New in / Nouveautés

HEDBIB

International Bibliographic Database on Higher Education

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Welcome to the October 2016 edition of *New in HEDBIB*.

*New in HEDBIB* provides references of monographs, documents, reports and periodical articles entered recently into HEDBIB, the International Bibliographic Database on Higher Education (http://hedbib.iau-aiu.net). HEDBIB has been managed by the International Association of Universities (IAU) since 1988, and receives contributions from UNESCO Headquarters and UNESCO International Institute for Educational Planning (IIEP); Southern African Regional Universities Association (SARUA); Union de Universidades de América Latina (UDUAL); Higher Education South Africa (HESA); Associació Catalana d’Universitats Públiques (ACUP).

The first part of *New in HEDBIB* reflects the IAU priority themes: Equitable Access and Success in Higher Education; Higher education and Social Responsibility; Information and Communication Technologies; Intercultural Dialogue; Sustainable Development; Research and Doctoral Education; and Internationalization. These references are further grouped by region. The second part of *New in HEDBIB* comprises all other references headed by their main keyword.

Each issue of *New in HEDBIB* is supplemented by the IAU monthly selection ‘We Recommend’, providing a close-up of one or more recent publications chosen by the IAU-UNESCO Information Centre on Higher Education.

Hard copies of documents which have a classmark number are available within the IAU-UNESCO Information Centre on Higher Education. The majority of the periodical articles are from periodicals which are also available at the IAU. References with the classmark P are contributed by our Partner organizations. Where available, a link to the electronic document is included.

*New in HEDBIB* is produced five times a year. The next edition of *New in HEDBIB* will be released in December 2016.

*New in HEDBIB* is sent to IAU Members and partner organizations and made available on the IAU Website.

For more information about *New in HEDBIB*, HEDBIB, to provide your feedback, or for specific information services, please contact Amanda Sudic, IAU Librarian / Documentalist (a.sudic@iau-aiu.net).
Summary

We recommend .............................................................................................................................................. 4

IAU Themes .................................................................................................................................................. 6

Equitable Access and Success in Higher Education ....................................................................................... 6

  Africa ......................................................................................................................................................... 7
  Asia and the Pacific ................................................................................................................................. 8
  Europe and North America .................................................................................................................. 9
  Latin America and the Caribbean ......................................................................................................... 11

Higher Education and Social Responsibility .................................................................................................. 13

  Asia and the Pacific .................................................................................................................................. 13
  Europe and North America ................................................................................................................... 14

Information and Communication Technologies (ICTs) .................................................................................... 16

  Asia and the Pacific .................................................................................................................................. 16
  Europe and North America ................................................................................................................... 16

Internationalization ....................................................................................................................................... 18

  Asia and the Pacific .................................................................................................................................. 19
  Europe and North America ................................................................................................................... 21

Research and Doctoral Education ................................................................................................................ 23

  Africa ......................................................................................................................................................... 23
  Asia and the Pacific .................................................................................................................................. 23
  Europe and North America ................................................................................................................... 24
  Latin America and the Caribbean ......................................................................................................... 27

Sustainable Development ............................................................................................................................... 28

  Africa ......................................................................................................................................................... 28
  Asia and the Pacific .................................................................................................................................. 29
  Europe and North America ................................................................................................................... 29

Other themes .................................................................................................................................................. 31
We recommend


Abstract: This annual publication contains information on courses and qualifications offered in over 18,000 institutions in over 180 countries. The information provided direct from institutions as well as from national higher education authorities to create an annually updated reference source. For each country, a description of the higher education system is given, including admission criteria, quality assurance and recognition systems and contact details for national bodies. It includes an index to fields of study. The information contained in the Handbook is compiled from the World Higher Education Database.

Classmark: INT-11 IAU

ISSN 0952-8733. - Online ISSN 1740-3863
Access to full text articles available for IAU Members via HEDBIB using login.

Abstract: The latest issue of the IAU quarterly journal *Higher Education Policy* brings together six articles on various themes. One article looks at the interplay between and academic research systems in OECD countries and welfare regime typology. The expected goals of the Bologna process and how they have been adapted are examined in a study from in the Flanders region in Belgium. Two articles examine different aspects of internationalization. The first analyses how institutions in Latin America, Asia and Oceania engage in internationalization through business programmes. The second, from the United States, looks at the impact of international graduate students on the enrolment of students in advanced degree programmes. An article from Argentina analyses 20 years of an academic staff merit-pay programme based on peer evaluation in the country and an article from Norway looks at how national policy-making contexts and reform agendas contribute to variations in contemporary interpretations and applications of student learning outcomes.


Abstract: Against the backdrop of major developments and shifts in higher education on the African continent and globally, this publication examines the leadership and management challenges that university leaders face and reflects on the experiences from training programmes for senior management within African universities. Part One consists of two chapters: a review of African scholarship on university leadership and management and the history and landscape of Higher Education Leaders and Management (HELM) training programmes in Africa. Part Two presents documentation and lessons learnt from the three country initiatives in Tanzania, Uganda and Ghana. Part Three describes in detail the monitoring and evaluation process that ran concurrently with the implementation of the country training programmes and reviews the uptake and impact of these programmes.

Classmark: AFR-34 MOU

ISBN 978-1-138-82245-0

Abstract: What development do universities want to contribute to in the post-2015 world? The authors of this book advocate for a multidimensional approach to the university oriented to social change. They first consider how higher education features in global development agendas, noting that while higher education has not featured prominently, higher education has gained a more prominent role in global debates in particular with the Sustainable Development Goals. The book explores how a human and sustainable development approach can be applied to higher education,
specifically participation and citizenship, how to address diversity, the relation between local and global, and the idea of equitable partnerships. A research-based section discusses responsible research and Innovation (RRI) in European policy and advocates for conducting democratic participatory research which is illustrated with findings from several research projects in South Africa and Spain.

Classmark: INT-73 BON
IAU Themes

Equitable Access and Success in Higher Education

ISSN 0010-4086
Abstract: This study uses comparative data from more than 30 countries from all world regions, except Africa, to examine the effect of familial environment, and specifically communication with parents on political and social issues, on expectations of university participation in 13-14 year old secondary students. The study partially replicates an earlier Norwegian study (2011). It uses data from a 2009 International Civic and Citizenship Education Study by the International Association for the Evaluation of Educational Achievement (IEA). The results found that indicators of home based-political (and more broadly "civic") socialisation as measured in this survey help predict development of an early ambition for university-level higher education among lower secondary school students, both before and after controls for the influence that educational achievement, socio-economic family background, and gender have on such ambition.
URL: http://www.journals.uchicago.edu/doi/full/10.1086/687033

ISSN 1360-080X. - Online ISSN 1469-9508
Abstract: This study analyses the cross-national trends in higher education expansion and opportunities in 24 countries in Europe and East Asia. It is based on data OECD data (2011-2013). Using indicators on participation trends in higher education and different types of universities, the private contribution to higher education, and public support and entitlements, the authors argue that there are different patterns of the trade-offs between expansion and equalising opportunities. Most rapid rates of expansion has been achieved in the East Asian countries, countries with high private contributions to higher education and little government support for students mainly because governments can then afford more places but equalisation of opportunities from the expansion in these systems is limited because of financial barriers to access by less well-off groups. Most egalitarian systems seem to have somewhat lower participation rates with lower fees and strong government support such as the social democratic and the German-speaking countries.

Abstract: This book examines developments in the access to higher education of Palestinian Arab citizens of Israel. The authors show that the Palestinian Arabs in Israel clearly understand the benefits of an academic degree as a lever for social status and integration. Indeed, since the 1980s, the proportion of of Palestinian Arabs studying in Israeli higher education institutions has increased to 37,570 in addition to 9,260 who studied abroad in 2014. The authors discuss difficulties and challenges met by Palestinian school leavers who wish to enter higher education in Israel and the alternative of studying abroad. They also look at the cultural differences between Palestinian traditional communities and 'Western' Israeli campuses and address the implications for students and for the society at large.
Classmark: IL-53 ARA

Queering the academy [Special issue]. - In: Higher Education Research and Development, v. 35, no. 4, August 2015
ISSN 0729-4360. - Online ISSN 1469-8366
Abstract: Content: Queering’ and querying academic identities in postgraduate education (Jeanette Maritz, Paul
Prinsloo); In and out of the cross-cultural classroom closet: negotiating queer teacher identity and culturally diverse cohorts in an Australian university; (Rebecca Bennett, Braden Hill, Angela Jones); Methodological reflections on researching lesbian, gay, bisexual and transgender university students in Hong Kong: to what extent are they vulnerable interview subjects?(Yiu Tung Suen); Performing prodigals and dissident acolytes: supporting queer postgraduates in the visual arts (Welby Ings); Restricted freedom: negotiating same-sex identifications in the residential spaces of a South African university (Thabo Msibi, Valenshia Jagessar); Queer pedagogy and the limits of thought: teaching sexualities at university (Louisa Allen); Queerying the affective politics of doctoral education: toward complex visions of agency and affect (James Burford); Performatively queer: sole parent postgraduates in the Australian academy (Genine A. Hook); Queer inroads: two queer higher education symposia reviews written otherwise (James Burford, Emily F. Henderson); Getting things done: a collaborative approach to supporting the lesbian, gay, bisexual, transgender and intersex (LGBTI) staff and student community at the University of Auckland (Levi Joule).

