Australasian Association for Institutional Research

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Monthly e-Newsletter – September, 2010

What's in this edition?

EDITORIAL OF SORTS

More than a few readers over the years have contacted me asking for direction to an entry in a previous newsletter. Most often I apologise for not being able to assist as I don't keep an index of all the bits and pieces that appear. It may help to know that past editions of the AAIR Newsletter are now all available on the AAIR website. Right here:
http://www.aair.org.au/Pages/Newsletters.html

The 2010 AAIR Forum is nearly with us. Information on the Forum is to your right and on pages 4 and 5. Look forward to seeing you in Geelong in November.

On the last page of this month's Newsletter are details about the 2010 AAIR Annual General Meeting.

The October Newsletter will be a little slimmer than usual as I will be pressed for time later this month and early next. That said, as always, I welcome your contributions to the Newsletter. Subject to space and relevance to members, the Newsletter runs job vacancies and items on upcoming events. Send anything at all to me at:
rob@sharpwords.com.au

AAIR Annual Forum
10-12 November 2010
Four Points by Sheraton Hotel, Geelong, Victoria

Our theme for 2010 is:
Has institutional research come of age in Australasia?

The theme invites us to focus on strategic priorities in the tertiary sector. Sub-streams will focus on:
- the equity agenda, 2010 and beyond
- supporting models for academic standards
- improving participation and retention
- improving VET pathways and partnerships.

The Forum Program

The Forum program is taking shape. You can view it here:
http://www.leishman-associates.com.au/aair2010/downloads/AAIR2010CONFERENCEPROGRAM25AugustFINALFORWEB.pdf

Pre Forum Workshops

On 9 November, three workshops will be held. The workshops are:
- Survey design, administration and analysis
- Creatively presenting information
- New AAIRies workshop

Information about the Workshops is available at:
http://www.leishman-associates.com.au/aair2010/program.php

Special Interest Groups

Four Special Interest Group sessions are scheduled to run during the Forum:
- The AUSSE
- Load Planning
- DEEWR Reporting
- Data Warehousing

The home page for the 2010 Forum is here:
http://www.leishman-associates.com.au/aair2010/

PLACES TO GO – THINGS TO DO

ACEN 2010 National Conference
29 September-1 October
Curtin University of Technology

The Australian Collaborative Education Network is running its 2010 conference under the banner of 'Work integrated learning (WIL): responding to challenges'. Conference themes for this year are:
- assessing WIL
- evaluating learning outcomes
- partnerships
- social inclusion
- international needs and opportunities.

Three pre-conference workshops are on offer:
- The WIL process: setting up effective WIL programs
- The work of WIL: the fine balance of managing WIL workload, employer relations and student expectations
- Understanding and researching WIL: a workshop for new WIL researchers.

Details are all here on the ACEN website:
http://www.acen.edu.au/conferences/

National Learning and Teaching Forum
29-30 September
Rendezvous Hotel, Melbourne

There are lots of inaugural conferences of this and that in the tertiary sector these days, prompted by a spurt of new policy directions. Someone's been standing on the hose for the last couple of months so it isn't clear what to do with many of those new policy directions. But we can be sure at least that learning, teaching and assessment remain front and centre, whatever the policy argy-bargy. And we should keep up to the mark on how to do these central things well and better.

The conference theme is 'Embedding learning and teaching excellence at institutional, individual, program and unit levels'. A long list of knowledgeable speakers and topics like:
- The role of the modern teacher – from instructor to guide and mentor
- Quality frameworks – benchmarking excellence
- Research led teaching.

Here it all is:
http://www.informa.com.au/conferences/education/national-learning-and-teaching-forum

Student Equity in Higher Education
11-12 October 2010
MCG Function Rooms, East Melbourne

I'm hoping that we can quickly return to the task of nutting out how to advance the questions of equity, participation and access. The volume has been turned down on this one for a month or two, hasn't it?

