and anxiety from too-much time on-line.

Opportunities included:

- students from multi-countries cooperating on experiments
- choosing when to take asynchronous classes
- choosing preferred modes of expression, good for students from cultures that prefer writing to speaking

Key challenges:

- 'on-line learning is not culturally neutral because of the central paradox between the diversity of international students and the homogeneity of epistemologies, teaching philosophies, and learning objectives'
- slow, unstable, insecure, expensive Internet connections
- time-zones.

The take-out: 'invest in human resources, especially digital literacy, to ensure that international students are placed at the centre of the digitalisation.' (Future Campus – 24 Aug)

Learnings on teaching in remote

communities. Insights in how best to deliver foundation skills programs in remote communities have been released

by Government, Stephen Matchett reports.' (Future Campus – 24 Aug)

Education Minister Jason Clare announces the government has agreed or agreed in principle to all

recommendations in the Sheil Review of the ARC Act (see separate story). And in a speech Tuesday he added, he had ended, 'the days of ministers vetoing things they did not like the look of.' As per Sheil, a minister can still cancel a grant, 'over national security concerns.' In such cases they must advise the parliament or in confidential cases, the joint parliamentary committee on intel and security. (Future Campus – 24 Aug)

Hopes that the Accord's transformative recommendations will go nowhere are forlorn.

For a start the Business Council of Australia has backed the idea of a single tertiary system, including VET and HE (separate story this week). Plus universities and lobbies are starting to argue over which will get what, notably research funding. Dumb, very dumb. A united front is the way to stay in the policy game but divided they are easily ignored. As Universities Australia warned when the Accord was announced, 'if we speak in a unified and coordinated way, individual voices will not drown us out,' (Campus Morning Mail October 24 2022). Maybe UA remembered when an initial united front in support of Chris Pyne's plan for fee-deregulation fractured into interest groups arguing (CMM September 9 2014). (Future Campus – 24 Aug)

University of Melbourne releases its new Indigenous Strategy through to 2027.

As is the way of university plans, there are more commitments than measures of achievement, however the university does include specifics it can be judged against:

- 1000 Indigenous students by 2029
- UG to graduate student ratio for Indigenous students the same as for all others by 2025
- graduate coursework success ratio of one, between Indigenous and non-Indigenous students by 2025
- 350 Indigenous staff by 2025
- the same academic to professional staff ratio for Indigenous and non-Indigenous workers. (Future Campus – 24 Aug)

Deakin U and the campus branch of the National Tertiary Education Union have settled on terms for an enterprise

agreement. Disputes continue at La Trobe and Monash universities and Uni Melbourne. (Future Campus – 24 Aug)



The Department of Industry, Science and Resources has a discussion paper, 'Understanding our RNA potential.' And informative, as well as upbeat it is too – emphasising Australia's achievements and opportunities. Not, you understand, that minds are made up. 'Your engagement is critical. Your views will ensure our advice is grounded in robust evidence that includes your expertise, values and know-how,' the Department states. Hopefully there will be sceptical economics among the optimistic science. (Future Campus – 24 Aug)

Federation U bails in Brisbane, announcing its campus there is closing. The university cites 'on-going low enrolments'. (Future Campus – 24 Aug)

Hidden Figures tell Stellar Story of HE Impact by Stephen Matchett. Research and development spending went up and down in 2021-22 according to the Australian Bureau of Statistics. Universities Australia (UA) focused on the down, with a screamer of a headline, 'R&D investment in free fall.' Except that it wasn't, at least on the raw numbers. UA focused on gross economy-wide R&D as a percentage of GDP, down from 2.09 per cent in 2013-14 to 1.68 per cent in '21-22. But the ABS also reports Gross Expenditure on Research and Development and in '21-'22 that figure was 8 per cent up over two years to \$38.7bn. Business R&D also increased by 14 per cent. This did not deter UA from warning that, 'we can't continue doing more with less,' adding, 'If we could lift investment in higher education research and development by just one per cent, we could raise productivity and increase the size of Australia's economy by \$24 billion over ten years.' In contrast, the Australian Research Council has a new consultant report setting out what its 'competitive grants programs have delivered for Australia over 20 years - \$3.32 in additional economic output for every dollar in funding. In terms of quotable media grabs for Ministers, that translates to \$184.3bn in GDP, a \$152.5bn 'cumulative increase in the real income of Australians' and 6,570 FTE jobs per annum. (Future Campus – 31 Aug)

HE's Choice: Cut through now or Face the Sausage Factory Unarmed by Tim Winkler. With just a few months to influence the Federal Government's master plan for revolutionising tertiary education, what are the chances of the Higher Education sector winning the hearts of the average punter in a way that it never has before? With the Federal Government appearing to rule out

additional research funding until the sector convinces voters of the value that they offer, there is a tight window to demonstrate that after a decade of false starts, higher education providers are ready to show just why they exist and how that matters. When the right people are paired with the right stories at the right time, the world sits up and cares. Of course COVID gave us a new set of household names; but what happened when that captive audience were no longer trapped (metaphorically, fearing the virus, or physically in lockdown)? With freedom came fragmentation. The perceived value of expert advice corroded, as the brain space of our audiences dispersed to petrol prices, celebrity fashion and a dozen other preoccupations. Which bring us to now. A campaign, however good, is not going to get national traction on a scale sufficient enough to significantly alter voter sentiment this calendar year, given that it would need to cut across campaigns for the Voice, grand finals of various codes and the Christmas torpor that sets in from 1 November. But a campaign that earned a couple of blips on the sentiment radar, that showed the sector had potential to win the hearts of voters, would at least provide a foundation for the future and a hope of gaining additional research funding in the near term. Given that consensus appears to be the enemy of effectiveness or outcomes, is it time to start looking at new ways to do this? Will the sector quietly grind into oblivion if it waits for everyone to agree on an approach which actually moves the dial on voter sentiment? Based on previous form, the answer is yes. A few institutions could jump in and do something fresh. Park the agency hyperbole at the door and create a lean campaign that really matters. It doesn't need to be expensive. Or slow. Just clever. The alternative leaves the sector exposed, facing a lack of resourcing for research, facing a risk of being radically outpaced by other nations in research spending. (Future Campus – 31 Aug)

No ATAR Means No Uni for Most by Stephen Matchett. Higher education is largely closed to school students without ATARS, notably in Queensland, 'where the tracking of Indigenous and low SES students into non-ATAR pathways is particularly glaring.' Andrew Harvey (Griffith U) with colleagues Lucy McDermid and Rebecca Wen used Queensland survey data for Y12 completers, to discover 42 per cent of students state-wide take a non-ATAR path. This increases to 58 per cent in the

south Brisbane Logan LGA, which has a 'relatively high' low SES population. The non-ATAR track tends to result in an effective exclusion of most from HE – and lower rates of participation in education and training in general. While 65 per cent of Y12 ATAR-track students go on to bachelor courses, only 5 per cent of the ATAR-absent do and they are four times more likely to be not working or in education/training. State-wide, three quarters of Indigenous students are in non-ATAR streams and only 5 per cent of them go on to HE. Overall, in 2021 Queensland had the third lowest proportion of 20 year olds in tertiary education in the country, ahead of only the Northern Territory and Tasmania, which the authors attribute to streaming of marginalised students in schools. The take-out: Accord reforms could encourage universities to, 'develop pathways and engagement with all school students.' As Professor Harvie has previously argued, 'there are merits to diversifying curriculum, increasing VET provision in schools, and reducing reliance on ATARs. However, much of the current streaming appears to be reducing rather than increasing choice, particularly for students already under-represented in higher education. With Labor governments in power across most of the country, new strategies and targets are required that move beyond the focus on Year 12 completions,' (Campus Morning Mail, June 4 2023). (Future Campus – 31 Aug)