**Africa**

ISSN 1011-3487
**Abstract**: Although black women in South Africa show an increased presence in doctoral study, the probability of intersecting gendered and racial disadvantage is often overlooked through relying on separate numerical transformation progress indicators for gender and race. To take a more active approach to furthering social justice for this marginalised group, we need to explore more holistic ways of mapping transformation. In this sense, we argue for the application of the capabilities approach as an evaluative framework which allows for an assessment of freedoms or capabilities students are able to make use of in pursuing the lives they have reason to value. Furthermore, factors impacting on students’ capability formation are also considered, thus providing a multidimensional, ethically individualistic exploration of lives. The experiences of seven black women speak of barriers they have experienced throughout their doctoral journeys, but the data also create a sense of optimism as the potential of capability expansion is addressed. (Abstract from publisher)

ISSN 1011-3487
**Abstract**: This article presents a theoretical and thematic exploration of gender equity in post-apartheid South African higher education. The article argues that while South African women played a very important role in the struggle for political liberation, the current situation in South Africa’s political, economic and education institutions seems to suggest that the effort they put in the struggle does not commensurate the gains thereafter. A majority of South Africa’s girls and women still struggle to access quality education and excel at most levels, which is a direct contravention of the constitutional guarantee of equality for all. Although the gender equity paradigm in South African higher education can be credited as having recorded some formidable achievements in terms of increased enrolment for female students especially Black women in higher education, a deliberate effort has to be made to shift attention from aggregations to impediments in order for the promise of equality and equity to be realized for those who experienced most barriers in accessing higher education. In the current South African context, one needs to deal with disadvantages that are perpetuated through the socio-economic positioning of families, the inability to use the language of power, content complexity, embedded institutional cultures and practices, among others. (Abstract from publisher)

ISSN 1011-3487
**Abstract**: This article reports on a study which aimed to bring to the centre the voices of medical students at a higher education institution (HEI), in order to gain a more nuanced view of intersecting influences of gendered factors on their undergraduate experiences in clinical training settings. Ninety-four students who were in their final year of study at a South African medical school were purposively selected. In this inductive, qualitative approach, semi-structured, individual, face-to-face interviews were used to generate data. The recurring themes included as findings indicated students’ anxiety about safety; details of their interactions with teaching personnel and patients; and their anxiety to find a balance between responsibilities related to their work and family commitments. Recommendations include practical solutions, such as the allocation of increased funding for the assurance of female students’ safety, and the monitoring of
Asia and the Pacific

ISSN 0307-5079 . - Online ISSN 1470-174X
Abstract: This article reflects on evidence drawn from an evaluation of the impact of a scholarship programme for students from disadvantaged backgrounds at a university in Australia. In addition to evidence of improved retention rates, the article suggests that qualitative data derived from a number of interviews with scholarship recipients highlight the substantial contribution the programme has made towards a number of positive outcomes. The key themes of the narrative evidence – including resources, belonging, security, independence, motivation, engagement and confidence – collectively describe a broad, rich notion of student success that includes enhanced academic outcomes and elements of personal growth and development. The findings add weight to emergent arguments that financial support schemes need to be seen as more than tools for incentivising enrolment, and instead as key institutional or sectoral mechanisms for encouraging and supporting the successful participation of disadvantaged students in higher education. (Abstract from publisher)

Avoiding the manufacture of ‘sameness’: first-in-family students, cultural capital and the higher education environment / Sarah O’Shea. - In: Higher Education, v. 72, no. 1, pp. 59-78, July 2016
ISSN 0018-1560 . - Online ISSN 1573-174X
Abstract: Drawing upon Bourdieu’s theories of social and cultural capital, a number of studies of the higher education environment have indicated that students who are first-in-family to come to university may lack the necessary capitals to enact success. To address this issue, university transition strategies often have the primary objective of ‘filling students up’ with legitimate forms of cultural capital required by the institution. However, this article argues that such an approach is fundamentally flawed, as students can be either framed as deficit or replete in capitals depending on how their particular background and capabilities are perceived. Drawing on interviews conducted with first-in-family students in an Australian university, this article explores how one cohort considered their movement into university and how they enacted success within this environment. This article discusses how these individuals drew upon existing and established capital reserves in this transition to higher education. (abstract from publisher)
URL: http://bit.ly/2droQEV

ISSN 0020-8566 . - Online ISSN 1573-0638
Abstract: This study focuses on the UniBridge programme offered by Universiti Brunei Darussalam (UBD), which is an intensive one-semester course that prepares students for undergraduate-level study. While direct-intake applicants pass minimum requirements for entry and are able to enroll directly into an undergraduate programme, applicants who do not meet these minimum requirements can join this bridging programme which is designed to be a “second-chance” entry option. Using a mixed-methods approach, the authors subjected student performance data of both direct-intake and bridge-programme undergraduates to statistical analyses, carried out interviews and then used the theoretical framework of planned behaviour to pinpoint individual attitudes and social pressures which form an intention to prepare for entry examinations. The results showed that the two groups were competitive in terms of undergraduate academic achievement, thus proving the second-chance programme to be effective in enabling students with poor A-Level results to experience academic confidence at university level. On the strength of these findings, the authors conclude their paper with recommendations for tertiary institutions to support lifelong learning initiatives through the use of multiple channels of entry.

ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : The early weeks of the first semester are especially critical to student engagement and early attrition. This study investigated the perceived early transition needs of three cohorts of commencing students in their first three weeks of university study in a Health Faculty in a university in Australia. A survey was developed based on a systematic understanding of student transition and supplemented by open-ended qualitative data. The results showed a stable, consistent pattern of early transition needs across the cohorts, with commencing students expressing most concern about accessing resources, balancing work, family and study commitments, establishing peer relationships, and understanding the requirements and standards for early assessment tasks, particularly group tasks. Findings are discussed in terms of implications for early co-curricular and curricular interventions to enhance early student engagement and retention.


Abstract : This paper analyses the admission policies of Australia's public universities to critically examine the use and application of notions of ‘fairness’ in admissions which universities in Australia are required to adopt. A further analysis of enrolment data is used to contextualise policy rhetoric against admission practice. Three broad themes of fairness emerge: merit based, procedural and normative. Discursively, merit-based fairness is the preferred understanding of fairness. The enrolment data, however, indicate no relationship between how fairness is explicated and whether or not a university is more accessible to disadvantaged students. In practice, therefore, normative conceptualisations of fairness are the most influential, when normative fairness is understood as a reproduction of wider social inequities. (Abstract adapted from publisher)


Abstract : This article reports on a qualitative research project conducted with 11 working-class women's experiences of studying social science degrees of Australia. Participants responded to the question: what helps and hinders working-class women study social science degrees? The women confirmed that to succeed at university, they needed opportunities, resources, support and encouragement. Hindering the possibility of university success were detractors of many forms including inadequate resources and social conventions that discouraged the women from study.

Europe and North America


Abstract : This report covers all levels of education, including higher education.


Abstract : This brief on the guidance documents issued by the United States federal agencies answers questions such as how institutions should refer to transgender students; whether and how to provide sex-segregated facilities to transgender students; and more.


Bildungsverläufe ehemaliger Frühstudierender : Forschungsstand und Ergebnisse einer retrospektiven Studie = Education development of high school students in advanced placement programs : results of a retrospective
Abstract: Over the last decade, German universities have developed numerous advanced placement programmes for high school students. Nonetheless, no reliable data on students’ further educational and professional choices have been published so far. In this paper, the authors present the results of a web-based study covering 162 alumni of advanced placement programmes at universities in Germany. Almost all participants want to obtain a postsecondary degree, and report that they could profit from their advanced placement experience choosing a subject and coping with university standards. More than 40 per cent of the alumni could transfer credit points attained during advanced placement to their regular study. Alumni have not reported any serious flaws of the programme.

URL: http://www.bzh.bayern.de/uploads/media/3-2016-Stumpf-Gabert.pdf


Abstract: Using data from a large preservice teacher education programme in the Canadian province of Ontario, the paper demonstrate two approaches to evaluating the effects of admission criteria. The first approach uses survival analysis to compare the effects of minimum admission criteria for determining the admissibility of applicants. The second approach compares the actual admission decisions with the decisions that would have been made using eight alternative sets of rules with varying emphases on academic preparation, ratings of applicants’ essays and applicants’ demographic information. Both approaches offer insights into the roles of specific admission criteria in addressing under-representation.

Grants in Italian university: a look at the heterogeneity of their impact on students’ performances / Tommaso Agasisti, Samuele Murtinu. - In: Studies in higher education, v. 41, no. 6, pp. 1106-1132, June 2016

Abstract: This paper assesses the impact of receiving a grant for a cohort of students over four years from 2007/8 at a large public university in Italy. Grant beneficiaries performances were compared with the performances of similar students who did not receive the grant. The analysis focuses on the grants’ ability to help students improve their academic performance. Overall, a positive and statistically significant effect of the grant was found - obtaining the grant positively affects academic performances. Students who received financial aid obtain more credits, are less likely to drop out in the first and second year, and are more likely to graduate on time or within 4 years when compared with similar counterparts who did not receive the grant. The effect was higher for immigrants, Italians who moved from another region for studying, and students attending an engineering course.


Abstract: This article explores the rationales underpinning prospective students’ decision whether or not to apply to higher education following the 2012 fee increase in England, specifically, how this decision is influenced by perceptions of study-related debt and expected earnings. The article draws on data obtained from final year secondary school students in seven different types of school in one geographic area. The data show that participant’s primary response to the fee increase and associated study-related debt is that ‘there is no point worrying’. This is because in the short term, a higher education degree is considered vital to securing employment in a competitive labour market. In the long term, there is a perception that the income contingent nature of student loan repayments makes the Treasury, not the student, liable for any resultant financial losses.

They have gone, and now what? Understanding re-enrolment patterns in the Catalan public higher education system / David Rodríguez-Gómez, Julio Meneses, Joaquín Gairín, Mónica Feixas, José Luis Muñoz. - In: Higher Education Research and Development, v. 35, no. 4, pp. 815-828, August 2016

Abstract: Using a longitudinal population-based data set provided by the Catalan University Assurance Agency (AQU),
which includes information records on 21,473 undergraduate students, this paper aims to develop and test an exploratory model of student re-enrolment, specifically in the Catalan public university system. The authors were not only interested in student re-enrolment, but also in whether they do so during the first year after dropout or in the same area of knowledge. Results revealed that although most students return to the university system in the first year after dropout, many of these change to a different area of knowledge, which is clear evidence of dysfunctional and inefficient guidance systems and university entrance. The authors conclude that the findings suggest the need to develop targeted policies to improve the efficiency and effectiveness of our university systems.

Latin America and the Caribbean

ISSN 0185-2760
Abstract: The authors examine the main educational constraints associated with the institutionalized cultural assets of the dominant middle and upper classes in Gran Córdoba, Argentina. In this context, they suggest that equity of access to universities by the middle and upper classes does not necessarily signify upward educational mobility or a reduction of educational inequality, in terms of objective constraints, but rather, a reconfiguration of inequality.

URL: http://publicaciones.anuies.mx/pdfs/revista/Revista177_S3A5ES.pdf

Estudiantes de contextos vulnerables en una universidad de élite = Students from vulnerable backgrounds in an elite university / Yengny Marisol Silva Laya, Adriana Jiménez Romero / Asociación Nacional de Universidades e Instituciones de Educación Superior [ANUIES]. - In: Revista de la Educación Superior, v. XLIV (3), no. 175, pp. 95-119, julio-septiembre 2015
ISSN 0185-2760
Abstract: This article presents the findings of a qualitative study of students from vulnerable backgrounds at an elite university, where the student body is characterized by high levels of socioeconomic and cultural homogeneity. Drawing on Dubet's sociology of school experience and Tinto's analysis of student persistence, the authors studied the experiences of 27 students at the University Higher Technical level. They conclude that factors such as the students' age, employment status and vision of the future result in different experiences. However, the students share a common determination to make the most of their educational opportunity, which they view as a gateway to a more promising future.

