

Monthly e-Newsletter – July, 2011

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EDITORIAL OF SORTS

My how these months roll around, especially when the past month included two weeks of school holidays, which now seem like a blur: As I started this newsletter, the only thing that seemed to be making news is the proposed carbon tax. Now I'm distracted by the daily delights of the Tour de France. Go Cadel!!



So this article caught my eye [‘Why is a carbon tax like the Tour de France?’](#)

**Call for Papers for
JIR vol 16(2)**

AAIR invites contributions from Australasian institutional researchers for publication in the 2nd edition of the JIR in 2011. Please email contributions to the JIR Editor, Josephine Palermo, at president@aair.org.au

The instructions for authors are available online [here](#)

AAIR aims to publish this next edition of the journal by the end of November 2011.

And so to another AAIR newsletter....

Many thanks to Dean Ward for the fabulous two page article on the highlights and main themes from the 2011 AIR Forum which he attended.

Please don't feel daunted by Dean's article. All contributions - big, medium, small, tiny, minute, – send 'em in!!

Feedback, comments, suggestions and contributions to the Newsletter are, as always, welcomed.

So, read on and sample the varied mix that follows. Enjoy....

Wendy Marchment
Editor
editor@aair.org.au

PLACES TO GO – THINGS TO DO

For more events make sure you check out <http://aair.org.au/pages/events>

If you have relevant events you would like posted please email them to info@aair.org.au

Hopefully a number of you are heading to Canberra soon for the AAIR SIG Forum. Here's a few photos of some of the sights. Just be sure to pack your scarf, gloves and beanie!!

Also see the website 'Get Wrapt in Winter' <http://www.wraptinwinter.com>



Above: Lake Burley Griffin



Above Walking up to the Canberra Centre...



Above: Balloons flying over Parliament House

AAIR Special Interest Group

3-5 August 2011

Canberra

It is with great pleasure that I invite you to attend the AAIR SIG meetings 2011 in Canberra.

These meetings incorporate the AAIR special interest groups for 'Data Warehousing and Business Intelligence', for 'Load Management' and for 'DEEWR'.

The theme for this year's meetings is **'Capital Perspectives and Cool Ideas'**.

Co-hosted by the Australian National University and the University of Canberra, the AAIR SIG will reflect both institutions as well as the national capital.

Our keynote speakers this year are Professor Ian Young, Vice-Chancellor and President ANU and Professor Stephen Parker, Vice-Chancellor and President UC

We can also now announce that representatives from DEEWR will attend the AAIR SIG to present the latest information on the demand driven funding system and CGS funding-related load management issues.

We are pleased to partner again with [Altis Consulting](#) as our main sponsors. I am sure many of you have gained from their expertise and/or attended their training programs.

The call for abstracts has now closed and the draft program is available on the website.

Registrations now at:

<http://unistats.anu.edu.au/aair-sig>

Enquiries E aair.sig@anu.edu.au

We look forward to seeing you there!

Fiona Sutherland
Chair, AAIR SIG 2011 Committee





**Tertiary Education Management Conference
14 to 17 August 2011**

Gold Coast, Queensland

The tertiary education management conference has been a feature of the Australasian higher education calendar since 1977.

The conference theme is 'Riding the Waves'.

<http://www.temc.org.au/>

**Australasian Evaluation Society 2011
International Conference**

29 August to 2 September 2011

Hilton Hotel Sydney

'Evaluation and Influence'

Monday and Tuesday of the Conference Program will offer interactive Pre Conference Workshops. The Conference sessions will run from Wednesday to Friday including plenary sessions with invited keynote speakers and up to seven concurrent sessions each day.

KEYNOTE SPEAKERS:

Sandra Nutley, Professor of Public Management, University of Edinburgh, United Kingdom.