End of an ERA, but ARC still working on what is next. Work is underway at the Australian Research Council on a new approach to measuring research performance, following the Federal Government declaration of an end to ERA. (Future Campus – 31 Aug)

Distilling the magic in education. Corralled by a fence of obligations for fees, assessment compliance and transactional advertising campaigns, it is critical to not lose sight of the extraordinary essence of education, Professor Merlin Crossley reports. (Future Campus – 31 Aug)

A Way to go on WIL by Stephen Matchett. Work placements are hard to beat in preparing students for post-study jobs, but graduate survey data show there is a way to go in enabling participation. The Australian Collaborative Education Network has five items on work integrated learning which 34 member institutions included in their 2022 graduate survey, for the annual Quality Indicators for Learning and Teaching.



ACEN's objectives include measuring participation in work integrated learning and in employability-related activities and their influence on graduate outcomes. A new report on the last three years of QILT results by ACEN's Denise Jackson finds:

- Undergraduate participation in workplace WIL activity was up marginally 2020-22.
- Coursework postgrad participation was also up, but not much, from 35.5 per cent in 2020 to 36.8 per cent in '22 for work-based WIL – this 'presents an opportunity for the sector.' Ditto for research PGs, where work-base participation increased but from 8 per cent to 14.5 per cent.
- Excluding disciplines where WIL is a traditional core of UG degrees (engineering, teaching, medicine and health), UG participation ranged in 2022 from 0.3 per cent in tourism, sport and related to 26 per cent in business.
- WIL participation appears related to SES status and there is a marginal decline in participation for regionals.
- Participation by UGs 25 years and up is ten per cent lower than younger students – a concern 'if their reason for study is to upskill and enable transition to a different career pathway.' (Future Campus – 31 Aug)

Success of HE reforms rely on increased government funding. As someone who has spent decades in planning roles in HE, Angel Calderon urges sector leaders to support the need to provide funding certainty to universities, particularly beyond the electoral cycle. (Future Campus – 31 Aug)

Research Grants; Usual Unis, Usual Disciplines by Stephen Matchett. The Australian Research Council announces a new round of the future making and breaking for young academics; the Discovery Early Career Researcher Award (DECRA) scheme. The \$86m funding pool is shared by 200 applicants, with a 20 per cent success rate. It's business as usual in allocations, with the Group of Eight picking up 123 grants, which is pretty much the norm in large ARC schemes.

- Uni Queensland: 21
- Uni Melbourne: 21
- Monash U: 19
- ANU: 18
- UNSW: 14
- Uni Sydney: 12
- Uni Adelaide: 10
- UWA: 5
- QUT did well, with 11 awards.

Engineering was the most successful discipline, by a wide margin – with 43 awards, well ahead of Biological Sciences, with 31. At the other end, Creative Arts, Economics and Education all had one each. (Future Campus – 31 Aug)

Peer review process passes peer review.

An eminent peer review committee set up by the NHMRC has determined that peer review remains the best way to allocate funding to other peers. Stephen Matchett wades in to report. (Future Campus – 31 Aug)

Workforce challenge in early childhood ed.

Former PM Julia Gillard has just handed down a royal commission on early childhood education in SA, identifying a range of training challenges. (Future Campus – 31 Aug)

The National Centre for Vocational Education Research reports the top ten growing fields of study 2021-2022 (rounded to closest whole number):

- teacher ed (115 per cent)
- pharmacy (43 per cent)
- behavioural science (32 per cent)
- 'social skills courses' (19 per cent):
- aerospace eng and tech (17 per cent)
- human society (17 per cent)
- electrical/electronic eng and tech (15 per cent)
- 'other' society and culture (14 per cent)
- optical science (14 per cent)
- mech/industrial eng and tech (10 per cent). (Future Campus – 31 Aug)

Former LNP senator and assistant minister Amanda Stoker took to Sky News to denounce the government's decision to insulate ARC funding decisions from ministerial veto, ex national security. Standard stuff, out of touch academics getting funding from taxpaying tradies and single mothers, 'and yet another political space that will now be dominated by bureaucrats who aren't accountable and who will be immune from criticism lest their so-called independence be impugned.' There is nothing as ex as an ex, but still Education Minister Jason Clare has reason to think kindly of Ms Stoker. On the basis of what is in the Accord Interim Report, and the bi-partisan focus on applied research, tough times for discovery researchers are going to get tougher. But if the conservatives abandon policy for populism, the research community has no politically viable alternative to Labor, which at least honours research independence. (Future Campus – 31 Aug)

Charles Sturt U partners with global giant pathway provider Navitas to create a Sydney campus, offering IT and bized. Presumably to stay consistent with calls for incentives for internationals to study in regions the pitch includes 'a regional experience' as part of courses. CSU previously partnered with Study Group Australia on 'study centres' in Brisbane, Sydney and Melbourne but bailed in 2021-22, announcing it, 'looks forward to delivering an outstanding experience for international students and researchers at our regional campuses,' (Campus Morning Mail September 18 2021). (Future Campus – 31 Aug)

An enterprise bargaining deal is nearly done at UNSW after not especially brutal bargaining between management and the campus branch of the National Tertiary Education Union. Union members have voted in favour of an offer that now goes to all staff for approval. The agreement is similar to that at neighbouring Uni Sydney, with a 17 or 18 per cent pay rise across the three-year agreement (the NTEU says the latter, management announces the former) and 300 new continuing jobs for casuals. And there's a union-management proposal at ANU, including an 18 per cent pay rise and 100 plus new continuing jobs for casuals. The offer goes to NTEU members in the next day or so and if they agree to all staff for approval. Macquarie U members have just voted for a similar proposal. But there's nothing doing at Uni Melbourne where NTEU members are striking this week, in protest at 12 months of bargaining without a result. (Future Campus – 31 Aug)

The Tertiary Education Quality Standards Agency wants to increase most fees but reduce some others, based on a review of its federal government cost recovery requirements. The regulator is inviting feedback on its proposed changes. Of 33 charges, the agency proposes reducing eight by \$100, (to \$700) for renewing a course accreditation teach-out, due to 'increased process efficiency' through to a reduction of \$9,900 (down to \$1800) for a self-accrediting provider, ('lower risk applications') who wants to relocate under the ESOS Act. Four charges remain as originally set and 21 increase, some in the low hundreds of dollars. But others are hefty hikes, notably \$5,300 more for a 'substantive assessment' for initial registration, 'adjusted to reflect the actual cost to deliver regulatory activity.' Some of the savings are no big deal – a provider with no authority to self-accredit courses it wants will save \$400 on the cost of an



application. The new cost is \$48,900 (you read it right – the two naughts at the end of the figure are not accidentally included). 'Feedback gathered from this current consultation may assist TEQSA in further improving cost recovery processes over the longer term,' the agency states. The regulator is also updating its service charter and asks stakeholders to take a survey about it – there is no charge. (Future Campus – 31 Aug)