Se presenta una investigación sobre la integración de estudiantes vulnerables con perfiles heterogéneos en una universidad de élite donde prevalece la homogeneidad socioeconómica y cultural de su población estudiantil. Se realizó un estudio cualitativo sobre las experiencias de 27 estudiantes de Técnico Superior Universitario, tomando como referencia la sociología de la experiencia escolar de Dubet y la persistencia estudiantil de Tinto. Concluye que los estudiantes con diferencias en edad, condición laboral y visión de futuro, tienen experiencias distintas, pero confluyen en la determinación de aprovechar una oportunidad que ven como una puerta hacia un futuro promisorio.

URL: http://publicaciones.anuies.mx/pdfs/revista/Revista175_S3A4ES.pdf

Ser madre y estudiante : una exploración de las características de las universitarias con hijos y breves notas para su estudio = To be a mother and a student : an exploration of the characteristics of university students with children, and brief notes for analysis / Dinorah Miller, Vanessa Avizu / Asociación Nacional de Universidades e Instituciones de Educación Superior [ANUIES]. - In: Revista de la Educación Superior, v. XLV (1), no. 177, pp. 17-42, enero-marzo 2016
ISSN 0185-2760
Abstract: This paper examines the intersection of two roles: that of mother and student. Using the normative life-course approach, the authors analyse patterns of transition to adulthood among Mexican youth. We then compare the trajectories of students with and without children who entered the Universidad Autónoma Metropolitana-Azcapotzalco between 2006 and 2013. In general, the biographical and educational trajectories of female students with children differ significantly from the normative role assumed by higher education institutions. The authors conclude with some notes that aim to deepen our understanding of the strategies and resources employed by student mothers in order to remain in higher education.

Este trabajo ofrece un entrecruce biográfico: ser madre y estudiante universitaria. Mediante el modelo normativo curso de vida, nos acercamos a las pautas de transición hacia la adultez en los jóvenes mexicanos y comparamos a las estudiantes con y sin hijos que ingresaron a la Universidad Autónoma Metropolitana-Azcapotzalco entre 2006-2013. En general, las universitarias con hijos tienen trayectorias biográficas y escolares desacopladas del rol normativo supuesto por las instituciones de educación superior. Concluimos con algunas notas que apuntan a profundizar en el conocimiento de las estrategias y los recursos empleados por estas estudiantes para mantenerse en la universidad.

URL: http://publicaciones.anuies.mx/pdfs/revista/Revista177_S3A1ES.pdf
Higher Education and Social Responsibility


Abstract : In this book, educationalists from around the world explore key issues regarding citizenship education, the international community and global society. Country case studies from Australia, Brazil, Canada, China (and its SARs of Hong Kong and Macao), the United Kingdom, and the United States offer an opportunity to compare diverse national political, historical, and cultural environments. A chapter focusing on the European Union explores the interplay between 'teaching about the nation' in the context of European citizenship. The increasing complexity of cultural diversity in each country due to globalization and mobility is a key theme throughout the book; attitudes to immigrants and contestations on issues of identity have had specific effects on teaching about the nation. Another theme which emerges, specifically in Europe and the United States, is the impact that terrorist acts have had on policy and practice in citizenship education. The book concludes with a set of recommendations which include policy that is nationally framed by also in relation to international organisations; research; and teacher education which is inclusive.

Classmark : INT-541 CHO


Abstract : This paper describes the growing trend in which higher education institutions around the world, both public and private, are incorporating social responsibility into their institutional missions. The study aims to identify the different categories, approaches and strategies in social responsibility currently underway in the sector from a theoretical research across a 10-year period. This review with secondary sources utilised the systematic review methodology based on the prisma method. The results show a tendency toward humanistic, pedagogical, ethical and socio-curricular approaches, with a range of strategies being employed by different actors.

URL : http://publicaciones.anuies.mx/pdfs/revista/Revista175_S3A1ES.pdf


Abstract : This paper argues that the global context of mass higher education and 'world class' league tables damages university support to adult education and lifelong learning. The authors discuss the importance of embedding adult education and lifelong learning in the Sustainable Development Goals (SDGs). Within universities, the article advocates for research on learning, learning needs, the professional development of adult education and lifelong learning staff, partnerships with providers in their local city or region.

URL : http://www.sciencedirect.com/science/article/pii/S1877042814045108

Asia and the Pacific

Students perception on social entrepreneurship education in higher education institutions (HEIs) / Radin Siti Aishah Radin A. Rahman, Zaidatul Akmaliah Lope Pihie . - In: International Journal for Innovation Education and
Abstract: This article discusses the implications of cultivating a social entrepreneurship culture in higher education in Malaysia. The authors examine social entrepreneurship activity in Malaysian students who are actively involved in voluntary projects and developmental community club called ENACTUS. Research was conducted on a sample of 350 ENACTUS members to explore students and alumni perception on social entrepreneurship. Findings showed that a majority of students agreed that social enterprise education should be made a compulsory course in higher education institutions. However, the alumni did not agree with this idea. Although many students and alumni admitted that they understand the social entrepreneurship concept, there are a select few who could not complete their main goal when managing ENACTUS projects.

URL: http://ijier.net/index.php/ijier/article/view/244/221


Abstract: This study examines how a diverse group of teachers, researchers and administrators at one New Zealand university conceptualised their involvement in community-engaged learning and teaching. The authors identified an outcome space where university people conceived their community engagement in three ways: within an expert/novice discourse, as advocacy, and in the most complex conception, as reciprocal learning. When working with and within communities, the authors suggest that university people should be supported to approach community engagement as reciprocal learning rather than adopting approaches that render community partners in passive roles.

Europe and North America


Abstract: This report is part of a ten-year study of the Ford Foundation's International Fellowship Program alumni and their impacts in their communities globally. The report, a study that spans 4,305 individuals, 22 countries, in multiple fields of study and sectors of work, shows the link between higher education and social justice and the effect that higher education can have on marginalised populations and leadership worldwide.


Abstract: This book provides an in-depth presentation of the current state of social responsibility education in different countries and universities in Europe. It explores the different approaches toward CSR education across Europe by identifying each country's current practices and university courses, and by revealing the effect of these methods on future generations of leaders. Using a quantitative research methodology, the book presents comparisons of the current nature and implications of CSR education in a sample of 10 business schools from Germany, Greece, Hungary, Italy, Latvia, Poland, the Netherlands, Portugal, Spain and Turkey.

Classmark: EUR-23 TUR


Abstract: This consultative report summarises the current state of university engagement and contains recommendations for establishing a Task Force on the “new engagement” for public higher education which embeds engagement as a force for transformational change in communities and institutions.

ISSN 0018-1560. - Online ISSN 1573-174X

Abstract: This article describes the conceptualisation and pedagogics of an innovative project, Going Glocal, designed at a Dutch liberal arts and sciences college and its impact on the university students concerned. The Going Glocal programme was designed to transmit the importance of rooting locally, and taking responsibility for connecting global issues to one’s own community 2004). As such, the programme seeks to strengthen not only knowledge, but also the attitudes and skills needed to address global problems through local action.

Information and Communication Technologies (ICTs)

ISBN 978-1-894975-82-7
Abstract: These guidelines are based on wide consultations and surveys and aims to assist the four key stakeholders (governments, MOOC providers, learners and accreditation agencies) with guidelines on how to ensure the quality of MOOCs.

ISBN 978-92-3-100157-4
Abstract: This guide is designed to raise awareness among policymakers in developing countries as to how MOOCs might address access to quality higher education. Issues covered include quality assurance of MOOCs, reuse and adaption of MOOCs, collaboration in the development and provision of MOOCs, and business models.
Classmark: INT-531 UNESCO
URL: http://unesdoc.unesco.org/images/0024/002451/245122E.pdf

Abstract: This report draws on the literature on both MOOCs and quality in education in order to provide a framework to think about quality and the different variables and questions that must be considered when conceptualising quality in MOOCs.
URL: http://oasis.col.org/bitstream/handle/11599/2352/2015_QualityinMOOCs-Surveying-the-Terrain.pdf?sequence=1&isAllowed=y

Asia and the Pacific

Abstract: This report provides a synthesis of the outcomes from thirty eight Ako Aotearoa projects, funded from 2008, and analyses the implications of technology for New Zealand tertiary education. Major themes that run through the projects include: organisational implications of e-learning; open education; learner support, engagement and retention; e-learning and Ako Maori; selecting from the range of e-learning technologies; the examples and case studies explore e-learning in a range of courses.

Europe and North America

ISSN 0018-1560. - Online ISSN 1573-174X
Abstract: This paper analyses a follow-up survey of students who began attending the virtual Internet-based Open University of Catalonia (UOC) in the early 2000s. The authors found that, on average, they made smaller percentage gains in earnings than workers of similar age and initial education in the Spanish labor market. Yet, the authors also find that many of our UOC respondents were “high flyers,” already earning high salaries when they had begun studying at
UOC. When separated out, it was found that younger, more “normal” UOC students made larger earnings gains than the comparison group in the Spanish labor market. The authors the importance of disaggregating the varied students of online universities in assessing their economic payoffs. (Abstract adapted from publishers)

URL: http://bit.ly/2dG1AGP

ISSN 0729-4360. - Online ISSN 1469-8366

Abstract: This article, derived from a three-year ethnography of distributed medical education provision in a Canadian university, explores the ways in which information and communication technologies are used by teachers and students in their everyday work within technologically rich teaching environments. The environments being researched are two university campuses: a campus at the main university site and a satellite campus in a neighboring province. The article seeks to contrast dominant, institutional discourses of technology use in higher education teaching with the everyday practices of staff and students. The article concludes that there is a gap between policy and practice in distributed education and that the teaching and learning experience and context of staff and students in different sites need to be analysed in depth, in terms of: whether the experience of learning across sites can be positioned as being comparable; the extent to which technology ameliorates learning and teaching; and understanding the work done by staff.
Abstract: This book examines internationalization within higher education institutions, focusing on actual approaches to implement a more integrated, strategic or comprehensive global engagement across their core missions of teaching, research and engagement. Part one investigates issues impacting the internationalization of institutions. It examines the development of internationalization from individual mobility towards a multi-faceted concept comprising building cross-border cooperation and "internationalization at home", creating key strategies for internationalization actions and programmes, engagement, organisational change and assessing outcomes. In part two, contributors form Australia, Brazil, Finland, South Africa, Singapore, Sweden, the United Kingdom and the United States detail case studies reflecting the diversity of institutional internationalization strategies and highlighting the trend toward wider and more comprehensive institutional engagement and activity.
Classmark: INT-6 HUD

