



Newsletter |  
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## President's Update

by Dave Marr

There's bound to be lots of discussion around the May Australian Federal Budget and its consequences for the sector. Not that anyone these days is surprised by changes in the education space although the rate and extent of those changes does vary from year to year and from government to government. And as institutional researchers, our planning and analysis skills really come to the fore in such times, 'making decisions make sense' as the AAIR website states.

So I suspect you're all very busy at the moment accounting for what you have, what you're likely to lose in 2016 and what, if anything, your institution can do to adapt to this changing environment. New Zealand institutions have been through similar times, so I'm sure our colleagues there would be as well placed to provide some insights into how one adapts to ever changing government policy.

That brings me to the question of benchmarking and rankings. In the near future, Kathie Rabel will raise the proposition of AAIR hosting a 'Benchmarking and Rankings' Special Interest Group (SIG). How and where benchmarking and rankings are managed within institutions may vary quite considerably; in planning units, in the Vice-Chancellor's or Deputy Vice-Chancellor's

office, perhaps even in the marketing area or research office. Whoever does the work and wherever it sits within the organisational structure, we're all doing these functions. And they're an extension of the data collection work which underpins institutional research whether it's through our data warehouses and BI capabilities, our government reporting both of students and staff, and our satisfaction surveys. Is there currently a peer group for those involved in this work?

To get an understanding of whether you, the broader AAIR membership, would like to see a benchmarking and/or rankings SIG, we're asking you for your feedback. It is hoped that, if there seems to be enough interest, we'll be sending out a survey in the not too distant future garnering some more detail as to what scope we'll put around such a SIG if indeed we choose to create one. But we need your input.

I'm sure you've been reminded elsewhere in the Newsletter but it won't hurt to say it again! Registrations for the 25th Annual Forum later this month are open. These Forums continue to be run by practitioners for practitioners so if you're from Australia, New Zealand, South Africa, Asia, the Middle East or anywhere else, they can't run without your participation.

I would also like to share with you the news that Emma Farley has completed her term as AAIR Newsletter editor. As you will recall AAIR conducted a Newsletter survey and reported the results in February this year. Overall the newsletter content quality rated as almost extremely high. I wish to express our appreciation to Emma Farley for her many long hours dedicated to producing the AAIR newsletter over the past two years. Emma please accept our sincere expression of gratitude extended on behalf of AAIR, its membership, and the newsletter's wide community of readers.

I would also like to welcome Louise Hargreaves from Bond University into the position of Newsletter Editor from November 2014 and invite all AAIR members to pass on your ideas, thoughts and contributions to Louise [editor@air.org.au](mailto:editor@air.org.au).

David Marr, President





## Registrations for the 25<sup>th</sup> Annual Forum

On behalf of the Australasian Association for Institutional Research (AAIR) Forum Organising Committee, we would like to extend a warm invitation to you to participate in this year's AAIR Annual Forum. The Intercontinental Melbourne the Rialto will be our host from Wednesday 19 to Friday 21 November 2014 with pre-Forum workshops to be held on Tuesday 18th November. See our [How to Register](#) webpage

## This year's Theme: Turning Silver to Gold

This year AAIR celebrates its 25th Forum, an auspicious silver anniversary, and encourages delegates to consider the role of institutional research between now and the 50th Forum / gold anniversary, in line with the main theme 'Turning Silver into Gold'. After 25 years of collegiate collaboration across Australasia, the AAIR Forum is rightly considered an institution in Australasian higher education.

The AAIR Forum had its origins in a period of change associated with the Dawkin's higher education policy reforms. AAIR has fostered collaboration between institutional researchers that has contributed to the successes of higher education across Australasia. These successes include improved accessibility, wider participation, improved quality of teaching, improved information and knowledge management systems, sophisticated modelling techniques and presentation of information that harness advances in information technology, the advancement of knowledge, and establishment of our globally renowned international student industry.

The years ahead will be shaped by the transformational policy reforms and changes proposed by the current Australian

government. The looming deregulation of Australian higher education echoes the experiences of New Zealand which has also attempted to deregulate higher education as a means of funding continued expansion. In a context of celebrating past achievements, embracing current ambiguity, and taking a long term view of the future, authors are invited to submit abstracts aligned with the above session formats and following themes:

- Benchmarking for Continuous Quality Improvement
- Informing Learning and Teaching through Evaluation and Surveys
- Closing the Loop – Putting Evidence into Practice
- Influencing Change through Information and Evaluation
- Modelling the Implications of Change
- Looking forward, looking back, new horizons
- Compliance and Government Reporting
- Planning, Policy and Positioning

## Program and Abstracts

Please see our [Forum program](#) for latest program updates and the [Forum Abstracts](#) webpage for a list of speakers and topics.