Flinders U announces next year's opening of its CBD campus – light on for manicured lawns and dreaming spires, what with it being floors in an office block in the Adelaide CBD. No, it's not a panicked response to the proposed Uni Adelaide – Uni SA merger, more like a prudent preparation just in case. The presence in the Festival Tower was announced in November '21, when the merger still depended on now Premier Malinauskas winning the next election. Plus it's a response to Flinders' location. Even with the new rail connection, the main campus is still 20 mins from town, but the city campus is next door to the main Adelaide rail station and short walks to the campuses of the competition, be that singular or plural in a few years. (Future Campus – 31 Aug)

Students Revelling in Campus Life by Tim Winkler. A new study of student experience has found that students are delighted to be back on campus post-Pandemic but the thirst for more coworking study space has not yet been sated. Campus Intuition's report on student perspectives on their campus experience examined views of 12,725 students, comparing sentiment and perceptions with that of previous years. 'Belonging is rebounding after pandemic lockdowns, illustrating the value of place-based university experiences,' the report states. Feelings of belonging tend to be higher for smaller campuses, but were typically significantly higher than 2020-21, when institutional affiliation plummeted as students ground their way through online learning. Belonging scores were nonetheless highly variable, ranging from 28% to 80% with an average level of belonging of 51%. Which means conversely that 49% of students on average don't feel like they belong. Faculties with large intakes and larger intakes tended to perform more poorly in terms of belonging. The report also says that virtually every campus will have a few sub-optimal rooms away from the glamorous renovated areas that appear in the brochures, and addressing some of the basic maintenance issues in those spaces could improve QILT scores. 'Small

changes, like fixing broken charging points or adjusting screen heights can make a difference and will flow through to improvements in course ratings and teaching quality scores,' the report claims. (Future Campus – 7 Sept)

Recruiters Keep it Reel by Stephen Matchett. TikTok is the pick for 25 per cent of prospective international students who want info on ANZ universities, according to a survey by ranking agency QS. It could be worse. Actually, it is: 17 per cent turn to X, the platform previously known as Twitter. But there's a reason why that's where they look. Some 63 per cent of students expect a complete and personalised response to an enquiry in three days; but QS states these expectations are not being met, with only 48 per cent getting one. Even worse for marketing teams, only 12 per cent of respondents rated phone calls with institutions as one of the five most useful information sources. Nor is the news great for publishers – just 14 per cent rate advertisements and 18 per cent value institution-independent HE websites. The top research sources are university sites (70 per cent), general search, rankings, social media and university events, just ahead of education agents (34 per cent). Print (22 per cent) and admission staff (20 per cent) are way back. YouTube is the top social media source (56 per cent), ahead of Instagram (44 per cent) Facebook (35 per cent), LinkedIn (28 per cent) and WeChat (28 per cent). The take out: whatever the channel, mention environmental sustainability – 43 per cent of searching students look for it. (Future Campus – 7 Sept)

Unis Question Govt on Student Support by Stephen Matchett. The government outmanoeuvred universities with its Bill to enact first recommendations from the Accord – for vice chancellors to argue against staff focuses and student friendly measures would not have been wise. But Senate committee hearings give lobbies a chance to warn what's in the weeds. The Bill includes student supports which HE institutions must provide and sets out an \$18 000 fine, plus naming and shaming provisions, for starters, for those that don't, (Future Campus, August 23). The questions lobbies are asking is what will the student supports accomplish and how will they work? 'An administrative and penalty regime is being implemented before the nature and extent of any problems with student support have been properly identified,' the Group of Eight warns. The Australian Technology Network points to existing regulations and warns the bill, 'will introduce a

separate duplicative set of arrangements,' and 'confuse responsibilities, reduce efficiency and are wasteful of Commonwealth and university resources.' And while the Innovative Research Universities is careful to support the intent, it warns that guidelines for student support, 'could extend beyond what is practical and implementable.' IRU suggests that institution-specific requirements should be in each universities Accord agreement. (Future Campus – 7 Sept)

A tertiary education commission with teeth. A new national governance system has been proposed for the higher education sector, regulating course prices, and looking after the interests of students. Stephen Matchett reports that some groups are concerned about overreach. (Future Campus – 7 Sept)

Go8 Back Big Accord Idea by Stephen Matchett. The Group of Eight supports the proposal for a 'seamless' post-secondary system. The lobby's response to Professor O'Kane and colleagues' interim report, calls for:

- pathways between vocational and HE, in both directions, 'and at various qualification levels'
- a universal, life-long, learning entitlement
- a needs-based funding model for teaching

The Go8 explicitly rejects the suggestion of taxing institutions on earnings from international students and devotes a great deal of its response to research funding, which the Accord team has not dealt with in detail (separate story, this issue). However, by accepting the transformation of tertiary ed and emphasising equity in its submission, the Eight acknowledge access to skills and their economic impact will be the government's focus, stating that 'inequity in education will never be solved by merely tinkering at the edges.' Thus, it sets out advantages of an 'integrated tertiary sector.'

- pathways that allow people to enter and re-enter education and, 'enable vocational upgrading and sideways transitioning'
- equipping students with 'advanced level' academic knowledge and skills and 'vocationally oriented and applied knowledge and skills'
- 'a more efficient use of resources with smaller transaction costs and fewer adverse unintended consequences'
- a 'a life-long learning account,' 'would provide the opportunity for all



Australians, regardless of background, to learn, train and re-skill as their needs and circumstances change throughout life.'

With industry groups also backing a borderless tertiary system, the most politically saleable idea for the government in the Accord process is starting to look like it will be carried on the voices when Professor O'Kane and colleagues deliver their final report at year end. (Future Campus – 7 Sept)

What research lobbies want from the Accord.

Science and Technology Australia provide advice on remedies to perceived failings in the Interim Accord report while the Go8 makes a case for safeguarding pure research. (Future Campus – 7 Sept)

The Top Ten Issues for Uni IT by Stephen Matchett.

E-security is a focus for IT chiefs surveyed by the Council of Australasian University Directors of IT. A 'secure campus' for data protection is top of their list this year, as it was in the previous two. Related concerns with data governance and identity and access management are respectively 5th and 10th. Digitisation also occupies attention, accounting for a further three, digital strategy (3rd), digital transformation (4th) and digital integration (6th). Outcomes for users account for the other four, student experience (2nd), connectivity for users (7th), data in decision making (8th) and support for learning and teaching (9th). Given the pandemic and the acceleration of security risks, this year's list does not seem spectacularly changed from 2016 when the top ten issues were;

student outcome tech, supporting emerging tech, information security, innovative tech for learning and teaching, digital strategy, IT for workforce change, changing business functions, learning analytics, research support, ID and access management. (Campus Morning Mail, July 5 2016). (Future Campus – 7 Sept)

The Empire Strikes Back: Uni Melbourne Responds to the Accord by Stephen Matchett.