UniSA's National Centre for Student Equity in Higher Education is running this outing for us. The conference theme is 'Aspiration, mobility and voice'. More info here:
http://sehe.com.au/

Trainers in Europe: Network Conference
14-15 October 2010
Kostelec, Czech Republic

The Network to Support Trainers in Europe is holding this conference in a castle near Prague. After you've had a look at the photo show on the conference website you'll want to go. But you'll want to go even more when you read the remit of the conference which provides an interesting backdrop for the introduction of the new TAE Training Package in Oz.

The conference is called 'Crossing Boundaries: The multiple roles of trainers and teachers in vocational education and training'. Here's what the conference website has to say about the focus of the conference:

'Research suggests that more people are increasingly becoming involved in providing training or support for learning as part of their jobs. This includes full-time teachers and trainers but also managers and skilled workers, coaches and e-learning developers, for example. In addition, European lifelong learning strategies and policies have redirected the focus towards trainers as key actors in the learning process.

'However, little is known about the work of trainers and their needs to meet future training demands. We have only a limited understanding of how many people are involved in training, what their tasks involve and what training opportunities they have for doing this work, less still of how they receive professional support and development.'

Sounds familiar, doesn't it? Details here:
http://www.trainersineurope.org/conference-2010/

ePortfolios Australia Conference 2010
3-4 November 2010
Angliss Conference Centre, Melbourne

The Australian Flexible Learning Framework is organising this outing, dubbing it 'Widening participation – engaging the learner'. The conference is spreading its wings to take in the tertiary sector as a whole and the ACE sector. There's a strong line up of keynotes, including locals like Victor Callan from UQ and Marcia Devlin from Deakin, and internationals like Bret Eynon (Assistant Dean for Teaching and Learning at La Guardia Community College CUNY).

The conference website is here:
http://www.flexiblelearning.net.au/content/e-portfolios-australia

I noticed that one of the conference sponsors is an outfit called The Association for Authentic, Experiential and Evidence-Based Learning (AAEEBL), which appears to bring together folks around the globe who are interested on ePortfolios. This is a new one on me. I haven't explored the website yet, but if you haven't had a captain yet, you might like to take your browser on a journey to:
http://www.aaeebl.org/

AAIR 20th Annual Forum
10-12 November, 2010
Four Points by Sheraton, Geelong

Yes my dears, the 2010 AAIR Forum is only a few sleeps away now. The Forum is all set to tackle a couple of issues that are front of mind for the tertiary sector:
- the equity agenda
- supporting models for academic standards;
- improving participation and retention
- improving VET pathways and partnerships.

Early bird registration closes on 1 September

The program is beginning to take shape, and while there will be some jiggling and juggling between now and November, you can sneak a peek at the shape of things here:
http://www.leishman-associates.com.au/aair2010/downloads/AAIR2010CONFERENCEPROGRAM25AugustFINALFORWEB.pdf

The Forum website is here:
http://www.leishman-associates.com.au/aair2010/

Inaugural Higher Education Workforce Forum
1-2 December 2010
Sydney Harbour Marriott

As I said earlier, there are lots of inaugural conferences of this and that coming up. It does seem to me that a solid look at the future of the HE workforce is worth a conference or two. An ageing workforce; a heavily casualised workforce; the need to expand the workforce to meet equity and participation targets; building the workforce skills to manage that agenda; the long lead times to making an academic – there are some knotty problems in the mix.

The conference plans to pick at numerous threads, including:
- Award modernisation – the higher education perspective
- Reviewing professional standards, changing roles and expectations
- Funding and performance management in the new policy environment
- The non-academic workforce – issues for equity, career structures and working conditions.

Details here:
http://www.informa.com.au/conferences/education/inaugural-higher-education-workforce-forum

Universities Australia Higher Education Conference
2-4 March 2011
Hotel Realm, Canberra

This is many moons away yet, but details will start to congregate on this web page soon enough:
http://www.universitiesaustralia.edu.au/page/318/about-us/annual-conference/

Conference of the International Network for Quality Assurance Agencies in Higher Education
4-7 April, 2011
Madrid

INQAAHE has issued a call for papers for its 2011 conference, which is themed 'Quality assurance: foundation for the future'. You need to put that paper or poster proposal together by October 15, but you can use the prospect of a turn around the Iberian peninsula as motivation. Read about the four conference sub-themes here:
http://www.inqaahe.org/admin/files/assets/subsites/1/documenten/1280735687_call-for-papers-2011conference.pdf

IT IS WRITTEN (1)

The following extracts are from a new ACER Press release, *An academic life*. Comprising 21 chapters by academics young and old, it's divided into sections covering stories of new academics, teaching & learning, research & research training, admin & community service, and academic workplace. Views and sentiments in a couple of chapters I disagreed with heartily, which is all to the good – there is more than one take on the academic life in all its diversity. Most of the advice is helpful, and much of it is important. The book offers many conversation starters and frameworks for thinking about the academic role.