International Higher Education, no. 87, pp. 1 - 31, Fall 2016.: / Boston College [USA]. Center for International Higher Education [CIHE] ISSN 1084-0613
URL: http://ejournals.bc.edu/ojs/index.php/ihe/article/view/9514/8479

ISSN 0018-1560. - Online ISSN 1573-174X
Abstract: As the number of students traveling from the Global South to study in the Global North continues to grow, the authors argue that it is necessary to broaden our conceptual approaches to the study of this dynamic. This article uses the framework of "global imaginaries" to examine the links between intensifying international student recruitment and international students’ experiences with racism. They suggest that both recruitment and racism are framed by a dominant global imaginary rooted in Western supremacy, which both makes Western higher education a desirable product in the global higher education market and shapes the reception of international students. (Abstract adapted from publisher)

Global argonauts: returnees and diaspora as sources of innovation in China and Israel / Anthony Welch, Jie Hao. - In: Globalisation, Societies and Education, v. 14, no. 2, June 2016
ISSN 1476-7724. - Online ISSN 1476-7732
Abstract: The paper focuses on returnees and knowledge diaspora as important sources for human resources development, identifying push and pull factors that also contribute significantly to innovation. For both China and Israel, their high-skilled diaspora are a major policy priority: each has a substantial, high-skilled diaspora and policies and programmes to promote their return and/or greater involvement. By outlining key projects and schemes in each to recruit international professionals, the authors argue that bringing advanced knowledge and skills gained through international education and experiences back home has long been common to both. The relative strengths and weaknesses of each system’s relations with returnees and diaspora is assessed.

Abstract: Partnerships among higher education institutions in different nations are increasing in number and centrality within institutional strategies of internationalisation. This article provides a guide to the broadened set of expectations for such linkages, framed by the idea that partnerships are most successful when all sides receive something of value. The article thus also explores the concept of mutual benefit often invoked for such affiliations, but not always achieved, concluding that maximum individual institutional benefit depends both on the partner receiving equivalent benefits and on the way linkage contributes to building a positive global landscape of higher education in general. The dense global interconnectivity such partnerships are now creating, provides a powerful way for higher education institutions to move forward together.


Abstract: This article presents the main findings of the IAU 4th Global Survey on Internationalisation of Higher Education, an online survey conducted between May and September 2013, which gathered responses from 1,336 institutions of higher education located in 131 countries in every world region. Data is based on the 2012 academic year. The IAU 4th Global Survey is a unique source of information and analysis about global and regional level trends and developments in the field of international higher education and related policy making. It focuses on institutions of higher education. The IAU 4th Global Survey report constitutes a valuable resource for anyone working on or interested in internationalisation of higher education.

Asia and the Pacific

Complaints and troubles talk about the English language skills of international students in Australian universities / Michael Haugh. - In: Higher Education Research and Development, v. 35, no. 4, pp. 727-740, August 2016

ISSN 0729-4360. - Online ISSN 1469-8366

Abstract: Drawing from an analysis of small group interviews with international students, domestic students and university staff, the beliefs and experiences of various parties about the English language skills of international students are examined. A key finding from this analysis is that the English language skills of international students, and their concomitant interactions with others, can be the object of both complaints and troubles talk. The author argues that the way in which the so-called English problem in Australian universities is generally couched as one of objective, measurable deficiency on the part of international students arguably neglects the moral and affective complexity of the difficulties facing international students. This neglect leads, in turn, to an impoverished understanding of the English language capabilities of international students. (Abstract adapted from publisher)


ISSN 1360-080X. - Online ISSN 1469-9508

Abstract: This article argues that the descriptive dimension of the concept of education hub, which focuses on the importance of connectivity in enhancing the competitiveness of a place, is inadequate in addressing the educational values in globalising higher education. Therefore, it initiates a normative dimension of education hub through an empirical account of the experience of a group of Myanmar university students in Hong Kong and an engagement with the ideas of cosmopolitanisation and the notion of higher education as a ‘transnational’ human right. By considering these stories from Myanmar, this study reveals the adoption of the internationalisation of higher education in promoting transnational justice and development.


ISSN 0729-4360. - Online ISSN 1469-8366

Abstract: The change to English as a medium of instruction (EMI) for some academic programmes was one of the critical changes brought about by internationalization policies in universities in Vietnam. This paper looks at a qualitative
research study on how a government university from Vietnam employs different strategies to enhance teachers' English proficiency. The study reveals that the introduction of new supporting systems, assessment bodies, recruitment criteria and institutional strategies on training, monitoring and motivation have created cultural change within the teacher community. This cultural change, which includes elements such as self-directed learning, peer learning, professionalism, and 'open-to-change' attitudes, has been perceived by both leaders and teachers to be conducive to teachers' language learning. The findings presented in this paper seek to contribute to the formulation or adjustment of policies related to educational reforms, such as curriculum reform, teacher recruitment and teacher professional development in non-English-speaking countries.

From ‘brain drain’ to ‘brain bridging’: transnational higher education development and graduate employment in China / Ka Ho Mok, Xia Han / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management. - In: Journal of Higher Education Policy and Management, v. 38, no. 3, pp. 369-389, June 2016
ISSN 1360-080X . - Online ISSN 1469-9508
Abstract : This study sets out to critically analyse the motivation of students who choose to study abroad or enrol in Chinese-foreign cooperation universities using a questionnaire and interview-based study. The most frequent reason for students choosing to study abroad was that high-quality courses motivated their choice, linked to the reputation of the host institution and country. This study also discusses the extent to which the internationalisation of higher education affects brain drain and graduate employment in China.

ISSN 0307-5079 . - Online ISSN 1470-174X
Abstract : This study examined international students' perceptions of the influence of multiculturalism on the study programmes in Malaysian public universities. Quantitative and qualitative data were collected from 794 international students from 11 Malaysian public universities. Results show that international students perceive that the content of the courses had little consideration for including topics from countries of international students. In addition, the results reveal that the presence of international students in the study programmes can be one of the factors to encourage lecturers to bring updated contents from international materials. Furthermore, the results reveal that motivation for learning, encouragement for active participation, and improvement of intellectual atmosphere in the study programmes can be enhanced by the presence of international students. Practical implications for universities are provided.

Abstract : The “300,000 International Students Plan” called for a significant increase in the number of international students in Japan, from 140,000 to 300,000. The Global 30 Project, implemented as part of the Japanese government “300,000 International Students Plan” has triggered the growth of English-taught degree (hereafter “ETD”) programmes in Japanese universities. In this paper, the application guidelines and procedures of 20 universities which offer ETD programs for undergraduate students were collected and examined. Comparative analysis revealed that the admissions quotas for those ETD programs are, in general, limited to a small number of students and that their growth does not, therefore, necessarily lead to easier access for international students. The results of the analysis also indicated that the larger the international student admissions quota for an ETD program, the higher the accessibility of international admissions procedures provided by the respective university. (Abstract adapted from publisher).

ISSN 0018-1560 . - Online ISSN 1573-174X
Abstract : This study examines international partnership programmes between Cambodian universities and universities in France, the USA, Japan and South Korea. The study finds that most partnership programmes between Cambodian universities and their French, American and Japanese counterparts manifested mutuality to some degree. In those partnerships, academics from all sides had already built close relationships with each other before moving to establish formal institutional agreements. By comparison, the degree of mutuality varied among Cambodian--Korean university
partnerships, mostly established with few prior people-initiated connections. The findings suggest not only a greater maturity in the international experience of French, American and Japanese universities, compared to South Korean universities, but also the importance of human agency in international academic activities. The study concludes that shaped by the patron–client practice, the concept of mutuality within the Cambodian context was viewed more in terms of the degree of "acceptable harmonious relationships" than as a matter of precise equality or the same degree of power dynamics, as commonly portrayed within the global/international discourse. (Abstract adapted from publisher)

The role of institutional dual embeddedness in the strategic local adaptation of international branch campuses: evidence from Malaysia and Singapore / Farshid Shams, Jeroen Huisman / Society for Research into Higher Education [SRHE][UK]. - In: Studies in higher education, v. 41, no. 6, pp. 955-970, June 2016
ISSN 0307-5079 . - Online ISSN 1470-174X
Abstract : International Branch Campuses (IBCs) are simultaneously under two types of pressures. On the one hand, they are obliged to conform to the institutions of their host countries, however, they are required to maintain their parent unit's identity across borders. By adapting to the local context, IBCs gain legitimacy in their local milieu and thus reduce tensions with local stakeholders. By maintaining similarity with their parents, they differentiate from the local competitors and therefore better compete in the market place. This paper addresses the duality (between adherence to the parent's and local expectations) by studying six important Australian and British IBCs in two major higher education (HE) hubs in South East Asia. The authors identify the determinants of the IBCs' strategic choices and their responses to institutional pressures. The analysis suggests that IBCs have maintained a high level of similarity with their parent units in terms of curriculum, but not so much in terms of staffing. The authors argue that staffing will continue to be the biggest strategic challenge faced by IBCs.

Europe and North America

ISBN 978-0-87206-3839
Abstract : This directory lists more than 7,000 international educators at over 1,400 higher education institutions in the USA who are active in internationalization of their institutions.
Classmark : US-6 IIE

ISBN 978-90-74721-29-4
Abstract : As internationalisation of higher education continues to evolve, focus on international alumni relations at the institutional, national and regional level is developing. This book examines trends influencing international alumni relations in Europe, and outlines how higher education institutions in Europe are increasingly interested in leveraging international alumni to serve their internationalisation goals by stimulating international recruitment.
Classmark : EUR-3 EAIE

Abstract : Internationalisation of higher education is a relatively recent concept, but one, which has roots in a longer history. This article sets out to trace that historical development with a principal focus on the last 25 years. Alongside the historical developments it considers how researchers have observed the shifts and sought to capture them in definitions that can enhance both our understanding and enactment of internationalisation of higher education, as well as addressing its misconceptions and unintended negative consequences.