The university argues that increased UG access and improved outcomes will not be assisted by funding more teaching and research academics, which 'is the most expensive way to educate increasing numbers of students.' Instead, a 'redesign' of the tertiary education system is required. 'Rather than a one-size-fits all system, the sector needs to move towards a varied tertiary education ecosystem differentiating among teaching-intensive, research-intensive and vocational training

institutions, with students able to move among these options.' (Future Campus – 7 Sept)

Group of Eight head Vicki Thomson gave evidence Monday to the SA Legislative Council inquiry into the state government bill to merge Uni Adelaide and Uni SA. The Eight, she stated has no position. But a new institution would have the needed scale to support research, and in Australia now, 'the only way to achieve a successful leading research-intensive university is through scale.' If the merger occurs, the resulting Adelaide University will be invited into the Eight and for now, 'what you have are two universities of excellence, and a State Government deciding to carve out their own bold measures – and find a way through that policy impasse to deliver research brilliance for you. SA is a fortunate state.' (Future Campus – 7 Sept)

Last Thursday Uni Sydney announced a third-party data breach which exposed personal data of a 'limited number' of international applicants/students data but was quick and keen to assure local students, staff, alumni and donors that theirs were not exposed. (Future Campus – 7 Sept)

The government announces details on the 4,000 UG places for the future AUKUS workforce, to be allocated in four tranches 2024-2027. Applicable disciplines are, physics, chemistry, maths, materials science, naval architecture, computer science, plus mech, electrical, chemical and nuclear engineering. Except in South Australia, where the AUKUS subs are supposed to be built. Universities there can also apply for 'additional' places in computer science, psychology, and management. Whether these places are on top of the 800 reserved for SA is not stated. This may be why the program guidelines for all unis allows for applications outside STEM but only if they provide 'compelling evidenced based analysis.' Bids are due at month's end. (Future Campus – 7 Sept)

Uni Sydney announces a new DVC portfolio, Community and Leadership, to manage, 'culture, leadership and diversity, equity and inclusion.' Union leader Nick Riemer is not impressed, 'the last thing Sydney Uni needs is another senior executive ... an indictment of management that with all the problems we have ... this is where time and money are going.' (Future Campus – 7 Sept)

The Commonwealth is closing Visa 408 to new applicants. It was created for people from overseas prevented from

going home by the pandemic. But since then, student visa holders were switching to 408, which permits full-time work. (Future Campus – 7 Sept)

Why Our Campuses Look the Way they Do by Stephen Matchett.

While the pandemic transformed the way universities taught mass undergraduate audiences, it has not delayed the changing distribution of campuses across the country. The old distinctions of CBD, suburban and country continue to break down as university managements go to town on investments to attract students to capital city and regional centre CBDs. 'Today's 'sticky' campus is intent on disrupting all-of-a-piece modernist orderliness in its striving for informality and the ephemeral simulacra of organic urbanism – cafes, 'pop-ups', maker studios, and the like,' Andrew Saniga (Uni Melbourne) and Robert Freestone (UNSW) argue in the introduction to their edited collection of essays on how the Australian university campus changed over time. They and their contributors cover a lot of ground, from the interaction of policy and pedagogy in deciding what was built and for how many students, through what we got when planners were given empty landscapes to build for 'primarily commuter and car-dependent student populations' through to architecture as marketing message. 'The campus is now, more than ever, the 'shopwindow' for rankings-conscious universities whose core business is to produce quality and impactful research outputs as well as provide enjoyable and client-responsive learning experiences and opportunities,' Freestone and Nicola Pullen write. And there Future Campus was thinking celebrity architect constructions were a symptom of Vice-Chancellors with Ozymandias Disease. (Future Campus – 14 Sept)

A not so bright light on research integrity.

The long-awaited report on the peak research agencies' integrity committee is still awaited, but the case for change is made by a report on what the body did last year – it wasn't much. (Future Campus – 14 Sept)

Why Australia is not Speaking with the Neighbours by Stephen Matchett.

Business leader Nicholas Moore has produced a report on trade and investment in SE Asia for DFAT. It includes promoting Aus education in the region, work on qualifications recognition, a research grants scheme and a 'whole of nation plan to strengthen SouthEast Asia literacy.' There's a way to go to get back to where we modestly



were, certainly in terms of languages. Liam Prince (Australian Consortium for 'In-Country' Indonesian Studies) warns Australia has not had a coordinated plan for SE Asian language teaching in schools for a decade. In apparent consequence, universities have reduced SE Asian language teaching, demonstrated by La Trobe U dropping Indonesian from 2021, while keeping Hindi and Greek after community protests. There are now but a few university students learning the language of our giant near neighbour – all up, in 2021, there were 636 domestic UGs studying southeast Asian languages, down from just under 2100 in 2001. And there are no many coming down the pipe. In 2001 there were nearly 2000 Y12 students studying Vietnamese and Indonesian – twenty years on there were fewer than 1500. A generation back government was anxious to engage with Asia, with Commonwealth funding for teaching Japanese, Mandarin, Korean and Indonesian in schools. But the money stopped in 2002, restarted in a smaller way in 2009, before stopping again in 2012 – and we live with the results now. As the Asia Education Foundation put it in a budget bid this year, the five-year-olds starting school are not equipped for their future. Equipping them to understand the neighbours is about more than language. Mr Moore makes the point that cultural literacy is about 'understanding our region.' Thus, Mr Prince's programme has recovered from COVID quarantine and sends hundreds of Australian students on short courses to Indonesia. And Yong Zhao from Uni Melbourne's Graduate School of Education argues that foreign language courses are rarely sufficiently intensive to provide 'near native speaker proficiency,' so learning about cultures should be included. (Future Campus – 14 Sept)

Critical Indigenous Studies: overcoming exclusion. 'A staggering 36 Australian universities, including Australia's wealthiest, have not demonstrated the fiscal leadership to fund an Indigenous Studies department' Aileen Moreton-Robinson writes for the Australian Academy of the Humanities. (Future Campus – 14 Sept)

Senate Committee Calls Universities to Account on Sexual Violence and Slams TEQSA by Stephen Matchett. The release of the Senate Committee [report on sexual consent laws](#) is bad for the community standing of universities in general. It is a terrible for their peak body, Universities Australia. And it is a calamity for the credibility of Tertiary Education Quality and Standards Agency – with

demands for an independent review of the regulator. On universities management of sexual violence: 'University students who have experienced sexual violence are being significantly re-traumatised and, in some instances, are unable to continue their higher education, as a consequence of their treatment by their university. The committee cannot over-emphasise how troubled it is by these outcomes, nor over-state how disappointed it is in the university sector's overall response. On UA's performance on consent awareness content: 'The committee understands that, from November 2021 to June 2022, Australian universities represented by Universities Australia considered two different campaign proposals: the first comprising four concepts and the second two revised concepts. All six concepts were rejected on the basis that they were 'unlikely to have the cut-through required to be effective in shifting behaviours.' Based on the evidence received and commented upon below, the committee does not understand how this view was arrived at by the universities.' As for TEQSA: 'It is a searing indictment of Australia's university sector and the regulator, the Tertiary Education Quality and Standards Agency (TEQSA), that dedicated and courageous advocates for university students who have suffered from sexual violence on campus should hold the view that the process of making complaints and how universities and the regulator deal with such complaints is causing great trauma to the victims of sexual violence. In the strongest terms, this committee says that is a shameful state of affairs. It is unacceptable.' This is a body blow to the public standing of universities – the messages the community will take from the report is that their leaderships and lobbies appear indifferent to the wellbeing of students who are the victim of sexual violence on campus. And TEQSA, the supposed safeguard of standards, is perceived to be inert. It is hard to see how the Government can reject the Committee recommendation for, 'an independent review of the Tertiary Education Quality and Standards Agency's response to sexual violence on university campuses.' The only thing worse than an inquiry would be for it not to occur – which could create an impression the Agency's reputation needs protection from its own failure. (Future Campus – 15 Sept)

Claire University Bursts into the Australian HE Market by Tim Winkler.