Penny Hawe, Professor, Markin Chair in Health and Society AHFMR Health Scientist, University of Calgary, Canada

Patricia Rogers, Professor of Public Sector Evaluation, Royal Melbourne Institute of Technology

Ian Anderson, Director, Onemda VicHealth Koori Health Unit, University of Melbourne

Peter Shergold, Macquarie Group Fdn Professor the Centre for Social Impact, University of Sydney

CONFERENCE STREAMS:

- Education
- Health
- Community and justice
- International development
- Indigenous peoples
- Natural resources and the economy
- Methodology

For more information and to register for the Conference visit the website

www.aes2011.com.au

Or contact the Conference Managers via email: aes2011@arinex.com.au or Phone: 02 9265 0727.

**Regional Tertiary Education Conference
2 to 3 August 2011**

Coffs Harbour Education Campus, NSW

The Southern Cross University, North Coast TAFE and the Business Higher Education Round Table are behind this Inaugural Regional Tertiary Education Conference.

Regional development and sustainability lie at the core of discussions on nation building. A key question in this context is how regional tertiary education can serve their communities. This conference brings together leaders from across sectors, universities, VET, business, local, state and federal governments and community to discuss the nature and role of tertiary education in advancing a sustainable and innovative regional development agenda.

<http://www.bhert.com/activities/2011-08-02/index.html>

**2011 Conference: Assessing Higher
Education Performance: Initiatives and
Implications**

20 to 21 October 2011

Crown Promenade Hotel, Melbourne

An International Symposium organised by the LH Martin Institute and the European Centre for the Strategic Management of Universities in the Framework of the Erasmus Mundus EU-Step Project.

Details [here](#)



**Canadian Institutional Research and
Planning Association 20th Annual
Conference**

23 - 25 October 2011

Fredericton, New Brunswick

The theme of this year's CIRPA conference is 'Looking Forward: Institutional Research and Planning in Canada'. Keynote speakers will include Dr. Munir Sheikh, former Chief Statistician of Canada and currently Distinguished Fellow and Adjunct Professor at Queen's University, and Mr. James Knight, President and CEO of the Association of Canadian Community Colleges and Chair of the World Federation of Colleges and Polytechnics. All inquiries regarding submissions or the conference should be directed to Conference Co-Chair Elizabeth Lane (elizabeth.lane@dal.ca)

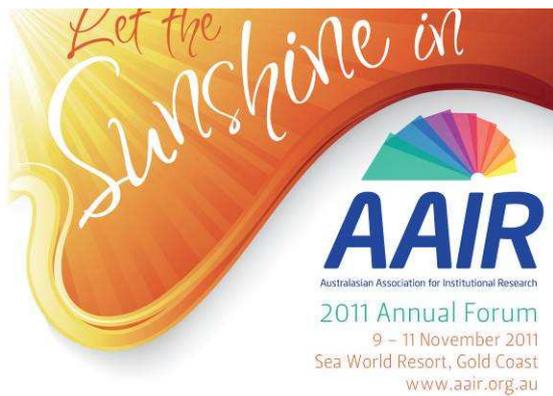
SPOTLIGHT ON KEYNOTE SPEAKERS **AT THE 2011 AAIR FORUM**

Professor Sandra Harding

Professor Sandra Harding is Vice Chancellor and President of James Cook University. In that position, she is responsible for the overall leadership and management of the University across all operating sites, including campuses in Townsville, Cairns and Singapore. Her scholarly interests reside around the sociology of work, industry and organisation and she has a keen professional interest in education policy and management. Professor Harding has undertaken a wide variety of external roles within the higher education sector and the business community. She has also served on a number of review panels and accreditation committees within the higher education sector. Her current board commitments include: the Australian Institute of Marine Science, the Queensland Premier's Smart State Council, Skills Queensland, North Queensland Toyota Cowboys, Townsville Enterprise Limited and Advance Cairns. She is also a Board member of Australian universities' peak body, Universities Australia, and is Australia's representative on the University Grants Commission for the University of the South Pacific

Dr Pamela Kinnear

Dr Pamela Kinnear has recently joined Universities Australia as Director of Policy and Analysis. Prior to this, Pamela spent almost a decade in the Commonwealth Public Service in social policy Departments and, in the last two years, in the Department of Prime Minister and Cabinet where she was a Senior Executive with responsibility for portfolios such as Immigration, Human Services, FaHCSIA, and Veteran's Affairs. In her pre-public service career, Pamela was a researcher and public commentator with a range of public policy institutes and think tanks - most prominently with the Australia Institute where she engaged actively in advocating for improved public policy - including in higher education.