Why do students from underprivileged families less often intend to study abroad? / Markus Lörz, Nicolai Netz, Heiko Quast . - In: Higher Education, v. 72, no. 2, pp. 153-174, August 2016
ISSN 0018-1560 . - Online ISSN 1573-174X
Abstract : Despite intentions to increase the number of internationally experienced students in Europe, only a minority study abroad, in particular students from less privileged families refrain from studying abroad. This study examines the
reasons students in Germany from underprivileged families intend to study abroad less often. Using a nationally representative panel data set from the German School Leavers Survey, the authors found that underprivileged students’ lower likelihood of forming a study abroad intention partially results from previous educational decisions and experiences. underprivileged students have worse performance-related preconditions for studying abroad. Furthermore, their higher cost sensitivity and lower benefit expectation explain their reluctance to study abroad.

Latin America and the Caribbean

Científicos extranjeros en la Universidad de Sonora = Foreign researchers at the University of Sonora / Juan Pablo Durand Villalobos, Juan Pablo xRodríguez Jiménez / Asociación Nacional de Universidades e Instituciones de Educación Superior [ANUIES] . - In: Revista de la Educación Superior, v. XLIV (3), no. 175, pp. 141 - 168, julio-septiembre 2015
ISSN 0185-2760
Abstract : Mexican higher education institutions have a long tradition of receiving intellectuals, scientists and foreign artists who have left their countries for political or economic reasons. In this article, the authors are interested in studying these little known actors, by reviewing the résumés of foreign scientists who arrived at the University of Sonora at the end of the 20th century. They also conducted 12 interviews to explore the reasons for the geographical displacement, the configuration of their academic careers, and their experiences of entering the field of Mexican science.

Los establecimientos de educación superior mexicanos son espacios que históricamente han recibido a intelectuales, científicos y artistas extranjeros que abandonaron sus países por motivos políticos o económicos. En este artículo nos interesamos por estudiar a estos actores escasamente conocidos, mediante la revisión de las hojas de vida de científicos extranjeros que arribaron a la Universidad de Sonora al cierre del siglo pasado. A su vez, realizamos una docena de entrevistas para explorar las razones de los desplazamientos geográficos, la configuración de sus trayectorias académicas, así como sus experiencias de inserción en el campo científico mexicano.
URL : http://publicaciones.anuies.mx/pdfs/revista/Revista175_S3A6ES.pdf

Higher education cooperation with Latin America / Felsen, David . - In: International Educator, v. 25, no. 2, pp. 52-55, March April 2016
ISSN 1059-4221
Abstract : This article discusses the Latin America's internationalisation in the context of higher education reforms and increased regional cooperation.
URL : http://www.nafsa.org/_/File/_/ie_marapr16_forum.pdf

ISSN 1059-4221
Abstract : This article examines internationalisation in Latin American higher education institutions who are increasing and diversifying their international partnerships. Patterns and trends in Latin American partnerships with European and North American higher education institutions are outlined.
URL : http://www.nafsa.org/_/File/_/ie_marapr16_latin_america.pdf

Abstract : This article provides an overview of the development of internationalisation policies and practices in Brazil, mainly on governmental level. The authors describe the main characteristics of the internationalisation of Brazilian higher education, attempts to design public policies, previous successful mobility programmes and investments in recent decades. Relationships with BRIC countries and Mercosur are also highlighted, along with the trends in using English as language of instruction and building institutional partnerships from solid research links in strategic areas. With the slowdown of Brazil's economic growth, scarce governmental resources should be expected in the years to come. The days of abundant Brazilian funding are gone. New scenarios must arise: Institutions and countries that believe in the value of collaborating with Brazil need to commit funds to co-finance the operation. There are excellent opportunities for cooperation in research and mobility with Brazil.
Research and Doctoral Education

Africa

Abstract: This is the third and final DRUSSA Benchmarking Report, tracking both the type and the degree of institutional change for research uptake observed across 22 DRUSSA universities in research-intensive universities in Nigeria, Ghana, Cameroon, Ethiopia, Kenya, Tanzania, Uganda, Rwanda, Malawi, Zimbabwe, Zambia, Botswana, Lesotho and South Africa. Based on the direct testimony of the universities themselves, through survey data and through the 2016 Benchmarking and Leadership Conference (April 2016, Mauritius), this report captures the innovations, successes, challenges and lessons of the five years of the programme. It captures not only quantitative trends across all universities over the lifespan of the programme, but also more qualitative examples and instances of good practice.
URL: http://www.drussa.mobi/index.html

Abstract: This paper compares the motivations of two developing countries, South Africa and Mauritius, in promoting doctoral education. Both are concerned about addressing their underproduction of PhDs, but is this focus a luxury in the face of prevalent societal issues, e.g., the HIV/AIDS pandemic, crime and unemployment in South Africa? Are PhDs resolving post-apartheid societal problems? Is their pursuit primarily about developing a competitive advantage? In Mauritius, alignment of the state agenda and the higher education system provides pragmatic interventions to establish itself as the knowledge hub of the Indian Ocean islands. However, the philosophically-driven PhD infuses potentially a critical disruption of “comfortable collaborations” with the state agenda. This paper suggests that the value of an educational PhD in developing world contexts has both enabling and constraining potential: to personal, institutional, social and nationalistic agendas.

Asia and the Pacific

ISSN 1360-080X . - Online ISSN 1469-9508
Abstract: The article presents an analysis of PhD students’ international mobility by selecting one key indicator - the proportion of international students among a country’s doctorate recipients. In the early 1990s, many barriers to the international mobility of PhD students in China were removed, leading to an even larger flow of students. From 2000 to 2012, the international mobility of PhD students reached a new peak, with a significant increase in the percentage going to Japan, France, Canada, Germany, the United Kingdom and Australia. Currently, China has become the largest source of international doctoral students. The authors suggest that the loss of these students is harmful to China’s PhD training system, but on that conversely, it offers an opportunity for China to change brain drain into brain gain by making full use of the worldwide knowledge diaspora.

ISSN 0307-5079 . - Online ISSN 1470-174X
Abstract: This paper examines an innovative approach to cultivating work-based Doctorates and Masters of Philosophy degrees, which involves close collaboration between industry organisations and a higher education institution in Australia. This paper also reports on an examination of the programme’s structural ability to help develop the learning capability of the candidates involved. This network model inspires and facilitates these work-based candidates’ research actions and builds individual (and organisational) knowledge while enhancing their learning capability. The primary considerations for higher education practice revolve around work-based research degrees being actively and fittingly supported by all direct stakeholders and the management of those stakeholder relationships. This approach to fostering
work-based research degrees provides tertiary institutions pragmatic avenues to be more relevant to and valued by industry, while facilitating the development of highly educated and skilled industry-based scholars. (Abstract adapted from publisher)

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**Europe and North America**


**Abstract** : The Stern Review makes recommendations on the future operation of the Research Excellence Framework (REF). It examines how university research funding can be allocated more efficiently so that universities can focus on carrying out world-leading research.


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**Abstract** : This report analyses all research publications submitted for research assessment between 1988 and 2014. It found that at least 42 per cent of the research cited in impact case studies in the 2014 Research Excellence Framework (REF2014) had been submitted as research outputs to the various prior research assessments. This suggests that research of scholarly significance leads to societal impact, but also emphasizes the broad base of research from which impact stems.

**URL** : [http://www.hefce.ac.uk/media/HEFCE_2014/Content/Pubs/Independentresearch/2016/Publication,patterns,in,research,underpinning,impact,in,REF2014/2016_refimpact.pdf](http://www.hefce.ac.uk/media/HEFCE_2014/Content/Pubs/Independentresearch/2016/Publication,patterns,in,research,underpinning,impact,in,REF2014/2016_refimpact.pdf)

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**ISBN** 978-84-608-4180-7

**Abstract** : This is the fourth edition of well-established report in Catalonia on the results of the research and innovation efforts of Catalan public universities. In this edition, the Catalan Association of Public Universities reviews the Catalan research system in order to make some contribution to its improvement, and in the hope that this report will become a useful tool for analysing and interpreting the results of our actions. The publication of the fourth report reflects the commitment of all Catalan universities to continue promoting research and knowledge transfer activities, with the conviction of the fundamental role played by Catalan public universities in the area of innovation, and framed within the current social and economic context.


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**ISSN** 0307-5079 . - Online ISSN 1470-174X

**Abstract** : This paper compares PhDs undertaken at university, that is, academic PhD, with PhDs performed in collaboration with industry, that is, semi-industrial PhD. The research is divided into a literature review and a case study at a faculty of Electrical Engineering in a university in Belgium. Semi-industrial and academic PhDs are modelled as
activity systems, and differences are highlighted in terms of subject, community, division of labour and instruments. Semi-industrial PhDs involve interaction with people from a non-academic background, developing management skills. Furthermore, the supervision of semi-industrial PhDs is more complex than that of academic PhDs. If supported by frequent supervision, this complexity strengthens the PhD. If not, supervision becomes dispersive, and semi-industrial PhD students create a network of people that enables them to perform their research. However, the creation of that network is not systematic, and a lack of a network may affect the PhD research. Therefore, frequent supervision of semi-industrial PhD students should be stressed and structured. (Abstract adapted from publisher)

Ausstieg statt Aufstieg? Geschlechtsspezifische Motive des wissenschaftlichen Nachwuchses für den Ausstieg aus der Wissenschaft = Dropout instead of advancement? Gender specific reasons why promoting junior researchers drop out the science system / Kathinka Best, Julian Wangler, Martina Schraudner / Bayerisches Staatsinstitut für Hochschulforschung und Hochschulplanung [IHF] [Germany]. - In: Beiträge zur Hochschulforschung, v. 38, no. 3, pp.52-73, 2016
ISSN 0171-645X
Abstract : This article details research on the reasons why many promising male and female junior researchers give up promising academic careers. Higher dropout rates of women are often associated with lower aspirations, less self-confidence and more demand for security. This article questions these assumptions and sheds a new light on the gender specific reasons why junior scientists quit an academic career. Based on 18 qualitative interviews with former successful post-doctoral fellows in a leading research organisation in Germany, the authors identify five major kinds of dropout which illustrate typical – partly gender specific – reasons for leaving academia. The findings not only shed a new light on current stereotypes but provide valuable insights how scientific organisations can hold of promising researchers leaving academia by re-envisioning their organisational and cultural practices.