Details for the Welcome Reception and Forum Dinner are provided on the [Social Functions](#) webpage.

## Introducing our Keynote Speaker:



## Professor Jane Den Hollander

Professor Jane den Hollander has been Vice-Chancellor and President of Deakin University since July, 2010. At Deakin, Professor den Hollander introduced LIVE the future, an aspiration for Deakin to drive the digital frontier in higher education, harnessing the power, opportunity and reach of new and emerging technologies in all that it does.

Professor den Hollander holds a BSc (Honours) First Class in Zoology and a Master of Science degree from Wits University, Johannesburg. Her PhD is from the University of Wales, Cardiff.

Professor den Hollander is currently a board member of Universities Australia, Education Australia Limited, UniSuper Limited and the Advisory Board of the Office of Learning and Teaching. She is Deputy Chair and trustee of the Geelong Performing Arts Council and Chair of the Regional Education and Skills Advisory Group, an organisation focused on ensuring the skills and jobs of the future in a transitional economy.

Prior to taking up her appointment as Vice-Chancellor of Deakin University, Professor den Hollander was Deputy Vice-Chancellor (Academic) at Curtin University in Western Australia (2006–2010) and prior to that Pro Vice-Chancellor Academic Services (2003–2006), also at Curtin University.

# Higher Education@home

by Louise Hargreaves



1. As many of you will be aware the Senate Inquiry into the government's [Higher Education and Research Reform Amendment Bill 2014](#) has now [reported](#). The Committee recommended the bill be passed with [amendments](#) to:

- o address some of the financial barriers faced by students from low SES backgrounds;
- o explore the provision of a transitional structural adjustment package;
- o further examination of HELP indexation measures; and
- o explore avenues to recover HELP debts from Australian's residing overseas

With very few Senate sitting days remaining for 2014, there may not be enough time for the Bill to pass to ensure a 2016 start date.

2. In support of the Higher Education and Research Reform Bill 2014, the Go8 published the following Reference Papers which provide some useful data
  - o [What's all this about \\$100k degrees](#);
  - o [Government funding for university places: the last 25 years](#);
  - o [University fees and participation: a study of nine countries](#);
  - o [Extra enrolments to offset CGS cuts](#); and
  - o [Bachelor degree tuition fees and student debt in the US](#)

Arguments for and against higher education deregulation may be accessed on the Senate Education and Employment Legislation Committee website see [Submissions](#) and [Public Hearing](#) transcripts.

3. [Why our University Funding Debate wouldn't make sense to the Germans](#) is an article written by Peter Woelert, Research Fellow, Education and Leadership at University of Melbourne for *The Conversation*. It provides an interesting view on the framing of higher

education in terms of infrastructure (Germany) or as an industry (Australia).

4. [Mapping Australian Higher Education 2014-15](#) by Andrew Norton was released in October. The report is the third in the annual Grattan series that puts facts and analysis about the higher education sector in one place.
5. A [Global Tertiary Student Mobility Report](#) released by the Department of Education in October 2014, shows that in 2012, Australia's share of global students was on the increase as the US share was falling.
6. In an [opinion piece](#) by Alan Olsen, researcher in international education and Director of SPRE Pty Ltd in the AFR on 6 October, estimates that the value of education as an export for Australia will double from \$15.7 billion in financial year 2014 to \$30.8 billion in 2020.
7. In October 2014, The Department of Education released its 2013-14 [Annual Report](#) which revealed that the average outstanding HELP debt is now \$16 900, which graduates take 8 and a half years to repay.
8. The Higher Education Standards Panel recently released [Communiqué 13](#) announcing that the Office of Learning and Teaching has funded a Higher Education Standards Panel Research Fellowship. The Fellowship will review emerging trends in educational delivery and the implications for future setting of standards for higher education in Australia.
9. The Competition Policy Review [Draft Report](#) was released on 22<sup>nd</sup> September. [Submissions](#) are invited to be made by the 17<sup>th</sup> of November.
10. TEQSA's [Annual Report for 2013/14](#) was tabled in Parliament on 23 October 2014. The report describes the progress made over the course of 2013-14 to advance national regulation and quality assurance of the higher education sector.
11. TEQSA has also released a [Statistics Report on TEQSA Registered Higher Education Providers](#). The report provides a summary for the sector using key higher education data held by TEQSA for regulatory purposes.
12. [Expenditure on Education and Training in Australia: Analysis and Background Paper](#) from the Mitchell Institute for Health and Education Policy (Victoria University) indicates that Australia's public policy and funding settings continue to reflect a piecemeal approach.
13. [Boosting the Commercial Returns from Research](#) a discussion paper released by the Department of Education and the Department of Industry seeks consultation on options to support the translation of research into commercial outcomes. Submissions are invited by 28 November 2014.
14. [Invitation to participate in a National Summit on Distributed Leadership in Higher Education: Demonstrating Impact](#). The LH Martin Institute is co-sponsoring the first National Summit on Distributed Leadership in Higher Education to be held at RMIT University on Monday, 1 December, 2014.