In chapter 6, 'Assessment: principles and practice', Gavin Brown from HKIE assays some important things for new academics to ponder, like this:

'One of the key methods of assessment in the university is the academic essay. While intended to measure a student's ability to integrate content and reasoning across a complex problem-space, research has consistently shown that essay grades can be predicted robustly by machines … The major reason for this appears to be that much of what drives human scoring of essays are the organisational and language features of prose. Unless prose writing is being explicitly taught (e.g. In creative writing or literary criticism), it seems more appropriate to focus on the quality of content and reasoning rather than the quality of the prose.'

Sid Bourke and Allyson Holbrook of Newcastle Uni offer good advice in chapter 13, 'Preparing for a career as a researcher'. Like this:

'There are a few key areas of project management that require special attention. Even if you are working as a member of a research team, there are some areas where all participants must provide some input, for example, thinking, planning and writing. In these areas, and across all other areas of the project, an openly discussed and agreed division of responsibility is the key. There are two particular areas where management is essential – management of research assistants, and publication and authorship planning.'

An academic life is edited by Robert H Cantwell and Jill J Scevak, both from Newcastle Uni, and published by ACER Press.

AUA Jubilee Conference and Exhibition
18-20 April, 2011
University of Nottingham

The Association of University Administrators is holding its 40th annual flocking in 2011. We're only at the stage of inviting session proposals, but there are enough details here to help you plan your visit to Nottingham:
http://www.aua.ac.uk/events/conference/session_proposal/index.htm

Vision to reality: Queensland's new education landscape
27-29 April, 2011
Brisbane Convention & Exhibition Centre

The Queensland Study Authority's 2011 conference takes in that extraordinary and fascinating spread of interests from early childhood to Year 12.

Conference themes are:
- Australian curriculum: preparing for implementation
- assessment literacy: developing expertise in using standards, making evidence-based judgments, and moderation practice
- quality teaching: improving the skills and effectiveness of teachers
- leadership success: advancing school leadership practice.

You can read the conference brochure here:
http://www.qsa.qld.edu.au/downloads/events/pd_conf_2011_launch_brochure.pdf

A draft program is likely to be available from the Queensland Study Authority website in October:
www.qsa.qld.edu.au

World e-Book Fair
July 4-August 4 2011

You can stay at home for this one. Perhaps you already know about it. The 2011 Fair is the sixth, after all. But it's news to me, which confirms the sad reality that I'm about half a decade behind on most things.

For the period of the e-Book Fair you can download for free your choice of about 3.5 million e-books, up from 350,000 at the first Fair in 2006. Books are contributed by a network of e-libraries including Project Gutenberg. The website is here:
http://worldebookfair.org/

AAIR Annual Forum
10-12 November 2010
Four Points by Sheraton Hotel, Geelong, Victoria

OUR THEME FOR 2010

Has institutional research come of age in Australasia?

KEYNOTE SPEAKERS

- **Hon John Dawkins AO**, Chair, Australian Qualifications Framework Council, and Chair of the National Quality Council

Dr Carol Nicoll, CEO, Australian Teaching and Learning Council

- **Dr Rod Carr**, Vice-Chancellor, University of Canterbury

THE PRELIMINARY PROGRAM

The papers populating the preliminary program are diverse. A small selection:
- Measuring low socio-economic status
- Beyond Bradley: equity for postgraduates
- Improving data on university applications and offers
- Mapping a retention index across the student continuum
- Outsourcing at the University of Canberra - the story so far
- Collaborative social networks and informed research management practice
- The road from data entry to evidence based decision making: how data and analysis can drive improvements in admission policies