2011 AAIR Annual Forum **9-11 November, 2011** **Sea World Resort,** **Gold Coast, Queensland**

On behalf of the 2011 AAIR Forum Organising Committee, I'd like to extend a warm invitation to you to participate in the 21st annual AAIR forum, where we'll "Let the Sunshine in".

Early Bird registration closes 18 August. Don't miss out – Register Now!

The 2011 AAIR Forum will interest and challenge, starting with the keynote speakers, Professor Sandra Harding, Vice-Chancellor and President, James Cook University, and Dr Pamela Kinnear, Director of Policy, Universities Australia. The program includes a panel discussion with the topical heading of "Where should the sun shine?". Watch this space for further details.

I look forward to seeing you in the sunshine, at Sea World on the Gold Coast in November 2011.

Jeff Holmes
Chair, AAIR 2011 Forum Organising Committee

Find out more about AAIR Forum 2011 - visit the Forum website via www.aair.org.au

For more information please contact the Forum Managers
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113 Harrington Street, Hobart TAS 7000
Phone: 03 6234 7844
Email: brigitte@leishman-associates.com.au
Web: www.leishman-associates.com.au

AAIR RECEIVES ALTC GRANT

AAIR has been granted funding from the Australian Teaching and Learning Council (ALTC) for a project on 'Tracking student success: who is falling through the cracks?'. This we hope will be one of many important research projects that AAIR will both lead and support for the betterment of our members and the sector.

AAIR will partner with Deakin University and Southern Cross University for the study, which will monitor secondary school leavers during the first five years of their university experience by identifying those factors that enable access, retention and success with students from diverse backgrounds. A system will be developed to monitor a student cohort's retention and progress outcomes and identify factors that may be enabling or hindering progress, such as equity group, first in family status and high levels of student mobility.

By conducting this study in parallel in two universities we will be able to compare the role of different settings in moulding the student experience and subsequent outcomes. Each university will further partner with a number of local secondary colleges in their catchment area. A cohort of school leavers will be tracked through the next five years, assessing their employment and / or educational outcomes and enablers or barriers to achieving successful outcomes

This study aligns with the ALTC objective: 'To identify learning and teaching issues that impact on the Australian higher education system and facilitate national approaches to address these and other emerging issues.'

We hope to make progress towards the ideals stated in the Bradley Review of Higher Education of equal access for all Australian students irrespective of background. Our results will be published broadly and we will produce a comprehensive guide that allows implementation of our tracking and analysis (and flagging of "at risk" students) systems at other national, and indeed international institutions.

Outcomes in the first year of the study include:

- Recommendations for the structures (including partnerships), processes and technologies required to enable the tracking of student cohorts.
- A report on findings of the comparative case study which particularly focuses on points of learning across the two institutions that may provide benchmarks for other institutions.
- Recommendations for other institutions wanting to establish student tracking projects (based on learning related to the comparative case study).
- A workshop conducted at the AAIR Annual Forum in November 2011 that explores student cohort tracking across institutions in the higher education sector.