15. NCVET has released a [Snapshot of Vocational Education and Training in Australia](#). The infographic provides a snapshot of Australia's publicly funded vocational education and training sector. It presents statistics about student characteristics, qualifications completed, where and what students studied, and participation rates.
16. [The Australian](#) reported on the first wave of grants being awarded for study abroad and professional internships as part of the New Colombo plan. The New Colombo plan will release further grants that support "elite scholarships and broader mobility grants" shortly.
17. University rankings released over the past four months include:
- [The Academic Ranking of World Universities](#) (ARWU) known as the Shanghai Jiao Tong rankings were released on 15 August. Universities are ranked worldwide without respect to region or size. The top 100 universities are ranked, then the next 400 universities are separated into groups of 50. Australia had four universities in the top 100; University of Melbourne (44), ANU (74), UQ (85) and UWA (88).
- [The Quacquarelli Symonds World University Rankings](#) (QS World University Rankings) 10th edition was released on the 16 September. A total of 31 countries are represented in the QS global top 200. As usual, the US is the dominant nation, with 51 institutions, ahead of the UK (29), Germany (13), the Netherlands (11), Canada (10), Japan (10) and Australia (8). After a couple of years in which Australian institutions have been feeling the effects of increased international competition, their performance has largely stabilized this year. University of Adelaide's four place gain means that for the first time since 2011 the nation's elite Group of Eight institutions all feature in the global top 100 – a performance bettered by only the US and UK.
- [The Times Higher Education](#) (THE) rankings were released on 1 October. Coinciding with the release of the 2014 rankings was the announcement that the Times Higher Education World Academic Summit 2015 would take place in Melbourne in partnership with the University of Melbourne. The conference which brings together senior university, government and industry leaders will take place from 30 September to 2 October 2015. It will feature the launch of the THE World University Rankings 2015-16.
- [LinkedIn](#) launched a rankings based on career outcomes in October. To create the ranking, LinkedIn generated a list of the most desirable companies to work for and then tracked the rate at which graduates from individual schools land and retain jobs there. To identify the most coveted positions and companies, LinkedIn analyzed the flow of its more than 100 million members in Canada, the U.S. and the U.K., from one company to another. Companies that attract employees from competitors and retain them rise in rank.
- Another new entrant to global university rankings in 2014 was the [U.S. News and World Report](#) which has a long-established league table in the US market. The University of Melbourne was our leading institution, ranked No. 32 internationally, followed by Sydney (45), Queensland (47), the Australian National University (72) and Monash (88).
- An article on rankings and the future of higher education in the [Financial Times](#) on 7 October discusses the question of how to assess quality of a particular institution and compare it with others in a higher education landscape that is becoming more globally competitive.
18. [The Excellence in Research for Australia \(ERA\) 2015](#) collection has been announced. Key documents are available from the Australian Research Council website.
19. [Teacher Education: Data Report 2014](#) is now available. The report compiled by the Australian Institute for Teaching and School Leadership shows the proportion of students from low-income families entering education degrees in 2012 was higher than for other fields of study, comprising 20 per cent of teaching students compared with 16 per cent in other courses.
20. [Australia, Canada ascend in Agent Barometer survey](#) - There were no major upsets in the list of top-ranked study destinations in the 2014 edition of the ICEF i-graduate Agent Barometer, however the latest education agent-based poll reflects Australia's upturn as a study destination. The country has gained ground on its competitors in the eyes of agents both for attractiveness and vocational (VET) courses.
21. [Apple co-founder Steve Wozniak becomes adjunct university professor in Australia](#). Steve 'Woz' Wozniak, who co-founded Apple with Steve Jobs and Ronald Wayne, will be joining the University of Technology in Sydney as an adjunct professor. Wozniak will become an integral part of the "Magic Lab" of the UTS, which is involved in the development of social robots, artificial intelligence, and autonomous cars, among other technological advancements.

## Positions Vacant



Seeking another opportunity in Institutional Research? Try our [Opportunities](#) webpage for current vacancies in the profession.

## Looking for some training and development?

See our [Training and Development](#) webpage focused on training for institutional researchers.