URL : http://www.bzh.bayern.de/uploads/media/3-2016-Best-Wangler-Schraudner.pdf

ISSN 1360-080X . - Online ISSN 1469-9508
Abstract : The aim of this study was to identify how and why doctoral students do interdisciplinary research. A mixed-methods approach utilising bibliometric analysis of the publications of 195 students identified those who had published interdisciplinary research. Students’ interdisciplinary research outcomes were compared from three different computer science programmes: a traditional programme, a multidisciplinary doctoral school and an interdisciplinary doctoral college. Applying a sociocultural approach, interviews with the 15 most interdisciplinary students were analysed to understand how students’ experiences of the different programmes affect becoming an interdisciplinary early career scientist. The data indicate that student motivations, previous skills and knowledge interacted with policies and programme structures including type of funding and supervisor expectations to play a crucial role in interdisciplinarity at the doctoral level. These factors can give rise to interdisciplinary research even in programmes without interdisciplinary focus and compromise the interdisciplinary goals of interdisciplinary programmes.

Linking research and teaching : are research-active staff members different teachers? / Eve Magi, Maarja Beerkins . - In: Higher Education, v. 72, no. 2, pp. 241-258
ISSN 0018-1560 . - Online ISSN 1573-174X
Abstract : This empirical paper examines whether research-active staff members are more likely to use research-related teaching practices. Using data from a national survey of academic staff in Estonia (N = 679), the authors observed that
research-active teachers are more likely to incorporate research outcomes into teaching, to engage students in research groups, and co-publish with students. The effects vary across disciplines, types of institutions, and different practices. Furthermore, it is not only the research intensity of the teachers that matters, but it is their intrinsic interest in both teaching and research that seems to contribute most to the use of such practices. The authors conclude that these results show the benefit of protecting the research-teaching nexus for individual academics and the need to cultivate a commitment to both research and teaching in order to capitalise on the research-intensive environment.

ISSN 0307-5079 . - Online ISSN 1470-174X
Abstract: This paper offers a new conceptual framework for examining doctoral supervision. In addition to a literature review, findings from a small qualitative study of doctoral studies in a UK Business School are presented.

Career satisfaction of postdoctoral researchers in relation to their expectations for the future / Inge van der Weijden, Christine Teelken, Moniek de Boer, Mariske Droste. - In: Higher Education, v. 72, no. 1, pp. 25-40, July 2016
ISSN 0018-1560 . - Online ISSN 1573-174X
Abstract: This paper provides a rare glimpse into this relatively unexplored but important group. A comparative study of two Dutch universities included a survey with both closed and open questions among 225 respondents. Our study reveals that nearly all postdocs (85 %) want to stay in the academic field, but only 3 % was offered a tenure-track position. The uncertainty of their future prospects in academia lowered their job satisfaction; this is particularly true for the social sciences and humanities. Concerning alternative career paths, only few of the postdocs spent time in preparing for a career outside academia, and less than a third attempted to develop any transferable skills, although the importance of networking was recognized. Given that postdocs seem to be trapped between their own ambitions and a lack of academic career opportunities, it is very important that, on the one hand, postdocs aim for better visibility within their organisations, while on the other hand, universities provide more clarity and openness about their further career prospects inside and outside academia.
URL: http://bit.ly/2d6VRuQ

ISSN 2156-8235
Abstract: This paper examines how the EU's understanding of excellence has evolved in recent years, from the presentation of the Lisbon strategy in 2000 to the current Europe 2020 strategy. The authors find a distinct shift in the understanding of excellence and how success in the knowledge-based economy should be achieved: in the early period, excellence is a fuzzy concept, intrinsically embedded in research and researchers and revealed by peer review. In the later period, excellence is more sharply defined and connected with a particular sort of knowledge that which produces breakthroughs; the result is that policy-makers have turned their focus towards directly steering and controlling what is increasingly considered to be the key element for success in the knowledge-based economy. This change is evidenced by the 'Composite Indicator for Scientific and Technological Research Excellence', its rationale and its components.

ISSN 2156-8235
Abstract: In 2014 the institutionalization of European higher education and training, as well as research and innovation, policy entered a new phase: a number of financial instruments were simplified and merged. The Erasmus Mundus programme, wherein consortia of European and overseas universities built joint master's or doctoral degrees, was split into two parts: joint master's degrees now belong to education policy, and joint doctorates became a minor part of the Horizon 2020 programme for research and innovation. The programme illustrates how supranational institutions use 'soft power' to harmonize policies. Using data from interim evaluations of two funding instruments, this article argues that the policy change marks the institutionalization of emerging concepts of European master and European doctorate as two distinct areas, not only different cycles of education. The master is constituted as individual investment, and the doctorate becomes a means to Lisbon (innovation and economy) more than Bologna (streamlining education systems) objectives.
La interdisciplinariedad económico-administrativa en la conformación de una comunidad científica y la formación de investigadores = Economic-administrative interdisciplinary in the formation of a scientific community and in the formation of researchers / Patricia Mercado Salgado, Daniel A. Cernas Ortíz, Rosa María Nava Rogel / Asociación Nacional de Universidades e Instituciones de Educación Superior [ANUIES]. - In: Revista de la Educación Superior, v. XLV (1), no. 177, pp. 43-65, enero-marzo 2016
ISSN 0185-2760

Abstract: This essay reflects on the ways in which interdisciplinarity in Economics and Administrative studies, in particular, has contributed to the creation of a scientific community, which in turn promotes the formation and training of doctoral researchers. The author notes that there is still a need for more research into the particular political and institutional actions that are essential to promoting collaborative scientific work.

La interacción entre varias ciencias sociales, más que una sola disciplina en forma aislada, ofrece mayores posibilidades para explicar fenómenos complejos de nuestra realidad. El objetivo de este ensayo fue reflexionar acerca de la manera como la interdisciplinariedad económico-administrativa ha servido de diferenciación en la conformación de una comunidad científica que soporta la formación y el entrenamiento de los investigadores en el marco de un programa doctoral de calidad. Existe la necesidad para implementar una mayor investigación en las acciones políticas e institucionales esenciales para promover el trabajo científico colaborativo.

URL: http://publicaciones.anuies.mx/pdfs/revista/Revista177_S3A2ES.pdf

ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract: This paper reports a qualitative case study investigating research self-efficacy and research motivation in a group of Mexican FL professors. Interview data show variation in self-efficacy levels connected with academic degree, motivation types and strategic behaviors. Professors with doctorates, intrinsic motivation and use of strategies showed the highest self-efficacy. Professors with master's degrees and low motivation show the lowest self-efficacy. Previous experience and mentoring are influential sources of self-efficacy. Policies such as forced collaboration, financial rewards and the threat of employment termination seem to exert some effect on self-efficacy. It is recommended that policies be enacted to recognise and promote mentoring formally.
Sustainable Development

Abstract : The Global Education Monitoring (GEM) Report has received a new mandate to monitor progress towards the Sustainable Development Goal 4 ("ensure inclusive and equitable quality education and promote lifelong learning opportunities for all"), as well as education targets in other SDGs of the 2030 Agenda for Sustainable Development. It is the first official monitoring report for Sustainable Development Goal 4 (SDG4) to cover tertiary education. It provides valuable insight for governments and policy makers to monitor and accelerate progress towards SDG 4. The thematic part of the report highlights evidence, practices and policies that demonstrate how education can serve as a catalyst for the overall sustainable development agenda. In addition, education finance and education systems are analysed, as is the extent to which education can be monitored in the other SDG goals.
URL : http://unesdoc.unesco.org/images/0024/002457/245752e.pdf

ISBN 978-3-319-38507-5 . - Online ISBN 978-3-319-10690-8
Abstract : This book highlights not only the challenges of integrating sustainable development into higher education, but also the many creative and innovative entry points that students, researchers and university staff find to collaboratively address it. Built largely on descriptions and analyses of practical experiences from Europe, North America, Brazil, South Africa and Australia, it showcases a variety of techniques and environments that encourage learning, as well as how these relate to the backgrounds, needs and capacities of different stakeholders. The book is divided into two parts, one of which looks at the different ways integration can be approached. The second part focuses on convergent approaches with a wide range of good practice examples of curricula, organizational changes and training and green campus initiatives.

ISBN 978-1-137-45913-8
Abstract : This book examines how higher education institutions can help address the challenges of sustainable development, by transforming themselves, bringing together best practice in quality management for tertiary education with best practice in education for sustainable development.
Contents: Assessment for Transformation - Higher Education Thrives in Redefining Quality Systems (Fadeeva, Zinaida et al.); Rankings and the Reconstruction of Knowledge during the Age of Austerity (Hazelkorn, Ellen); Linking Quality Assurance and ESD: Towards a Participative Quality Culture of Sustainable Development in Higher Education (Vettori, Oliver et al.); The Role of Assessment and Quality Management in Transformations towards Sustainable Development: The Nexus between Higher Education, Society and Policy (Mader, Clemens); Drivers for Change in the Austrian University Sector: Implications for Quality Management (Shovakar, Nadine et al.); A Quality Assurance System Based on the Sustainable Development Paradigm: The Lithuanian Perspective (Galkute, Laima); Quality System Development at the University of Graz: Lessons Learned from the Case of RCE Graz-Styria (Zimmermann, Friedrich M. Et al.); STARS as a Multi-Purpose Tool for Advancing Campus Sustainability in US(Urbanski, Monika et al.); Sustainability and Values Assessment in Higher Education (Dahl, Arthur Lyon); Educating Sustainability Change Agents by Design: Appraisals of the Transformative Role of Higher Education (Brundl, Kerja et al.); Quality Management of Education for Sustainability in Higher Education (Scott, Geoff); Implementing Education for Sustainable Development in Higher Education: Case Study of Albukharie International University, Malaysia (Gapor, Salfarina Abdul et al.).
Classmark : INT-73 FAD

ISSN 0185-2760
Abstract : This article reports the challenges facing the integration of sustainability in universities in Latin America, Spain and Portugal. The authors discuss regional sustainability, societal and political challenges, and global market pressures.
The focus is placed on higher education institutions' declarations and plans on sustainability, which the authors found tend to remain at a purely formal level. The authors apply the glass ceiling metaphor – adopted from gender studies - to represent the barrier towards substantive and structural changes. They emphasise that universities do not seem to be able to address many challenges, in particular in the integration of sustainability into institutional structure, operations and substantive functions.

El artículo reporta las dificultades que enfrenta el proceso de inserción de la sustentabilidad en las universidades iberoamericanas. Se recupera la discusión conceptual sobre la sustentabilidad en la región, así como los desafíos derivados de las demandas de la sociedad, del Estado y las presiones del mercado global. El punto focal está puesto en la manera en que suelen ejecutarse los pronunciamientos de las instituciones de educación superior (IES). Las principales dificultades están caracterizadas por un conjunto de declaraciones y de planes que quedan en un plano meramente formal. Asimismo, aplicamos la metáfora del "techo de cristal" -adoptada en los estudios de género- para representar la barrera que impide hacer cambios sustantivos y estructurales.