NEWSLETTER NOTES

1. JIR 16(1) Now Online

The Journal for Institutional Research—otherwise known as the JIR—is the official refereed journal of AAIR. On 8 July, issue 16(1) of the JIR was published online at <http://air.org.au/journal/volume-16-no-1>

The contents include:

- Unemployment Rates and Starting Salaries: Are Australian Graduates at the Whim of the Wage Curve? by David Carroll
- Institutional Research in Australasia: Coming of Age or Coming Unstuck? by Martin Hanlon, Michael Rothery & Rob Daldy
- Projecting Continuing Student Enrolments: A Comparison of Approaches by Robert Aitken, Anne Young & Kevin McConkey
- From Data Entry to Evidence-Based Decision-Making: How Data and Analysis Can Drive Improvements in Admissions Policies by Claire Hourigan
- Mapping a Retention Index Across the Student Continuum by C.A. (Cay) van der Merwe
- What is the Non-Academic Student Experience and Why is it Important? by Roshani S. De Silva & Cara Garnaut
- Student Feedback Surveys: An Holistic Approach to Maximising Their Value to Staff and Students by Anne Young, Kevin McConkey and Mark Kirby
- Academic Staff Views on External Quality Audit: Post Audit Evaluation in a Private Higher Education College by Mahsood Shah, Chenicheri Sid Nair and Sue-Ann Stanford

2. Correcting Correlations When Predicting Success In College

This is the latest IR Applications publication from AIR. Abstract: Critics of testing for admission purposes cite the moderate correlations of admissions test scores with success in college. In response, this study applies formulas from classical measurement theory to observed correlations to correct for restricted variances in predictor and success variables. Estimates of the correlations in the population of high school graduates are derived from two of the several formulas in the literature. This article describes limitations and encourages additional investigation into the use of the formulas for estimating correlations in unrestricted populations.

<http://www.airweb.org/images/irapps31.pdf>



3. Research in Higher Education Vol 52, #4

Research in Higher Education (RIHE) is the official peer-reviewed academic journal of AIR. RIHE is intended for those concerned with the functioning of postsecondary education, including two-year and four-year colleges, universities, and graduate and professional schools. Volume 52, #4, June 2011 is now available:

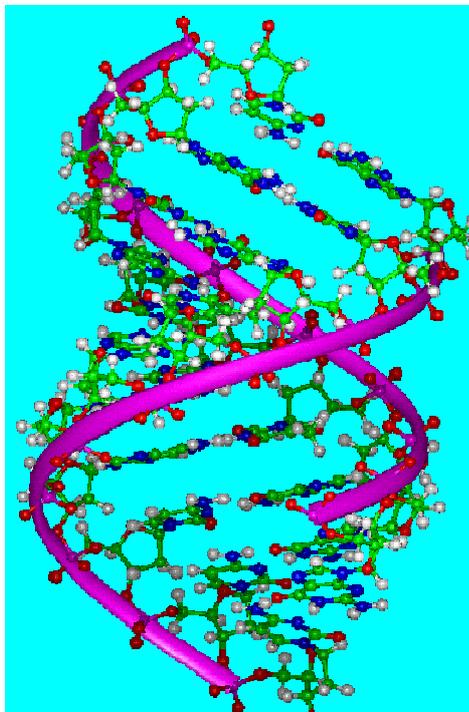
- Racial/Ethnic Disparities in Collegiate Cognitive Gains: A Multilevel Analysis of Institutional Influences on Learning and its Equitable Distribution by Heather Kugelmass and Douglas D. Readyr
- The Role of Living–Learning Programs in Women’s Plans to Attend Graduate School in STEM Fields by Katalin Szelényi and Karen Kurotsuchi Inkelas
- More Than “Getting Us Through.” A Case Study in Cultural Capital Enrichment of Underrepresented Minority Undergraduates by T Sarah M. Ovink and Brian D. Veazey
- On Subject Variations in Achievement Motivations: A Study in Business Subjects by Dirk T. Tempelaar, Sybrand Schim van der Loeff, Wim H. Gijsselaers, and Jan F. H. Nijhuis
- A Tale of Two Groups: Differences Between Minority Students and Non-Minority Students in their Predispositions to and Engagement with Diverse Peers at a Predominantly White Institution by Wendell D. Hall, Alberto F. Cabrera, and Jeffrey F. Milem