The campaigns for Claire University are surprisingly strong. Unfurling beneath the

slogan 'Empowering Futures, Illuminating Minds' the pitch of the latest entrant to Australia's HE market is of equivalent strength to many of its' competitors. 'At Claire University, we transcend traditional education by fostering a dynamic learning environment where innovation meets tradition. Our world-class faculty, global perspective, and commitment to student success make us the premier choice for those seeking to ignite their potential. Join us at Claire University, where knowledge becomes a transformative journey. 'Selecting the right university is a critical decision in a student's academic journey. Claire University in Australia shines as a top choice, offering a blend of exceptional teaching quality, state-of-the-art campus facilities, promising graduate outcomes, and a legacy of accomplished alumni.' Named in honour of our esteemed Federal Education Minister, the concept of Claire University came to life in Shepparton at around 5am two weeks ago in my head. Within 28 minutes I had generated a slogan, unique value proposition, student support policy and multiple social media posts thanks to our friends at ChatGPT. The idea was that if universities across Australia are scrambling to revisit their exam approaches in a frenzied attempt to ward off cheating via AI, shouldn't we also be looking at how AI could change the work of others in the sector? In a sector as homogenous as Australian Higher Education, where almost every institution offers a similar-looking business degree, or an arts degree, or a science degree, AI is finally going to create an Emperor has got no clothes moment, when we open our eyes long enough to glimpse its mysterious powers. Here just some of the questions that nobody wants to ask, but lots of people are thinking about, in a sector just recovering from the COVID market insurrection.

1. If the AI robot can spit out marketing copy in a matter of seconds that is just about as good as the copy that the marketing team produce, why do I need a marketing team?
2. If the AI robot can come up with a slogan for free that is just as banal as the slogan of most other universities, why do we need to spend six months and hundreds of thousands on an agency to reach a similar result?
3. If the AI robot can write a student support policy in 30 seconds, why don't I ditch the policy team?
4. If the AI robot can write an essay of any length required, and other



programs can tweak it to evade your detection software, what is the point of your current teaching and assessment regime? (Future Campus – 21 Sept)

Existing Rankings a Poor Guide for Student Choice: Research by Stephen Matchett. Reviled or regarded, league tables will continue while there are marketing directors desperate for something to spin about their university. But Kyle Grayson (UK's Newcastle U) and J Paul Grayson (York U, Toronto) suggest that the data that rankings are based on could put to good use in guiding student choice in other ways. Writing in [Quality in Higher Education](#), they analyse UK rankings pitched at prospective students that use performance stats to create scores – for whatever they are worth. 'Were a student judging the quality of a university by the satisfaction of students, they might choose a university in the high satisfaction column. Should they, for whatever reason, select from the low cluster, a relatively satisfying experience would still be likely,' they write. They also examine the seven-yearly Research Excellence Framework for universities and how its results are included in rankings to reach a similar consumer conclusion, 'there are differences amongst UK universities, however this dissimilarity is not synonymous with potential quality differences as potentially viewed by different stakeholders.' And they argue against assessing universities by 'mission group.' 'It is not readily apparent that one cluster is superior to another as might be assumed from hierarchical league table placement or from self-enhancing promotional efforts put forth by universities.' And so they conclude there is no hierarchy of quality, rather UK universities exist in clusters based on student satisfaction, research and what it costs – and these are the criteria to compare like with like. Setting this out would allow prospective students to compare institutions on the characteristics that matter to them, rather than being presented with an effectively meaningless set of top-to-bottom lists. The implication for students, the media, government and universities is straightforward, they suggest. 'There are differences amongst UK universities; however, this dissimilarity is not synonymous with potential quality differences as potentially viewed by different stakeholders.' (Future Campus – 21 Sept)

Food for thought: a new approach to organising ag science. Former Uni Melbourne Dean of Agriculture Professor

Lindsay Falvey suggests now is the time to establish new research collaborations in States like Victoria, to unlock benefits of scale and research efficiency. (Future Campus – 21 Sept)

Articles of Note: new publication ranking index. A new 2023 ranking of institutions by scientific analysing publications by discipline casts an alternative light on university performance, Stephen Matchett writes. (Future Campus – 21 Sept)

Australian Catholic Uni Dims its Beacon of Civilisation by Stephen Matchett.

Australian Catholic U management states, 'there has been some inaccurate reporting' of proposed staff change in humanities and social sciences' – which may be correct, although there is no way of telling, as the statement includes no numbers. However, the university adds, 'we will continue to conduct both teaching and research into these areas through a re-shaped community of academics that will still present a substantial offering compared with other Australian universities.' Which leaves staff and union allegations on specific job cuts unchallenged. Critics claim 32 positions will go, two-thirds in philosophy and history. Management points out that plans to cut staff costs by \$42m date to June 2020 (Campus Morning Mail) but as to why HASS should take a hit, 'over the past few years, the number of staff in these areas has grown considerably; so much that our staffing profile is disproportionate to the number of students in these subjects and is out of step with the rest of the higher education sector.' Gosh – how did that happen? Well, the university was keen on building its research rep, with international hires and an internal emphasis on productivity, since the launch of its institute strategy a decade back. As the university's 2022-'23 research plan stated, 'world-leading researchers driving excellence, developing and empowering future generations ... and increasing pathways and opportunities to ensure ACU develops world-ready graduate researchers.' Plus, humanities research fit ACU's tradition, or at least it used to. As previous VC Greg Craven put it, 'as a beacon of civilisation, a university has a duty to help its society to appreciate the way in which art, ethics, religion and philosophy, as manifestations of that society's spirit and values, can help society continue to reflect on what matters most as it moves forward,' (Campus Morning Mail November 3 14 2018). So what has changed? Perhaps a big commitment to HASS now dates from

times past – when a major measure of university success was results in Excellence for Research in Australia and they were disciplines were ACU thought it could make a mark. But ERA is no more – and both the previous and current government talk-up applied research with economy expanding outcomes. It appears ACU is no longer as big in the beacon business as it was. (Future Campus – 21 Sept)

Research misconduct linked to bullying: EMCRs. Research misconduct and workplace bullying need to be recognised as interconnected issues that require an integrated solution, according to the Early- and Mid-Career Researcher (EMCR) Forum. (Future Campus – 21 Sept)

Changing geography of knowledge production. Angel Calderon turns his lens onto the shifting geographic dynamics of knowledge production – identifying a shift away from North America and Western Europe towards Asia and the Pacific, alongside the rise of the Global South. (Future Campus – 21 Sept)

TEQSA is in trouble. The report of the Senate committee inquiry into 'current and proposed sexual consent laws in Australia,' is scathing about how universities and their peak lobby deal with sexual violence. But the committee also reports witness criticisms of the regulator's response to sexual violence at universities. Friends of the agency point out that TEQSA is not a complaints agency, which its website makes plain, '(it) does not have a role in addressing individual complainants' request or grievances.' Perhaps the Senate committee missed this, or perhaps did not consider it sufficient cover, given, 'TEQSA accepts complaints about higher education providers' compliance with the legislation we administer.' As the committee report states, 'stakeholders suggested that a large part of the problem is the lack of effective oversight of the university sector, with TEQSA ill-equipped and failing to effectively enforce Tertiary Education Threshold Standards 2.3 and 2.4.' The first covers 'general and specific facets of a provider's operations that are aimed at the promotion of safety and wellbeing,' the second, student, 'access to mechanisms that resolve grievances effectively, at reasonable cost and with appropriate protection for complainants from breach of confidentiality or reprisal.' Whatever its reason, the committee recommends, the 'Commonwealth government commissions an independent review of the Tertiary Education Quality and