Read the Preliminary Program here:

http://www.leishman-associates.com.au/aair2010/downloads/AAIR2010CONFERENCEPROGRAM25AugustFINALFORWEB.pdf

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BELLS AND WHISTLES

Three Pre-Forum Workshops, to be held on 9 November:

⟨⟨⟩ Survey design, administration and analysis ⟨⟨⟩ Creatively presenting information ⟨⟨⟩

⟨⟨⟩ New AAIRies workshop ⟨⟨⟩

Special Interest Group sessions scheduled during the conference:

• The AUSSE • Load Planning • DEEWR Reporting • Data Warehousing

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EARLY BIRD REGISTRATION CLOSES ON 1 SEPTEMBER

You can access registration brochure and details at:

http://www.leishman-associates.com.au/aair2010/registration.php#fees

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SPONSORS

We are grateful to the 2010 AAIR Forum Sponsors:
¦ Australian Corporate Software ¦ ANU ¦ Callista Software Services ¦
¦ Deakin University ¦ eXplorance ¦ Graduate Careers Australia ¦
¦ University of Newcastle ¦ University of South Australia ¦

NEWSLETTER NOTES

1. With compliments

SAS may be a company familiar to AAIRies, but it's new to me. If it's unfamiliar, you can read about the company's education products here:
http://www.sas.com/govedu/edu/index.html

Leisha Northover brought my attention to SAS by referring me to an SAS publication, *Best practices in institutional research: complimentary white paper*. Obviously, the paper foregrounds the capabilities of SAS products, but that aside, it also touches on the complexities of data management in the tertiary sector, and the kinds of possibilities we need to open up in the years ahead. The paper uses the University of Central Florida as a case study. You'll need to go through a registration process to access the paper. Start here:
http://www.sas.com/reg/gen/corp/1063249

2. Much ado about leadership

In May the ALTC released a very handy document, *What's happening in leadership?* It does the simple service of providing a brief overview of all the projects, completed and in progress, funded under the ALTC's Leadership for Excellence in Learning and Teaching Program. Appendix 1 is a good place to start because it lists all projects funded from 2005 to 2009. It's quite a spread and certainly more of a spread than I'd realised. There are links to resources generated by project teams. You'll find this handy document here:
http://www.altc.edu.au/resource-whats-happening-leadership-altc-2009

3. Thinking back

Yet another ALTC publication: *Historical thinking in higher education*. I've been getting around to reading it for months, but glad I finally did. One thing I like about it is frequent reference to the great potential for academic historians to link with secondary school history teachers for all manner of goodly purposes like developing a repository of assessment tasks and more systematic development of skills in analysing source material. Instructive to all history teachers, I guess, is the finding that students and academics hold vastly differing views about what historical thinking is, and what use history is. This isn't peculiar to history, and worth bringing to mind more often than we do:
http://www.altc.edu.au/system/files/resources/DS7-626%20Historical%20Thinking%20Hughes-Warrington%20Macquarie%202009%20report.pdf

4. Digital learning wiki

The Association for Learning Technology has launched a wiki under the moniker of 'What research has to say for practice'. There are ten guides available, including:
- Tutoring on-line
- Web-based course design
- Learner acceptance of on-line learning and e-learning
- Technology-supported assessment
- Using social software in learning.

Each steps through the research, identifying what is known to work. And being a wiki, the invitation is out there to amend, emend and add:
http://wiki.alt.ac.uk/index.php/What_research_has_to_say_for_practice

5. DEHub consortium

Forgive me if I've mentioned this before. The Distance Education Hub (DEHub) is a research consortium involving UNE, CSU, CQU, USQ and Massey University. Its gig is to find and disseminate good practice in DE. The consortium has a bundle of research projects underway, including:
- Distance learners, technologies and spaces; exploring the student voice in distance education
- e-teaching leadership: planning and implementing a benefits-oriented costs model for technology enhanced learning.