<http://www.springerlink.com/content/0361-0365/52/4/>

4. Validity and Limitations of College Student Self-Report Data

New Directions for Institutional Research (NDIR) is a quarterly sourcebook published by Jossey-Bass under the sponsorship and policies of AIR. Each NDIR issue focuses in detail on a specific topic relating to institutional research, planning, or higher education management in general. The most recent volume in the series, entitled *Validity and Limitations of College Student Self-Report Data*, was edited by Serge Herzog and Nicholas A. Bowman. In the Editor's Notes, Herzog and Bowman write: The recent release of a comprehensive study by Arum and Roksa (2011) provocatively titled "Academically Adrift: Limited Learning on College Campuses", suggests that more than one-third of undergraduate students exhibit little gain or none in critical thinking, complex reasoning, and writing ability after four years of college. The finding is based on longitudinal scores from the College Learning Assessment (CLA), a widely used essay test administered to a nationally representative sample of 2,300 students tracked over four years. The study is a wake-up call to higher education that student learning should no longer be an afterthought.

Unfortunately, it's not available on-line so you may have to convince your library to subscribe or do so yourself [here](#).



5. Dropout DNA, and the genetics of effective support

An ACER Research Briefing paper from the Australasian Survey of Student Engagement. Download it [here](#)

Thanks to Rob Sheehan for the following three items

6. Measuring Non-Completions

Back in March, Service Skills Australia (SSA) released an interesting report: 'The benefits of accurately measuring non-completions'. Written by John Mitchell & Associates, the report tallies findings from a year long project commissioned by SSA which set about unravelling the knotty question of what's behind non-completion of qualifications in the retail sector. It provides a more nuanced picture than the one commonly painted – that people withdraw because RTO delivery is poor. The nuances the report points to could illuminate the matter of non-completions beyond retail. The report suggests that better data definitions and data collection would help us all out: Read it [here](#)

7. Farewell to NTIS!

Some time during July, Training.gov.au will replace NTIS as the home for endorsed training packages and courses, listings of accredited providers and their scopes. Keep checking here: <http://training.gov.au/>

8. ACPET Benchmarking Update

ACPET's higher education benchmarking system has undergone some refinement with the addition of new indicators to the existing suite. The updated information sheet about the system is available [here](#):

Dean Ward reports:

9. Global Alliance for Measuring University Performance

Those keeping an eye on the benchmarking scene, may have noted the involvement of the United Nations, by way of a Global Alliance, to advance University benchmarking.

At the recent 2011 AIR Forum in Toronto, the Global Alliance for Measuring University Performance provided an update on their developments with the "Global Research Benchmarking System (GRBS)" being at an advance stage of development.

Of interest to Australian readers, has been the adoption by the Alliance of many characteristics of the Australian model for ranking research.

The presenters at the forum also advised their future ambition of extending the benchmarking into non research areas such as Student Performance. It will be worthwhile watching the developments, given the inherent complexities at this level.

10. Measuring the socioeconomic status of Australian youth

As the Federal Government continues its push to increase the numbers of students from low socioeconomic status (SES) backgrounds going to university, new research shows that the current measure used to determine SES performs poorly when classifying individuals, as opposed to the regions they come from.

Released by the National Centre for Vocational Education Research (NCVER), Measuring the socioeconomic status of Australian youth, finds that the Socio-Economic Indexes for Areas (SEIFA), which looks at where people live, performs reasonably well when reporting the total participation in higher education but misclassifies almost 40% of individuals as being from high or low SES backgrounds.

www.ncver.edu.au/publications/2355.html

11. World-first survey determines what becomes of university graduates

A large-scale survey of New Zealand graduates – which aims to determine the ongoing impact of a university education on graduates' lives – is being launched this year and is a world first in its scope.

The Graduate Longitudinal Study New Zealand (GLSNZ) has been commissioned by Universities New Zealand – Te Pōkai Tara, the representative body for the country's eight universities, with main funding support from the Tertiary Education Commission.