## Looking for higher education conferences and events?

See our [Events/Fora](#) webpage for the latest national and international events.

## Enjoy Reading?



Here are a few recent and upcoming releases:

You really can't go past one of Amazon Editors' 2014 Favourite Books of the Year – [The Innovative University: Changing the DNA of Higher Education from the Inside Out](#) by Clayton Christensen and Henry J Eyring, 2011

The Innovative University illustrates how higher education can respond to the forces of disruptive innovation, and offers a nuanced and hopeful analysis of where the traditional university and its traditions have come from and how it needs to change for the future. Through an examination of Harvard and BYU-Idaho as well as other stories of innovation in higher education, Clayton Christensen and

Henry Eyring decipher how universities can find innovative, less costly ways of performing their uniquely valuable functions.

[A History of the Modern Australian University](#) by Hannah Forsyth, New South Publishing, 2014

The History of the Modern Australian University is a perceptive, clear-eyed account of Australian universities, recounting their history from the 1850s to the present. Investigating the changing nature of higher education, it asks whether this success is likely to continue in the 21st century, as the university's hold over knowledge grows ever more tenuous.

[MOOCs](#) by Jonathan Haber, MIT Press, October 2014

Everything you always wanted to know about MOOCs: an account of massive open online courses and what they might mean for the future of higher education.

[MOOC U: Who is Getting the Most Out of Online Education and Why](#) by Jeff Selingo, Simon and Schuster, October 2014

Higher education expert and award-winning author Jeffrey J. Selingo captures in four perspectives—the student's, the professor's, the university's, and the online course provider's—why today's average MOOC student can benefit tremendously from MOOCs, if they only know a bit about how to navigate the MOOC universe. MOOC U. provides a path to success for the six million and rising students who have signed up for a free online course.

[The Age of STEM: Educational Policy and Practice Across the World in Science, Technology, Engineering and Mathematics](#) by Brigid Freeman, Edited by Simon Marginson and Russell Tytler, October 2014

The Age of STEM is a state of the art survey of the global trends and major country initiatives in STEM. It gives an international overview of issues such as: STEM strategy and coordination; curricula, teaching and assessment; women in STEM; indigenous students; research training; STEM in the graduate labour markets; STEM breadth and STEM depth. The individual chapters give comparative international analysis as well as a global overview, particularly focusing on the growing number of policies and practices in mobilising and developing talent in the STEM fields.

[International Education Hubs](#) by Jane Knight, Springer eBooks, October 2014

In her book on education hubs Jane Knight offers many interesting points and analyses. There are a number of cities and regions that are actively promoting themselves as education hubs, often investing money, real estate and personnel to attract HE providers with a recognised brand — Singapore, Hong Kong, Qatar, Seoul, UAE, Botswana, Panama City, Monterey and new entrants such as Sri Lanka, Mauritius and Bahrain.

[Mapping the Humanities, Arts and Social Sciences in Australia](#), Australian Academy of the Humanities, October 2014

The Mapping the Humanities, Arts and Social Sciences in Australia report charts Australia's current capabilities in the humanities, arts and social sciences (HASS) and identifies gaps and opportunities for the future by developing a comprehensive understanding of student enrolment trends, and teaching and research activity and potential. The report was co-funded by the Australian Academy of the Humanities, the Academy of the Social Sciences in Australia, the Office of the Chief Scientist and the Department of Industry.

[Institutional Research and Planning in Higher Education: Global Contexts and Themes](#) edited by Karen L. Webber and Angel J. Calderon, Routledge Taylor and Francis, Group to be released March 2015.

Globalization, demographic shifts, increase in student enrollments, rapid technological transformation, and market-driven environments are altering the way higher education operates today. Institutional Research and Planning in Higher Education explores the impact of these changes on decision support and the nature of institutional research in higher education. Bringing together a diverse set of global contributors, this volume covers contemporary thinking on the practices of academic planning and its impact on key issues such as access, institutional accountability, quality assurance, educational policy priorities, and the development of higher education data systems.