You can also subscribe to a quarterly newsletter, which I've only just done so can't tell you what's in there yet. DEHub's website is here:
http://www.dehub.edu.au/

DEHub is also organising a conference in February next year, in partnership with Open and Distance Learning Association of Australia. Conference information is here:
http://www.dehub.edu.au/summit2011/index.html

6. Student surveys all in one spot

AAIRies might be interested in the way QUT has set up a one stop shop for its suite of student surveys, both internal (like an Orientation Survey) and external (like the AUSSE and AGS).

Links shuttle you to descriptions of actions taken by the uni in response to student feedback and explanations of survey administration arrangements. Here you go:
http://www.yourfeedback.qut.edu.au/

It Is Written (2)

Herding cats is a serious hoot. The authors are Geoff Garrett, former head of CSIRO, and Graeme Davies, erstwhile New Zealander and now VC at the University of London. There's no pack drill here – no references or other scholarly niceties. Just a well-sorted set of wisdomly observations from VCs and research institute leaders across the world whose italicised advice sprinkles this modestly produced volume. Under 'Getting delegation right' we read that:

'One very effective way of making your time go further, motivating your team and getting results, is to commit to considered and measured delegation:

> *'Give people responsibility and don't micromanage; trust them, and value their way of doing things – which inevitably will be different from yours. The outcomes are what counts.*

> *'Delegating responsibility and then constantly interfering tends to bring out the worst in people.'*

Under 'Developing the talent' we read that:

'Visible and tangible commitment from, and engagement with, top management is a key to the success of leadership development programmes – helping colleagues develop their skills both in their current roles and in preparation for roles to come. If the processes are simply routine activities, run out of the "Human Resources" department, then a lack of commitment is more than likely. Certainly this should be a top priority for the leader.

> *'Leadership development is critical for our future. We need to put in substantially more effort here. It's probably the chief executive's only sustainable legacy.*

> *'If I had my time again I would devote three times as much time and resources in nurturing our leadership development programs.*

> *'The most important test of a successful leader is, in my view, the extent to which he or she has contributed to the development of leadership capability of others across many levels within the institution.'*

> - Geoff Garret and Graeme Davies, *Herding cats: being advice to aspiring academic and research leaders*, 2010, Axminster, UK: Triarchy Press.

7. Malaysia rates

Rankings abound, but I think this is the first time I've come across an all-in-one rating undertaken by a national QA agency. Maybe it's the first of many. The Malaysian Quality Agency rated universities operating in Malaysia into one of six tiers. There are no entries in Tier 6 – Outstanding, and none in either Tier 2 – Satisfactory or Tier 1 – Weak. There are 18 institutions in Tier 5 – Excellent, including the Sarawak campuses of both Curtin and Swinburne, and Monash's Sunway Campus.

Access the rankings at this page, which also has a link to a document that explains the rating criteria and the indicators used:
http://www.mqa.gov.my/SETARA09/index.cfm

8. The world ranks

University Ranking Watch is, as the website says, 'A blog devoted to the analysis and discussion of university rankings and other topics related to the quality of higher education'. There is also a useful list of ranking websites on the left of the home page, and a list of other HE blogs that might entertain you:
http://rankingwatch.blogspot.com/

9. Inquiry into Industry Skills Councils

Prior to the federal election, the Senate Education, Employment and Workplace Relations References Committee was conducting an Inquiry into Industry Skills Councils. A report was due on 30 September, but I suspect the members have been otherwise engaged in recent times.

Nevertheless, you can still read the submissions received by the Committee. There is a large number from the forest and timber industries, and 107 submissions in all, so you might want to be a bit selective. Most of the submissions I called up are brief, and supportive of the ISCs.

There is some thoughtfulness in the submission from the WA Minister for Training and Workforce Development (number 104). The NCVER's submission digs into the NCVER database and NCVER research reports to throw a bit of light on ISCs, and includes a useful appendix which groups training packages by the ISC with oversight of them.

The submissions received are here:
http://www.aph.gov.au/senate/committee/eet_ctte/industry_skills_councils/submissions.htm

10. TAFE and the tertiary sector

In July, TAFE Directors Australia issued *A blueprint for Australia's tertiary education sector*. It asserts TAFE's claims to delivery in the degree space. Reasonably and sensibly, I think. Funding arrangements would need a rethink, of course, and the TDA's blueprint puts a plain case, calling for:

- 'in the first instance, TAFE institutes to receive funding for Commonwealth Supported Places in priority areas of national skills shortage
- TAFE institutes offering degrees to have access to funding for Commonwealth Supported Places
- a new approach to TAFE capital funding, moving away from an annual submission-based approach to set triennial capital funding.'