<http://www.universitiesnz.ac.nz/node/664>

12. Plan to Restructure British Higher Ed

The British government has released its long-awaited "white paper" on the future of higher education, offering a sweeping set of proposals that would produce dramatic changes in how the country would educate students and fund institutions.

Under the plan, for example, a quarter of all student places are to be open to full competition in 2012-13, in a government bid to force higher education institutions to vie for the brightest and best applicants at one end of the sector, and to compete on price at the other. And for-profit providers of higher education would be given full access to the student loan system on condition that they agree to follow the same rules on standards, quality and fair access as publicly funded institutions. Article [here](#)

<http://discuss.bis.gov.uk/hereform/white-paper/>

13. 2011 Strategic roadmap for Australian research infrastructure: exposure draft

Following consultations and analysis of the responses to the Discussion Paper, an Exposure Draft of the 2011 Strategic Roadmap for Australian Research Infrastructure has been developed and released for further consultation. During 2011, a Strategic Roadmap for Australian Research Infrastructure will be developed to inform future decisions on where Australia should make strategic infrastructure investments to further develop its research capacity and improve innovation outcomes over the next five to ten years.

The 2011 Roadmap aims to consider new and emerging areas of research which may require different types of infrastructure in the future, and determine whether the current mix of Capability areas continues to meet researchers' needs.

Responses to the Exposure Draft should be sent to Roadmap2011@innovation.gov.au by COB Friday, 22 July 2011

Download it [here](#)



14. Reframing the Future website to be decommissioned

The National Centre for Vocational Education Research (NCVER) will decommission the Reframing the Future website on 31 August 2011. Resources from the website will remain available in the VOCEDplus database in the Reframing the Future collection and via hard copy by loan from the NCVER library collection. The website has also been archived in the National Library's Pandora website.

NCVER will continue to answer queries in relation to the website and related publications and resources. Please contact the Information and Library Services Branch at NCVER on +61 8 8230 8400.

AIR 2011 FORUM – SOME HIGHLIGHTS AND EMERGING ISSUES IN USA HIGHER EDUCATION

Your nomadic AAIR Secretary, while on an around the World itinerary, attended a range of conferences and forums including the 2011 AIR Forum and here's a personal account...

The World's largest gathering of Institutional Researchers occurs annually in the USA and whilst the 2011 Toronto Forum was down on last years' number of attendees of 1754, with just 1533, the number of sessions were comparable at around 400.

The numbers attending represents a logistical change and with a venue that spread attendees over 6 levels, moving around definitely required using the map provided and the guides that were strategically located.

The forum began on Saturday and ended on Wednesday with a Forum Lunch. Sessions on some days finished at 6.00PM and with concurrent sessions averaging 25 but peaking at 31, there was a mouth watering array to choose from.

Having IR interests across the full spectrum it was impossible to attend all sessions of interest. Of the sessions, around half were focused on North American centric topic with the balance transcending any territorial boundaries and of being of broad HE interest. Recognising this, the Forum organisers facilitated some gatherings of international attendees and it was interesting speaking to IR practitioners from Eastern Europe, the Middle East and elsewhere.

Attending a few of the North American centric sessions, re-enforced to me how Australia is languishing in the Information Age by limited access to data. Why has access to DEEWR data not advanced over more than a decade? Within the USA, data is in overflow and several of the exhibitors were companies that have entered this domain to organise and no doubt profit by commercialising access to the publicly and not so publically available data. It was also interesting to hear of the collaborative data exchanges and consortia's that are available to advance understanding of Retention and Equity where official collections are lacking. By count, there are 9 major data consortia's, 21 specialised National Survey bodies (many focussed on professional groupings), 3 bodies standardizing the measurement of Student Learning and 7 classified as Environmental Scanning sources. In Australia we have a few de facto data consortias eg GO8, ATN and QUT HR Benchmarking, with a number of informal arrangements.