# Higher Education Abroad

by Louise Hargreaves

1. The OECD Directorate for Education and Skills develops and analyses quantitative, internationally comparable education indicators that it publishes annually. [Education at a Glance 2014](#) is now available.
2. [A Bologna Process Update](#): From the present 2012-2015 Bologna round, a number of important outcomes are expected: The Bologna Follow-Up Group (BFUG) Working Group on Implementation is currently drafting the 2015 Bologna Implementation Report, which will assess progress made since the last report in 2012, and can be expected to become once again an important reference document, both for policy makers and institutions.
3. [US: What the Midterm Elections Mean for Academe](#) - The broad story of this year's elections was the Republican wave that tipped control of the Senate. What does it all mean for academe? Here's what you need to know about the results.
4. Introducing HERB – A new bulletin entitled [Higher Education in Russia and Beyond](#) was recently launched. The bulletin aims to bring current Russian, Central Asian and Eastern European educational trends to the attention of the international higher education research community. The first issue is focused on the major Russian 'excellence initiative' – the Global Competitiveness of Leading Russian Universities Program, which is aimed at making Russian universities world-class research universities.
5. The report, "[Beyond the Skills Gap: Making Education Work for Students, Employers and Communities](#)," is by Mary Alice McCarthy, a senior analyst at New America. Mary highlights the problems with higher education institutions and government policy in providing students what they'll need to get jobs and keep jobs, and she provides some recommendations for fixing those problems.
6. A new report from World Education Services (WES) highlights the ways in which international Millennials – international students between the ages of 17 and 36 – seek out information and make decisions about where to study.
7. The report, [Bridging the Digital Divide: Segmenting and Recruiting International Millennial Students](#), is based on a survey of 4,852 US-bound international students, primarily those from China and India, conducted over a six-month period from October 2013 to March 2014.
7. A new report, [Opening the Curriculum: Open Educational Resources in US Higher Education, 2014](#), released by the Babson Survey Research Group and Pearson found that awareness of open educational resources is low for most higher education faculty. Despite the lack of awareness among 66% to 75% of faculty, the report found that there's still plenty of potential for OER adoption.
8. In the middle 90's, "value" was the hot new word and every business was trying to improve its value equation – which we operationally define as "outcomes divided by cost". [Now, almost two decades later, it appears that higher education is hearing the message](#) that value is important and matters to its customers (i.e., students). But, unfortunately, higher education in general does not appear to be getting that message.

## Online Learning

9. [Online Ed Scepticism and Self-Sufficiency: Survey of Faculty Views on Technology](#) - The massive open online course craze may have subsided, but the debate about the role of online courses in higher education persists. Even as more faculty members experiment with online education, they continue to fear that the record-high numbers of students taking those classes are receiving an inferior experience to what can be delivered in the classroom.
10. [Remodelling MOOCs in 2014](#) - Since the first wave of Massive Open Online Courses (MOOCs) around 2012, hypotheses about their impact have abounded, and have changed over time. So too have emotions about the courses evolved (from excitement to
11. disenchantment or even suspicion) to where we may be now: a calmer state where the both the hype and counter-hype have worn off. Now, organisations are using the essence of MOOCs – an online, adaptable, customisable, and accessible platform – to achieve diverse educational outcomes and business models.
11. The Financial Times has released a [MOOCs Tracker for Business Courses](#) – a compilation of free massive open online business courses from around the world.
12. [How MOOCs Legitimized Online Education](#). For all the highly publicized failures of MOOCs, they have changed the brand of online education.
13. Coursera, the for-profit massive open online course provider, has hired former Walt Disney Co. and eBay Inc. executive Kurt Apen as chief marketing officer. This hire may indicate a heightened interest by Coursera in introducing gaming qualities into its platform to better engage its students, and it certainly indicates that the company will be embarking on a beefed-up marketing effort. <http://www.educationdive.com/news/coursera-adds-marketing-chief/325826/>
14. There is a new wave of online competency-based learning providers that has absolutely nothing to do with offering free, massive, or open courses. In fact, they're not even building courses per se, but creating a whole new architecture of learning that has serious implications for businesses and organizations around the world.



It's called [online competency-based education, and it's going to revolutionize the workforce.](#)

## Rankings

15. A recent article in The Conversation (UK) by Justin O'Brien, entitled [Why LinkedIn's university rankings matter](#) questions whether rankings such as LinkedIn's which seeks to measure real economic activity after graduation, rather than bundles of weighted input measures, will challenge the stranglehold of traditional university rankings.
16. When it comes to rankings of the world's most innovative countries, Germany regularly tops the list. The root of its success can be found in the [close ties between industry and its universities.](#)

## Student Recruitment and Mobility

17. The British Council has just released a report – [Postgraduate student mobility trends to 2024](#) – that forecasts the contributions of 23 source markets to international postgraduate student mobility through 2024. The report also predicts what six destination markets – Australia, Canada, the US, the UK, Germany, and Japan – can expect over the next decade in terms of the levels and sources of inbound graduate enrolment.
18. A new report highlights “worrying trends” in UK's international student recruitment. The report [International students in higher education: the UK and its competition](#) from Universities UK warns that government policy is impacting the country's competitiveness as a leading global study destination.

Louise Hargreaves  
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