Whatever your view about TAFE in the degree space, there would be few AAIRies who would dispute what the blueprint has to say about the need for robust evidence for decision-making:

'Effective decisions about Australia's tertiary education sector must be underpinned by comprehensive and integrated data and information.

'An important related step has already been taken in the decision to expand the ambit of Skills Australia so that it encompasses the full scope of Australia's labour market needs in its advice about workforce development and industry needs covering both the VET and HE sectors, as referred to earlier.

'The next logical step is to integrate the information collection for the HE and VET sectors because, for as long as both sectors have separate information collection and analysis systems, the resulting information cannot be reliably aggregated or compared.

'As stated in the Joint Statement [April 2010] TDA and UA see the need for a unified approach to information collection for HE and TAFE and, recognising that this may take some time to be implemented, call for a common 'data dictionary' to be developed and applied in both sectors.

'TDA asserts that improved information collection is critical for accurate and transparent measurement of achievement of the COAG targets.'

Read on:
http://www.tda.edu.au/resources/100722%20-%20TDA-Blueprint_for%20web.pdf

11. Anyway, we said to the Commission…

The Productivity Commission's study into the VET workforce rolls on towards its November deadline for a draft report. Submissions in response to the Commission's *Issues paper* closed on 30 July, and you can read all 57 of them here:
http://www.pc.gov.au/projects/study/education-workforce/vocational/submissions

My suggestions for a pick list comprise:
- the joint submission from the Victorian TAFE Association, TAFE Directors Australia, and the TAFE Development Centre (number 48), which is a comprehensive response and draws on a survey of TAFE providers conducted for the purpose of framing the submission
- the submission from the Construction and Property Services Industry Skills Council (no 46), which notes the irritating reality that: 'Developing training demand data at the State and Territory level tends to be a black art rather than a systematic, statistical process and, even where valid, is not necessarily translated into program delivery on the ground.'
- ACPET's submission (no 50) – also a comprehensive response.

12. Thoughtful thinking about VET teaching

It's a timely coincidence that the Productivity Commission is at work on the VET workforce at the same time as the Australian College of Educators and the LH Martin Institute are at work on developing options for enhancing VET teaching. The Study on the Quality of Teaching in VET has produced a range of papers, including *The quality of teaching in VET: options paper*.

The *Options paper* covers a wide range of matters, including maintaining and extending industry currency, what level of teaching qual should attach to what level of VET teaching responsibility, CPD for VET teachers, and registration arrangements. AAIRies will be pleased to note the emphasis on improving our data collection as an evidence base for planning VET workforce development. The *Options paper* is determinedly practical in the ideas it presents for enhancing and regulating quality, and in coming to grips with the extraordinary diversity of the VET workforce.

You are invited to respond to the *Options paper* by 4 October. You can find out the drill for doing that, and access the papers from the project, at this url:
http://austcolled.com.au/announcement/study-quality-teaching-vet

13. How the House sees productivity

Back in April the House of Representatives Standing Committee on Economics released a report on its *Inquiry into raising the productivity growth rate in the Australian economy*. You might like to run your eye over chapter 7, 'Promoting future productivity growth'. The report is really a report on what witnesses and submissions had to say, with the Committee offering a few conclusions and recommendations at the end of each chapter. It didn't rock my socks off, and I had more or less decided not to mention it in the Newsletter. But on reflection, I thought it was useful as a primer on productivity and current thinking about how to lift the Australian performance, even if the education and human capital perspectives aren't highlighted:
http://www.aph.gov.au/house/committee/economics/Productivity/Report/Final%20Report.pdf

14. Skills Queensland

The Queensland government recently announced the establishment of Skills Queensland, an independent statutory commission. It doesn't yet have a website of its own, but the Queensland Department of Education and Training has a couple of pages up which tell the story – you could start here:
http://www.training.qld.gov.au/industry/qsc/index.html