So what were some messages and themes that I took away that have broader implications/interest? Here are some and I'll limited these to 10 and in no particular order of importance –

1. Student Income/family income as a determinant on HE participation - This came up in a number of sessions. In Australia, we take Higher Education to be price inelastic due primarily to HECS and no domestic undergraduate price differentiation. However at the Forum, a numbers of presenters were presenting their findings on the materiality of HE costs on potential first generations and equity groups which were shown to be very fee sensitive.
2. Collecting student income data – Tied into the first item, I and perhaps you may have had these same discussion in at your University – “we can't collect student/family income data as it is too invasive and invading privacy”. One presentations in passing advertised that they had this data for their students and an audible murmur could be heard and in question time it was asked – “How did you get this information” and the response were words to the effect - “we just asked and the students knew that it was in their interest to provide and it was explained why it was being collected.”
3. Survey Response rate – A PHD Candidate who had just completed her doctorate discussed her findings on the topic of Response Rates and sought to answer to the vexing question – “Do prizes make a difference.” Her conclusion was , and we must assume the evidence/method is strong as it would never have got through her supervisor or reviewers otherwise. Her evidence demonstrated that where the number of prizes are small in number, the impact on response rate is negligible but where everyone gets a rewards for responding, the response rate is higher. This is good news as this re-inforces current similar findings.

4. Benchmarking – a presentation outlined the United Nation’s involvement with producing benchmarking and their future intentions.
5. Load Forecasting – while extremely technical, a presentation was given on the various Load Forecasting methodologies and the presenter’s application of Artificial Intelligence. Reading the presenters CV, I think he has strong claims to being the foremost authority in this field and has a good number of publications available to back this up – Dr C.K. Chen.
6. Future Trends – Keynote speaker Dr Mark Millron, who I would describe as a Steve Job’s of HE and is the Deputy Director for Postsecondary Education for the Bill and Melinda Gates Foundation, presented a very interesting keynote. While there were many observations and what could be called “predictions” here are some that I took notes on –
 - a) Cost of Books – Dr Millron asked the question and got consensus form the audience that the cost of books had dropped by 30% - 40% through the availability of eBooks/iBooks. I don’t know the answer, but do Australasian Students see this level of cost reduction?
 - b) Playlists – The construction of Units of Study, to use Australian parlance, are beginning to draw on content from YouTube and the like, where internet video’s have been published. The quality of such free sources is readily available through user rating. This then leads into potential construction of Units through aggregations of playlists. While not mentioned, copyright and IP protection considerations become more important.
 - c) Learning Networks – these were beginning to take off and include Hippo Campus, P2PU, YouTube ED and Academic Earth. Yes, YouTube entering into Education!
 - d) Student Feedback – A number of website sites are emerging that provides externalised assessment/survey/feedback to students. The example of “ratemyprofessors.com” was provided as an example with this site being used in the USA and UK.
7. Equity and HE in the USA – In what I considered a passionate and emotive session by the lead Analyst from an independent Think Tank, the Post Education Opportunity (www.postsecondary.org), the Analyst provided compelling evidence that, contrary to intent of US government policy, access to High Education was becoming more elitist and Participation Rates amongst the Low SES were in general decline. Amongst the pervasive evidence provided to back this up, was the following example of a counter-productive initiative. To fund HE in the USA, some State introduced HE Lotteries. That is the excess of funds after prizes, would be given to support Low SES participation the in the State. The Analysts, findings were that the low social economic groups were the buyers of the lottery tickets, and those going to Colleges/Universities were Medium/High SES. In other words, in his words, the poor were cross subsidizing the education of better off economic groups.
8. HE Funding Cut backs in the USA – several presentations considered how to managed costs and significant reductions in income from State Governments. One Institutions stated that their income had dropped by 50%. The presentations outlined their system enhancement to manage this type of financial environment and the spin off is software that could be used outside the USA.
9. Applicant/Student Persistence – Several papers discussed the results of measuring Applicant Persistence as opposed to Academic Level, as an indicator or predictor of Success. The methods of identifying “persistence” were interesting and can be found in a range of online journal articles.
10. Growing International Students in North America – It was interesting that there was no sessions directly devoted to this topic. Notwithstanding, breakout discussions with many indicated that all that they were trying to grow this market, but were lacking in strategic approaches on how to succeed or progress at the preferred rate to fill the void in income now being experienced.