URL: http://publicaciones.anuies.mx/pdfs/revista/Revista175_S3A3ES.pdf

**Africa**

**Sustainable development as social equity : policy contradictions and their impact on higher education**  
ISSN 1011-3487

Abstract: Common discourse on sustainable development (SD) in higher education places emphasis on caring for, as well as protecting, the environment and natural resources. This conceptualisation negates the two other crucial pillars, namely, social equity and economic development. In South African higher education efforts for sustainable development are gaining popularity, although the focus is still on environmental sustainability. The thrust of this article is to analyse South African higher education policy for its pronouncement on SD in general and on social equity in particular. The article argues that although education underpins the success of SD, higher education policy shows minimal concern for SD. The article argues that SD found little space, if any, in the broad policy transformation agenda in 1994, yet it depends - and greatly so - on relevant, rigorous policy intervention and steering, not only for advocacy, but more importantly to curb the prevalence of factors that threaten sustainable education. [Abstract from publisher]

**Asia and the Pacific**

**Sharing for learning in Lao PDR : DW International engaged in lifelong learning for sustainable development in Asia Pacific**  

Abstract: This collection of papers from 2009 to 2015 charts the work of DVV in Southeast Asia on adult education and lifelong learning. The papers detail local projects and initiatives in cooperation with local stakeholders and partners as well as the international development agenda in the context of Education for All and the Millennium Development Goals (MDGs). The collection ends by looking ahead to the Sustainable Development Goals (SDGs) with a paper examining university engagement and the Post-2015 agenda.

Classmark: ASI-73 DVV  

**Europe and North America**


Abstract: This Innovation Report is the second annual review of significant developments in Education for Sustainable Development (ESD) in Higher Education (HE), as part of the University Educators for Sustainable Development (UE4SD) project. The UE4SD Consortium involves 52 partners in 33 countries across Europe. The second reports spans international developments during 2015 and the landscape for ESD professional development across the world. It outlines the significant global dialogues, initiatives and platforms on education, sustainable development and higher education that have taken place following the close of the UN Decade of Education for Sustainable Development (DESD) and the launch of the UNESCO Global Action Programme (GAP) on ESD and national responses to this. It reports continued signs of the growth of demand for skills development and university action on ESD among higher education student populations and emerging dialogue on the competences and capabilities relevant to sustainability, both from
employers and agencies that are looking for these attributes in higher education graduates, and from educators seeking to support the professional development of university educators.

ISSN 1467-6370
Abstract: This paper is to operationalize theories of social learning and collective action for campus sustainability practitioners at higher education institutions to enhance their work. Many important sustainability outcomes depend heavily on voluntary behaviours by groups of campus stakeholders, making voluntary collective action an important, although underused, tool for campus sustainability practitioners. The term “collective action competence” is introduced and defined as the capability of a group of people to direct their behaviour toward a common goal based on a collective literacy, a collective competence, and a collective need or goal.

ISSN 1467-6370
Abstract: This paper reports findings from an evaluation of sustainability faculty fellows (SFF) programme in a university in Vermont, USA. It discusses how utilisation-focused programme evaluation is an important tool for developing and improving sustainability-focused faculty learning communities. The programme aims to enhance sustainability education by bringing faculty members together to expand their knowledge of sustainability concepts and offer pedagogical support for integrating those concepts in higher education curricula. The evaluation’s findings suggest that the programme expanded faculty understanding of sustainability concepts, encouraged curricular and instructional reform and made progress toward developing a community of faculty interested in sustainability education. The evaluation’s utilisation focus was instrumental in providing useful information for improving the programme.

ISSN 1467-6370
Abstract: This research analyses the rationale used by the early-adopting universities of fossil fuel divestment in the USA. Through analysis of qualitative data from interviews with key actors at the universities that divested their endowments from fossil fuels, the paper examines how institutions navigate competing logics and frame their rationale. The results show that while many institutions relied on ecological values embedded in their missions to justify their decision to divest, many also continued to embrace an altered version of market logic.

ISSN 1467-6370
Abstract: This study examines whether faculty and students who have developed the most pro-environmental values and concerns are also the most likely to reduce the on-campus waste stream. Questionnaires were disseminated to a representative sample of 590 undergraduate students and faculty at a higher education institution in the USA. This research took place after widespread efforts were made to increase faculty and student knowledge of the college’s recycling guidelines. The findings showed that among the measures of environmental orientation (values, concern about pollution and green consumption), only environmental values were associated with claiming to know guidelines and self-reporting higher levels of recycling effort. None was associated with knowledge about local recycling guidelines.
Other themes

Academic freedom


Abstract: In this book, the authors provide a defence of contemporary work in the humanities in the United States and argue that the ‘crisis’ in the humanities is not a crisis of content but of depersonalisation of university teaching faculty and its consequences for academic freedom.

Classmark: US 21 BER


Abstract: This report focuses on free speech in UK higher education institutions. The results of a survey of UK students show strong support for the principle of free speech, but also considerable support for mechanisms that limit free speech. The report concludes that higher education institutions need to do more to debate and discuss these issues with their students.


Academic teaching personnel


Abstract: This review contains an in-depth analysis of the gender balance of higher education staff across all grades of employment, as well as management teams, academic councils and governing boards. It includes recommendations and key performance indicators for all relevant stakeholders in the higher education sector.


Abstract. Bibl.

Abstract: Higher education accreditation frameworks typically consider academic staff quality a key element. This article embarks on an empirical study of what academic staff quality means, how it is measured, and how different aspects of staff quality relate to each other. It draws on the Portuguese experience with study programme accreditation. The study provides an analysis of staff quality in public administration education, an area of massive expansion in recent years. Several dimensions of quality are assessed (staff qualifications, research intensity, disciplinary orientation, diversity, international orientation, professional orientation, and inbreeding) along with the interactions that occur between them. A statistical analysis was made of the indicators for all 21 study programmes in the area of public administration, involving 236 academics in six public universities. In general, the quality of academic staff complied with standards, but there were issues regarding qualifications and research intensity that need to be addressed. The findings emphasise the need to uphold academic staff quality standards but call for policies to curtail possible gaming resulting from it. The article illustrates the relevance of analysing staff quality from an empirical point of view and its contribution to our understanding of how different quality accreditation processes function and their implications for how quality is achieved in higher education.


ISSN 1011-3487

Abstract: The aim of the research reported on in this paper is to contribute to an understanding of how women academics experience career success; how their choices and challenges impact on their career advancement and how the playing fields in academia can be levelled. Understanding the constraints and identifying enabling aspects may help
women academics overcome obstacles in their career development and be more represented in academia and ultimately in society. This research was a case study undertaken at one institution, Rhodes University, South Africa. Data were collected from Institutional documents, questionnaire data from women academics at the Institution and in-depth interviews with six women academics. The data indicate that mentoring is a strategy to enhance levels of self-esteem and research productivity and ultimately improve the representation of women in leadership and senior positions.

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ISSN 1360-080X . - Online ISSN 1469-9508

**Abstract**: This article reports on a survey of 649 academic employees working in UK higher education institutions to examine relationships between effort-reward imbalance (ERI) and overcommitment and mental health problems, job satisfaction and leaving intentions. Findings showed that academics who found their work more demanding, who perceived greater rewards and who were less overcommitted typically reported poorer well-being. Rewards related to esteem/support and financial/status appeared to be particularly important in protecting academics from the negative impact of work-related efforts. Potential interventions are discussed that draw on the effort-reward imbalance (ERI) framework to improve mental health, satisfaction and retention in the sector.

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**Gender balance in teaching awards: evidence from 18 years of national data** / Teresa Marchant, Michelle Wallace / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management. - In: Journal of Higher Education Policy and Management, v. 38, no. 4, pp. 393-405, August 2016
ISSN 1360-080X . - Online ISSN 1469-9508

**Abstract**: Gender implications of nationally competitive teaching awards were examined to determine whether women receive sufficient accolades, given their dominant position in university teaching. Quantitative methods and secondary data provided objective analysis of teaching awards for Australian universities, for an 18-year data set with 2046 units of analysis. Results indicate that women were over-represented in lower-level citations and under-represented in higher-level awards. Women did not dominate, particularly the highly prestigious Prime Minister’s award, where men constituted 65%. Policy and management implications include that universities could review the gender balance in their teaching award processes and set goals as internal support is a springboard to national awards. Groups of the same gender could be encouraged to work together at the highest levels to overcome individualistic, competitive barriers. National teaching award applications could be gender blind, at least for the higher levels. There are no clear trends towards a better gender balance, possibly because there has been a very limited gender spotlight on the awards at any level of policy and management.

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**In search of a professional identity : higher education in Macau and the academic role of faculty** / Zhidong Hao. - In: Higher Education, v. 72, no. 1, pp. 101-113, July 2016
ISSN 0018-1560 . - Online ISSN 1573-174X

**Abstract**: Higher education in Macau, China, is characterized by vocationalization of institutions, lack of faculty professionalization, and little or no shared governance. Using general statistics of higher education in Macau and a case study of one university, this paper illustrates not only the status of the profession but also the structural, cultural, and individual factors which influence that status. The findings have an important implication for the development of higher education in Macau in the post-colonial era. At a time of universal corporatization and commercialization in higher education, this study explores a challenge that higher education faces everywhere. (Abstract from publisher)

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ISSN 0729-4360 . - Online ISSN 1469-8366

**Abstract**: The empirical focus of the paper is a survey of academics’ community engagement activities, mapping their interaction with external partners at five South African universities. The paper addresses a basic question: Who are the academics that engage, and what are their main academic influences? We argue that engagement is more likely to ‘lure the academic soul’ when it is driven by substantive growth in a disciplinary field and enhances reputations. The analysis seeks to identify how disciplinary, institutional and positional attributes are correlated with engaged activities. ‘Luring the academic soul’ through an understanding of the influences on academics’ propensity to engage can facilitate more
ISSN 1360-080X . - Online ISSN 1469-9508
Abstract : A study was conducted to determine general professional development activities perceived to be important in enhancing university teaching staff's job performance, and the extent to which teaching staff participate in these activities in Uganda. Data were collected through semi-structured interviews with 20 faculty deans and department heads and a questionnaire administered to university senior administrative staff (n = 90) and teaching staff (n = 126). Analysis of the qualitative and quantitative data established that university teaching staff rarely participate in professional development activities. Nevertheless, activities such as accredited university teacher education and training, symposia, workshops, and professional networks, all oriented on contemporary teaching and learning, research and innovation, and community development. The authors conclude there is a need to make participation in formal and informal professional development activities mandatory for university teachers.