Standards Agency's response to sexual violence on university campuses.' It is hard to see Education Minister Jason Clare ignoring this, although instead of a new review he could refer it to the existing working group on campus safety which includes Patty Kinnersly, chair of Our Watch which works on prevention of violence against women and children. Whatever form it takes, TEQSA's performance on a core function is up for critical scrutiny. To all of which the agency's acting CEO Mary Russell responds, 'TEQSA is committed to playing its part in the government's work to strengthen prevention and responses to sexual harm. We agree that there is much more work to be done and will continue to engage with students, experts, advocates and higher education providers to help make higher education a safer place.' Which does not disguise the gravity of the committee's report. (Future Campus – 21 Sept)

Australian Catholic U gets the message that the government wants universities to improve initial teacher education, launching a centre 'for the advancement of literacy.' 'Scientifically validated literacy practices for teachers and improved student reading outcomes are at the heart,' is the message. Maybe it will distract the Commonwealth's Initial Teacher Education Quality Assurance Board, which will 'monitor the quality and consistency' of ITE programmes. However, Monash U has a survey that finds initial teacher education students consider their course good through to excellent. 'on the evidence of our representative survey of Australian teachers, policymakers cannot claim that dissatisfaction with ITE programs is the general view of the country's teaching profession.' But there is always room to improve – by providing teachers with more professional development, 'that more closely responds to their needs.' (Future Campus – 21 Sept)

Griffith U chancellor, Andrew Fraser is not optimistic about what will emerge from the Accord. For a start, universities are way back in the funding queue, led by Medicare, aged care, the NDIS, defence and fiscal repair. He hopes for an education infrastructure fund but expresses no optimism. What needs to be done, to advance universities up the public priorities, he tells leaders of the Innovative Research Universities, is become resources that their communities use. 'We need to not just live in the communities in which we reside, we need to be alive in those communities and positively impact them not merely exist in

a place. Our health clinics, tax clinics, and legal clinics must serve them; our lands, sporting fields, facilities must be open and genuinely on offer. We need to think about ourselves around a concept of teaching, research and impact,' he said. 'As public universities, as public institutions, in receipt of public funding we must serve the broader ... the entire public, and not just deliver a public good.' The Australian Research Council had a similar idea a ways back, to demonstrate the human-scale benefits of research, but alas Engagement and Impact is no more. (Future Campus – 21 Sept)

The coalition's student contribution rates stay in place for 2024 – indexed on '23 by 7.8 per cent (inflation, don't you know) – which means HASS, law and bized students are slugged with an extra \$1200 a year. This takes their payment \$16 323, compared to medicine, which has a HELP charge of \$12,720. In contrast degrees the coalition approved of, nursing, teaching, agriculture will cost students \$4445. (Future Campus – 21 Sept)

The 2022 NSW budget included \$142m for research and development with CSIRO, universities and industry plus \$342m for research translation both over four years but in yesterday's first budget from the newish Labor Government there is as much as no new money for research. But all faith is not lost – the Labor Government of Victoria continues its pandemic practice of supporting applied research, announcing it will match \$7.5-\$9m from universities, to drive 'commercialisation of their own research.' Deakin, La Trobe, Monash and Swinburne are participating universities (Uni Melbourne committed last year). (Future Campus – 21 Sept)

One in two young people have completed a post-school qualification by age 22. The latest NCVER data shows that just over half of young Australians completed a post-school qualification by age 22. Generation Z: life at 22 uses results from the Longitudinal Surveys of Australian Youth (LSAY) to explore how young people fared when they were 22 years old in 2022. According to the data, by age 22, the highest qualification completed for just over a quarter (26%) of young people was a vocational qualification, while a further quarter (25%) had completed a university degree. When compared with 22-year-olds in 2016, the percentage of 22-year-olds who were unable to meet their basic needs such as paying their rent or mortgage or heating their home increased, while the

proportion of young Australians reporting a probable mental illness more than doubled. (NCVER – 27 Sept)

Fair Work Ombudsman Takes UNSW to Court of Casuals' Pay by Stephen Matchett. UNSW faces a Federal Court action over alleged legal breaches on paying staff. The Fair Work Ombudsman alleges that for four years the university's records were 'so inadequate that they made it difficult to identify whether employees had been underpaid.' The FWO's focus is on 66 casual academic staff in the UNSW business school at the Kensington campus. In particular, the FWO alleges the university breached the FW Act between 2017 and 2022 by:

- failing to make and keep records of hours, rates of pay and details of loadings and other entitlements owed to casual academic employees
- failing to include lawfully required information in pay slips, such as basic information relating to pay rates and casual loading
- failing to pay staff wages at least monthly for all hours worked. It is alleged UNSW staff were often unlawfully paid certain parts of their entitlements several weeks or even months after they actually performed the work'.

The FWO states it started investigating UNSW in 2020, after the university self-reported 'non-compliance' with workplace laws. (Future Campus – 28 Sept)

Usual Ranking Result: Uni Melbourne Way in Front by Stephen Matchett. Uni Melbourne continues in top Aus spot in the new edition of the Times Higher ranking, effectively unchanged from last year (down three places to global 37). It is followed by the usual other five in the world top 100, Monash (54), Uni Sydney (60), ANU (67), Uni Queensland (70) and UNSW (84). Uni Adelaide falls out of the first century, down from 88 last year to 111 and UWA drops from 131 to 143 this year. Times Higher attributes the declines to the national Covid caused lockdowns, 'the relative isolation of the country during the pandemic is showing up in the data' and to 'a relative under-investment in research, which sends a clear red-light warning.' However, as Angel Calderon **points out,** research performance is measured in part by research citations, which can bounce around, depending on the presence and output of hici researchers. Movement between bands can mean a great deal or nothing much (a change of one place or 99) but there are



couple of big moves. Australian Catholic U and Bond U dropped at least 100 places, moving from the 251-300 group last year to the 400-500 this, while Swinburne U improved at least 50 places, lifting from 301-350 to 201-250. Overall, THE points out, some changes to institutions' scores will be influenced by methodological changes this year and we would advise noting that when making comparisons with previous year's results. (Future Campus – 28 Sept)

Govt job description for unis: work as directed. Still wondering what the govt wants from the Accord? Stephen Matchett reports on what The Commonwealth's white paper spells out. (Future Campus – 28 Sept)

HELP Hike for HASS Students: It hasn't Hit Yet by Stephen Matchett. The coalition government's hikes and cuts in student fees for different disciplines under the Job Ready Graduates model has sod-all impact on overall student choice, according to new research by Maxwell Yong, Michael Coelli and Jan Kabatek (all Uni Melbourne) – but it's not great for history, philosophy and legal studies. On the basis of NSW Universities Admission Centre data they report:

- fee increases led to 1.52 per cent of students electing courses they would not have chosen under the previous cost structure
- final enrolments were in-line with this, 'implying universities did not respond in a manner consistent with revenue maximisation'