In conclusion, AIR’s Forum was excellent value and a great opportunity to meet and network.

POSITIONS VACANT

Also check out the Opportunities page on the AAIR website

<http://www.aair.org.au/pages/opportunities>

If you know of any relevant jobs and would like AAIR to advertise them, please email the text to info@aair.org.au



Research Performance Data Specialist HEW9

Griffith University

Closes 22 July

Details [here](#)

Associate Director Financial Planning & Analysis

HEW10

University of Queensland

Closes 22 July

Details [here](#)

Director, Planning and Institutional Performance 5 year contract

University of South Australia

Closes 25 July

Download brochure [here](#)

Senior Advisor, Quality

HEW9

RMIT University

Closes 28 July

Details [here](#)

Pro Vice-Chancellor (Planning & Quality)

University of the South Pacific

Closes 29 July

Details [here](#)

Associate Director, Planning & Performance Planning and Institutional Performance

HEW10

University of Queensland

Closes 1 August

Details [here](#)

FOR THE PODDIES, VODDIES AND BLOGGIES

1. Interview with Cain Polidano on 'Outcomes from combining work and tertiary study'

In this interview, Steve Davis talks with researcher Cain Polidano about the report 'Outcomes from combining work and tertiary study'. This study investigates the motivations for and the education and employment outcomes from working while studying for both VET and higher education students. While, in general, tertiary students who work while studying are less likely to complete than those who do not, being employed in the final year of study significantly improves the chances of finding full time employment in the first year following study.

<http://www.ncver.edu.au/publications/2384.html>

2. Did Conan O'Brien Give 'The Greatest Commencement Speech Ever?'

Conan O'Brien, whom The Washington Post has called "the most intelligent of the late-night comics," delivered the main address at Dartmouth College's 2011 Commencement exercises on Sunday morning, June 12.

See it [here](#)

RESOURCES

How to write about your science

Tips from Marina Joubert on how to switch from writing for science to writing about it - and reach a much wider audience. Some thoughts there which may apply to some AAIRies

<http://www.scidev.net/en/practical-guides/how-to-write-about-your-science.html>



DISTRACTIONS



Frog Leap Test

Here's an on-line version of a 'game' I often do with students as an energiser. The rules are: you can jump forward into a gap but not backwards. You can't jump more than one frog at a time.

<http://funstufftosee.com/frogleaptest.html>

Running the numbers: Portraits of global mass culture

Chris Jordan is a photographic artist. This series looks at mass phenomena that occur on a global scale. Click on each image to have it zoom in to the detail.

<http://www.chrisjordan.com/gallery/rtn2/#venus>

If you are interested in hearing Chris talk about his work go [here](#)



Australian Greenhouse Gas Calculator

This on-line tool was officially [launched](#) at RMIT University recently.

<http://www.epa.vic.gov.au/AGC/home.html>

LIGHT RELIEF

UniJobs puts out a 'Joke of the Week' and there are some humorous photos on the same page.

http://www.unijobs.com.au/joke_of_the_week.php

AND JUST REMEMBER...

Statistics are like a bikini. What they reveal is suggestive, but what they conceal is vital

Aaron Levenstein

AAIR Committee – 2011

President:

Josie Palermo, Lecturer, School of Psychology, Deakin University

Vice President:

Dave Marr, Special Projects Officer, Statistical Services, ANU

Treasurer:

Jeff Holmes, Manager, Load Forecasting, QUT

Secretary:

Dean Ward, Manager, Strategic Information Services, ECU

General Committee members:

Mark Bazzacco, Director, Planning & Statistics, University of Canberra

Bruce Guthrie – Research Manager, Graduate Careers Australia

Don Johnston – Institutional Research Officer, Southern Cross University

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