15. TAFE to University Scholarships at CSU

CSU has expanded its TAFE to University Scholarship program. It's now available to Diploma and Advanced Diploma students at eight Institutes in NSW and Victoria, and at CIT. Details are here:
http://www.csu.edu.au/for/tafe-students

16. A guide to VETiS partnerships

One of the challenges for secondary schools in providing access to VETiS is to find a framework for managing relationships with non-school RTOs they which might contract deliver to their students. In 2009, the then Department of Education and Training in WA released what I think is a handy guide to this task. It's called *Partnership arrangements between schools and registered training providers*, and you can download it here:
http://vetinfonet.det.wa.edu.au/progdev/docs/schools_guide_to_partnerships.pdf

17. When does post-secondary education start?

The Melbourne Institute of Applied Economic and Social Research has produced a Working Paper titled *Are young people's educational outcomes linked to their sense of control?* It broadly confirms our understandings of what promotes, and what gets in the way, of young people going on to further education and training.

All this kicks off early. As the paper notes, 'youths whose parents read to them before they went to bed as a child have a significantly higher probability of obtaining a university entrance rank (5.8pp) suggesting that they have additional skills or aspirations that make university study more likely.'

It even starts before the kids arrive. The paper observes that: 'In particular, young people are significantly more likely to obtain a university entrance ranking if their fathers completed secondary school or if their mothers have degrees.' Read it all here:
http://www.melbourneinstitute.com/wp/wp2010n05.pdf

18. I want coffee too but I can't

Turning 18: pathways and plans is the latest instalment in the Brotherhood of St Laurence's Life Chances Study, which has been following a group of kids from birth to see how life turns out when family and social circumstances differ. It's another useful contribution to our consideration of how to ensure that more young people can participate in post-secondary education and training.

The report is peppered with comments from the kids themselves, which makes it all the more engaging. Simple things, like this from Jade: 'Coffees at uni are quite expensive and especially when all your friends are buying and you're like "I want coffee too but I can't".'

And this from Maria: 'There was a lot of stress during that year [Year 12], like at home, at school, it gets to you after a while. That was probably the hardest thing going through the year. At school just the pressure of it, the whole choosing what you do want to do for the future and being forced into that decision.'

And this from Sophie: 'I started [uni] in March. It was good. I did a semester of law/arts and realised within the first six weeks that it wasn't for me, but I continued it on anyway and I passed it and everything. But I've since swapped to arts/science and next year I'm trying to do physio. A bit of a change but!'

There are some lessons drawn for policy makers and providers of education and training. I'll leave you to read them here:
http://www.bsl.org.au/pdfs/TaylorGee_Turning_18_pathways_and_plans_2010.pdf

19. Publish and be praised

It's a rare thing to hear of a new university publishing house these days, as publishing gets pressed more and more by the shift to the digital. So good to report that Monash University ePress becomes Monash University Publishing on 8 September with a remit for print and online scholarly publishing, and in particular a new monograph publishing program. The media release is here:
http://www.monash.edu.au/news/newsline/story/1656

And the soon to be old Monash University ePress website is here – pay a farewell visit:
http://www.epress.monash.edu.au/

Notice of Annual General Meeting

Australasian Association for Institutional Research

2010 Annual General Meeting

10.00am-10.45am
Friday 12th November, 2010

Four Points by Sheraton
10-14 Eastern Beach Road
Geelong   Victoria   Australia

Agenda
1. Attendance, Apologies and Proxies
2. Confirmation of Minutes of 2009 AGM
3. President's Report
4. Treasurer's Report and Financial Statement
5. Election of President and Committee (two year term)
6. Planning for 2011 AAIR Forum
7. General Business
8. Next Meeting
9. Closure

Dean Ward
Hon Secretary

If you are unable to attend, you can submit a Proxy Form, which is downloadable from:
http://aair.org.au/Assets/2010_08_30%20Notice%20of%20AGM%20and%20Proxy%202010.pdf

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AAIR Committee – 2010

President:
Josie Palermo, Lecturer, School of Psychology, Deakin University

Vice President:
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