Overall, of the 27 study-fields, student demand changed by 5 per cent or less for 20, less than 3 per cent for 14. However, there were 7.3 per cent drops in preferences for history, philosophy, and legal studies, among the disciplines where students pay most and government least. The 2024 contribution rates for them are \$16 323 by students and \$1 236 by government. In contrast, demand for agriculture was up 9 per cent (student contributions for 2024 are \$4495, while the Commonwealth kicks-in \$30 395). They warn that it is early days and that the figures might reflect trends already in place and that price sensitivities may increase but that so far, 'reform-induced changes of students' preferences were relatively minor.' As for institutions pilling students into disciplines where they pay significant amounts of money, there is little evidence of public institutions doing this across the board, so far. These results are not great news for HASS lobbies that have campaigned against indisputable

price discrimination – for most of their subjects, demand has not collapsed, leaving their egos hurt rather than student base reduced. But the authors point out, if the JRG model continues it will be bad for students in fields where they can run up \$43 000 in debt for a three-year degree. 'larger debts mean repayments will stretch over many more years,' they write. 'This may affect decisions regarding purchasing a home, getting married and having children. The underlying inequities in this policy change are quite stark.' The paper appears in-line with Mr Yong's 2022 findings that course demand is inelastic, 'if the government wants to control university enrolments across different fields of study, it should not use price as an incentive for students,' (Campus Morning Mail, October 20 2022). Maxwell Yong, Michael Coelli, Jan Kabatek 'University fees, subsidies and field of study,' Melbourne Institute: Applied Economic & Social Research, Working Paper No. 11/23 (Future Campus – 28 Sept)

The ranking highlights Australian unis have so much work ahead. Angel Calderon shares his insights on the latest's Times Higher Education (THE) World Universities Rankings and what the road ahead looks like for Australia universities. (Future Campus – 28 Sept)

The University Accord Interim Report states universities should be better employers, 'especially following recent serious incidents related to underpayment and insecure employment of academic staff.' After years of examples of both, the point did not need making again – but it was on Tuesday. The Fair Work Ombudsman announced a Federal Court case against UNSW, alleging underpayment of academic causals (details in this week's issue). (Future Campus – 28 Sept)

Despite appearances it seems the 2019 Noonan Review of the Australian Qualification Framework is not already consigned to the limbo of policy reforms vested interests want ignored. According to the employment White Paper, the O'Kane Accord 'will consider the intent of recommendations.' (Future Campus – 28 Sept)

BIG DATA, DATA ANALYTICS, BUSINESS INTELLIGENCE

Defending Equity in Research Against the AI Threat by Stephen Matchett. Margaret Sheil presents an observation about career metrics, although it would

be appropriately named 'Sheil's Law of Performance Measures.' 'The more seemingly precise or informative a new indicator, especially if applied as a solution, the less scrutiny there is of the quality and opportunities for individuals to whom it is applied.' It sets the context for comments in a paper for Elsevier by the QUT VC, on metrics for career achievement and national research output. In the case of measuring individual merit, it is something she observed close-up, as a young scientist, observing the ways research metrics discriminate against people with interrupted or non-linear careers, 'mostly women with caring responsibilities.' 'Talent is broadly distributed; opportunity is not. So, whether we are selecting for admission to our universities or recruiting staff, we must not start with the assumption that each has the same opportunity to develop or demonstrate their ability,' she writes. (Future Campus – 28 Sept)

There is an opportunity to establish a national capability to develop new AI tools that can transform the productivity of the public sector. There seem to be few other options other than productivity growth for government to be able to maintain high quality services without an ever-higher tax burden on Australians.' They nominate public health, the NDIS, social security, defence, national security, and energy transition as providing opportunities, that 'could be seized right now.' (Future Campus – 28 Sept)

REPORTS AND RESOURCES

Total VET students and courses 2022. The latest NCVET report shows that student enrolments in nationally recognised vocational education and training (VET) have risen by 5.1% to 4.5 million in 2022. Total VET students and courses 2022 found that participation rates in nationally recognised VET increased in 2022, with 25.0% of Australian residents aged between 15 and 64 participating in VET (up from 24.0% in 2021). Australian residents aged between 15 and 19 had the highest participation rate at 45.7%. In 2022, the number of students enrolled in nationally recognised programs dropped by 1.3% to 2.1 million. However, the number of students enrolled in subjects that are not delivered as part of a nationally recognised program rose by 10.4% to 3.0 million. There has been an increase in student numbers over the past five years, up



11.3% between 2018 and 2022. (NCVER report – 17 Aug)

[Navigating the Changing Cybersecurity Landscape in Higher Education.](#)

Cybersecurity is a necessary and critical consideration for higher education, as they must protect large amounts of sensitive data. Institutions must therefore invest in the right resources and practices for them and be prepared to update them as needed. (EvoLLLution – 21 Aug)

[VET qualification completion rates](#)

[2022.](#) The latest NCVER report shows that the qualification completion rate for students who commenced vocational education and training in 2018 rose to 47.6%, 1.5 higher than completion rates for students who commenced their training in 2017. The VET qualification completion rates 2022 report also found that the highest observed actual completion rate was at enterprise providers (58.0%), whilst the lowest was found at TAFE institutes (44.1%). Between 2019 and 2022, for subjects undertaken in training package qualifications the subject load pass rates declined by 3%, which may be credited to a rise in online course delivery. (NCVER – 29 Aug)

[Completion and attrition rates for apprentices and trainees 2022.](#)

The latest NCVER report shows that both individual completion rates and observed actual contract completion rates were down for apprentices and trainees who commenced vocational education and training (VET) in 2018. When compared with 2017 commencements, individual completion rates declined by 0.8 percentage points to 55.8%, whilst observed actual contract completion rates declined by 0.2 percentage points to 48.7%. For apprentices and trainees who commenced training in 2018, observed actual contract completion rates for trade occupations declined by 1.2 percentage points to 42.2%. Observed actual contract completion rates for non-trade occupations increased 1.3 percentage points to 55.6%, when compared with 2017 commencements. Of note, the decline in apprentice and trainee completion rates may have been driven by the COVID-19 pandemic. (NCVER – 4 Sept)

[Equitable Education: Building an Accessible University for](#)

[Underrepresented Students.](#) Creating an accessible university is paramount, particularly for underrepresented students. It not only fosters equitable educational opportunities but also serves

as a catalyst for community development, bridging gaps and forging pathways to a brighter collective future. (The EvoLLLution – 16 Sept)

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[Looking outward – the people needs of HE.](#)

When we talk about industry and sector skills needs, we can tend to forget that higher education itself is a sector that has skills gaps and skills needs, just like everywhere else. Higher education is arguably among the better-served sectors for professional development opportunities for its people – and can boast of hosting some of the best talent and finest minds in the world. However, as the demands on universities change, and as universities themselves develop novel aspirations and strategies, what they need from their workforce evolves also. In the summer, Advance HE commissioned Wonkhe to conduct interviews with heads of institutions globally to explore how they see their people needs changing in the years ahead. Not surprisingly, the answers – published by Advance HE in a report today and featuring candid reflections from our interviewees – are fascinating. While every vice chancellor we spoke to is working in a different context, there was a strikingly common theme in that all are increasingly looking outward – to internationalise, to engage with businesses and employers, to increase the impact of their research to tackle global challenges, and to engage with their communities and regions. This shift in orientation requires new ways of working inside universities – enterprising, inter- and trans-disciplinary, sustainable, and collaborative – and opens up a range of possibilities for diversifying academic and professional career paths. Technology can be an enabler to some of this activity – but that depends on universities being able to source the skills required to realise its potential. At the same time, we're seeing a conscious emphasis within universities on articulating a set of shared values and building inclusive cultures in which people can make a meaningful contribution to university success. Greater emphasis on equality, diversity,

and inclusion, as well as recurring themes of co-creation and delegation of leadership responsibility suggest the emergence of thinking about how universities can be more effective at organisational innovation and learning, as well as at developing individuals. This morning on the site, Advance HE chief executive Alison Johns introduces the findings and reflects on their implications for professional development in higher education. (Wonkhe – 25 Sept)

[Data-Driven Decisions: The Focus on Labor Market Data.](#)

As higher education works to help fill gaps in the workforce, institutions must rely on labor market data to guide students in their decision-making and inform programming. (The EvoLLLution – 25 Sept)

[Government-funded students and courses – January to March 2023.](#)

The latest NCVER report shows that in the first three months to 31 March 2023, there was a 6.4% increase in student enrolments in government-funded vocational education and training (VET) when compared with the same period in 2022. In the January to March 2023 period, there were 753 875 students enrolled in government-funded VET, an increase of 45 425 students when compared to the same period in 2022. Of those, 739 680 students were enrolled in government-funded nationally recognised training and 25 205 were enrolled in non-nationally recognised training. There were 744 010 government-funded nationally recognised qualification enrolments in Australia during the period. The most popular level of education was Certificate III (373 585 or 50.2%), followed by Certificate IV (159 515 or 21.4%). (NCVER – 28 Sept)





INSTITUTIONAL RESEARCH CONFERENCES & EVENTS

LOOKING FOR AN EVENT?

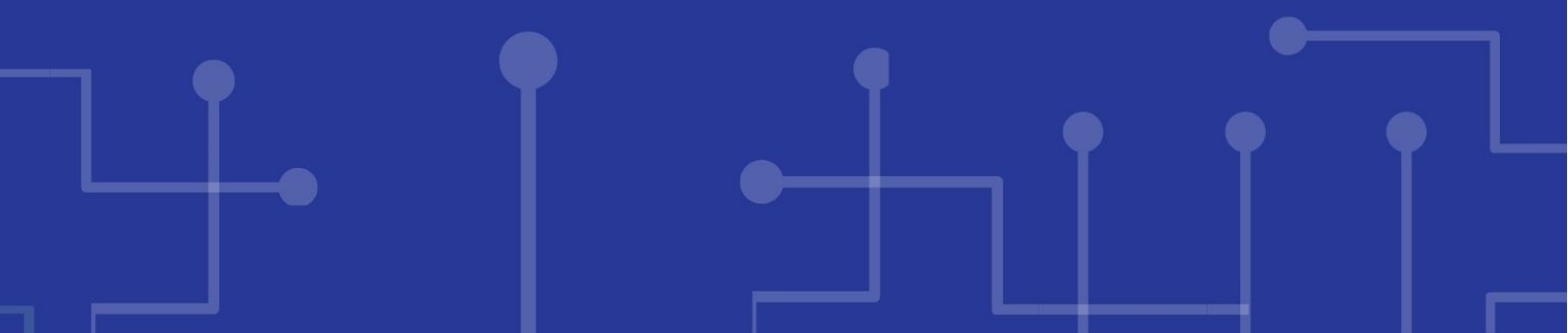
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- Data driven storytelling
- Data analytics for non-data minds
- Data analytics for business success
- Data analysis and insights.

[Find Out More at Charles Sturt University.](#)

[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 assessment, planning, and related fields.

THE CONFERENCES AND EVENTS

[ATEM programs](#)

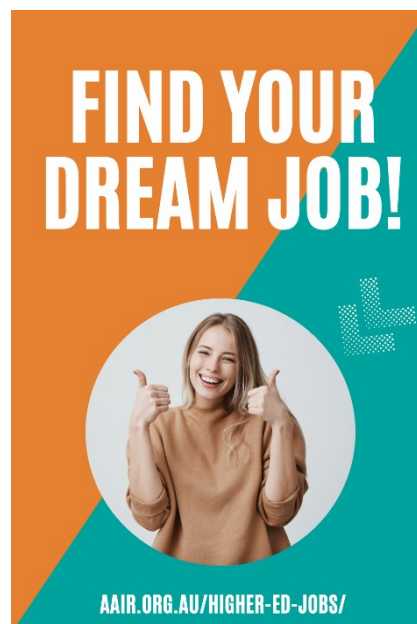
The Association for Tertiary Education Management provides high quality professional development and leadership programs for the tertiary education sector in Australia and New Zealand. Professional development events can be found by [Browse the ATEM PD programs calendar](#) or [Search programs and events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



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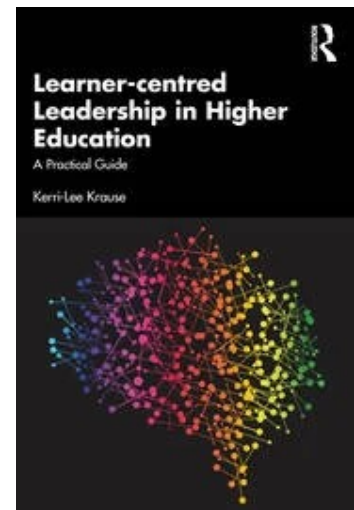


Find a Job

If you have a vacancy you'd like advertised through AAIR, please submit a job ad for consideration.

Advertise a Job

RECOMMENDED READING



[This is the go-to guide for higher education leaders of learning, teaching and the learner experience.](#) It offers research-enriched, practical insights and case studies, together with a must-have toolkit of strategies for future-focused higher education leaders. Kerri-Lee Krause combines her extensive track record as a senior university executive, award-winning teacher and higher education researcher. Inspired by the disruptive educational opportunities arising from the global COVID-19 pandemic, Krause takes academic and professional staff leaders on a journey through the core capabilities required of successful leaders in a rapidly changing higher education landscape. Key topics include:

- learner-centred strategy co-design
- collaborative strategy implementation with learners at the heart
- leading curriculum innovation and renewal
- partnering with learners for engagement and success
- collegial academic and professional staff capability-building and leadership development
- coming to terms with educational policy development and quality work
- shaping learner-centred cultures; and
- leading with integrity in higher education.

As universities and higher education providers look for ways to rebuild in the wake of a global pandemic, capable, courageous, learner-centred leadership matters more than ever. This readable, intellectually rich, and practical book is for current and aspiring higher education leaders who have a passion for effective leadership with learners at the heart.



ON THE MOVE

Jaymee Beveridge becomes VP Indigenous Strategy and Engagement at Uni Wollongong. She moves up from ED for Indigenous Strategy.

Emma Johnston (DVC R Uni Sydney) joins CSIRO's board.

John Hood will become Flinders U's seventh chancellor, starting October. The university describes him as an 'respected SA business leader.' He is a Flinders grad and two-term council member 2004-2010 and 2017-continuing.

Leanne Holt moves from Macquarie U to become inaugural DVC Indigenous at UNSW.

Vlado Perkovic becomes UNSW Provost, moving from medicine dean. He replaces inaugural provost Anne Simmons who announced her exit in March. Since then, the provost portfolio has been split into three acting roles.

Maryanne Dever is appointed DVC E at Western Sydney U. She moves from PVC, Education and Digital at ANU.

Genevieve Bell is in-coming ANU vice chancellor. Professor Bell is director of the university's School of Cybernetics.

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@aaair.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](https://twitter.com/AAIRaustralasia)



[Andrew Bradshaw](#)

Editor, *The Institutional Researcher*

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