ISSN 0171-645X
Abstract : Quotas are generally accused of weakening the performance of German universities. The article evaluates gender quota policies from an economic point of view, on whether it actually helps to increase the share of women among professors and whether the quality of the selected candidates can be kept up. This study shows that taking into account specific incentive effects and gender differences, the assessment of quotas turns out to be much more possible. Gender quotas could not only increase women’s chance of success in academic selection procedures, but could also have the advantage that more women would enter and remain in an academic career. Insights into gender differences in attitudes towards competitive situations support the notion that quotas can be a good measure to increase equal opportunities for academics. (Abstract from publishing)

URL : http://www.bzh.bayern.de/uploads/media/3-2016-Wolf.pdf

ISSN 0307-5079 . - Online ISSN 1470-174X
Abstract : This article examines the results of a modernisation project aimed at maximising the institutions’ research standing in a post-92 university in the UK. For the institutional actors, the university’s lecturers, this modernisation project demanded a change in their working practices from one which had focused on teaching-related activities to a situation where an emphasis was to be placed upon research. This study examines how university teachers at this institution understood and responded to the modernisation project to acquire research skills and provides an insight into a path-breaking strategic plan that was enacted within a historically dependent setting. It muses on the dialectics of institutional path dependency and the path-breaking effect of a modernisation project that was stimulated by new managerialism.
(Abstract adapted from publisher)
The role of basic need satisfaction for junior academics' goal conflicts and teaching motivation / Wiebke Esdar, Julia Gorges, Elke Wild. - In: Higher Education, v. 72, no. 2, pp. 175-190, August 2016
ISSN 0018-1560. - Online ISSN 1573-174X
Abstract: This article examines how work conditions of Junior academics at German universities effect their well-being. The present study takes a motivational psychological perspective and addresses the role of the satisfaction of basic needs for autonomy, competence, and relatedness for the experience of goal conflicts and self-determined teaching motivation. Results show that satisfaction of all three needs is necessary for junior academics to feel less strained by goal conflicts. Autonomy plays a crucial role for the frequency of goal conflicts, whereas competence has a particular impact on teaching motivation. Results are discussed in terms of work conditions, individual competencies, and derivable practical implications.

ISSN 1360-080X. - Online ISSN 1469-9508
Abstract: This article examines the participation of women in academic conferences in Israel, a country in which women are under-represented in academia vertically and horizontally. Data were retrieved from announcements of academic conferences in Israel, for one academic year, covering 56 conferences that attracted 997 participations. Findings showed that male participation in conferences was three times that of women. It was also found that the conferences reflected the social agenda in Israel. It is suggested that women are subjected to two forms of gender marginality, one stemming from the gendered division of labour and the other from the characteristics of the academic conferences that reflect the masculine military social agenda in Israel. (Abstract adapted from publisher)

Curriculum

ISSN 0307-5079. - Online ISSN 1470-174X
Abstract: This article describes a whole-of-institution approach of embedding academic literacies adopted at an Australian university characterised by a very diverse student body. It describes the process employed anlong with some of the challenges its implementation presented.

ISSN 0305-0068. - Online ISSN 1360-0486
Abstract: This paper explores the use of English as a medium of instruction (EMI) in a growing number of degree programmes in higher education in the East Asian context. The author develops a theoretical account of socio-political and socio-economic processes that have favoured the use of EMI in the region.

ISSN 0018-1560. - Online ISSN 1573-174X
Abstract: The study aimed to explore how working while studying is related to study success, and took approaches to learning and the nature of the work experience into account. A total of 1023 Bachelors and Masters students at a university in Finland completed a questionnaire at the time of their graduation. The results showed that doing other academic work was related to a deep approach to learning, and non-academic work was related to a surface approach and unorganised studying. Moreover, the results revealed that organised studying has an important role in terms of study pace. The study suggests that by emphasising students' organising skills and supporting their deep-level learning, students have better possibilities to create links between work experience and studies.
**Economics of education**

ISBN 978-1-1388-4513-8

**Abstract** : This book explores the tensions and dilemmas marketisation brings into the educational environment for academic leaders, managers and students, arguing that they can be managed through rebalancing the relation between the market and the educational dimensions.

Contents: Chapter 1 Private commodities and public goods: Markets and values in higher education (Peter Scott); Chapter 2 Paying the price of expansion: Why more for undergraduates in England means less for everyone (Helen Carasso and William Locke); Chapter 3 Choice in the learning market: Tokenistic ritual or democratic education? (Rajani Naidoo); Chapter 4 Marketing and marketisation: what went wrong, and how can we put it right? (Rob Cuthbert); Chapter 5 Scotland and the higher education market (Tony Bruce); Chapter 6 Contractualising the student experience through university charters (Joanna Williams); Chapter 7 UK universities as a single entity: Striking a balance between public and private needs (Bernard Longden); Chapter 8 Some considerations on higher education as a 'post-experience good' (Morgan White); Chapter 9 The ‘unravelling’ of English higher education (Patrick Ainley); Chapter 10 Regulating risk in the higher education state: implications for policy and research (Roger King); Chapter 11 How the Home Office became a regulator of higher education in England (Geoffrey Alderman); Chapter 12 Making a difference: The roles of markets and the roles of quality assurance regimes (John Brennan); Chapter 13 Shifting perspectives on research and teaching relationships: A view from Australia (Angela Brew); Chapter 14 Developing criticality in learning and teaching through pedagogical action research (Lin Norton); Chapter 15 Reshaping understandings, practices and policies to enhance the links between teaching and research (Alan Jenkins and Mick Healey); Chapter 16 Engaging the international scholarly and policy community through active dialogue on the research-teaching nexus (Vaneeeta D'Andrea); Chapter 17 A critical reflection on leadership in higher education (Robin Middlehurst); Chapter 18 Reflections on evidence and higher education policy (Gareth Williams); Chapter 19 Academic quality and academic responsibility: A critical reflection on collegial governance (David D. Dill); Chapter 20 Policy, what policy?: Considering the university in the twenty-first century (Ronald Barnett); Editors’ conclusion Higher Education and the market: thoughts, themes, threads (Joëlle Fanghanel and Peter John).


**Abstract** : This book explores the history of for-profit institutions in the United States from the apprenticeship system of America's early decades to today's multibillion-dollar industry. The author examines how these institutions have grown and evolved as the regulatory climate has increased. He notes that a long history of claims of quick degrees and in some cases false advertising about high job placement has beleaguered for-profit higher education. One of the main claims Angulo makes in the book is that historically, for-profit education often threatens academic and professional standards since the components of a quality education, such as highly trained faculty, are often expensive, and for-profit colleges are concerned with maximizing revenue often at the expense of students, faculty and long term objectives.

**Classmark** : US-33 ANG

**Néolibéralisme et éducation : éclairages de diverses disciplines** / Sacha Varin, Jean-Louis Chancerel. - Louvain-la-Neuve (Belgique); Paris : Academia-Bruylant; L'Harmattan, 2016. - 467 p. (Thélème, 016)
Bibl. - ISBN 9-782806-102508

**Abstract** : Cet ouvrage est composé des textes d'interventions prononcées lors d'une rencontre qui s'est tenue en janvier 2014 en Suisse à la Haute école pédagogique du canton de Vaud. L'examen des résultats d'études financées par le Fonds national suisse de la recherche scientifique et la Haute école pédagogique a nourri les analyses de la nature du néolibéralisme. Est-il uniquement de nature économique ? Est-il applicable en tant que pensée à une problématique sociale et culturelle ? Peut-on le réduire à une approche gestionnaire comme le New Public Management ? Ces questions sont discutées à partir de divers champs disciplinaires tels que la pédagogie, la sociologie, l'économie et la philosophie. Les problèmes centraux abordés dans les textes sont d'une part la question du changement dans les espaces de pouvoir décisionnel en matière de politiques éducatives et, d'autre part, le fait que les politiques éducatives se résument de plus en plus à de la gouvernance et de la gestion. Dans ce domaine, l'État n'est plus tout-puissant. On assiste à une globalisation et, paradoxalement, à la montée de revendications locales et surtout à la nécessité de considérer chaque individu dans sa singularité. Les textes ouvrent un débat sur l'intérêt mais aussi sur les limites de la pensée néolibérale dans l'éducation et la formation.
This book consists of texts of interventions made at a meeting held in January 2014 in Switzerland at the Teacher Training College of the Canton of Vaud. Examining the results of studies funded by the Swiss National Science Foundation and the University of Teacher Education led to the analysis of the nature of neoliberalism. Is it only economic? Is it applicable to social and cultural issues? Can we reduce it to a management approach as 'New Public Management'? These issues are discussed from various disciplines such as pedagogy, sociology, economics and philosophy. The central issues discussed in the book are firstly the issue of change in decision-making spaces in educational policy and, secondly, the fact that educational policies are summarized increasingly to governance and management. In this area, the state is not omnipotent. The current context of globalization exists, paradoxically, at the same time as a rise in local and individual demands. The text opens a debate on the benefits as well as the limits of neoliberal thinking in education and training.

Classmark : P


Abstract : What is public-private partnership? How does it work in the case of the education sector? Is it a new model? What are the earlier practices that come close to present models? What are the strengths and weaknesses of the PPP as a development strategy? While examining the implications for educational development, the author presents a critical review of some of the somewhat familiar and some not so familiar arguments. He examines some of the baffling questions, highlighting the possible ramifications of PPP for education development in India, partly drawing from the limited experience of the emerging and prevailing diverse models of PPP in India and abroad. PPP in all levels of education including higher education are discussed.


Abstract : The public/private distinction is central to higher education but there is no consensus on how to define 'public'. This paper synthesises different approaches, applying the resulting analytical framework with four quadrants (civil society, social democracy, state quasi-market, commercial market) to higher education and research.


Abstract : This book explore the evolution of performance funding in higher education in the United States as a way of improving educational outcomes. Drawing on an eight-state study of performance funding in Florida, Illinois, Indiana, Missouri, Ohio, South Carolina, Tennessee, and Washington, the authors explore the various social and political factors affecting the adoption, discontinuation, and transformation of performance funding programme. They compare U.S. programmes to international models, and they gauge the likely future of performance funding, given the volatility of the political forces driving it.

Classmark : US-2 DOU

Changing public-private dynamics in Polish higher education / Marek Kwiek . - In: International Higher Education, no. 86, pp. 18 - 20, Summer 2016

ISSN 1084-0613

Abstract : The public–private dynamics in systematically contracting Polish higher education has been changing rapidly. In the global context of the increasing reliance on cost-sharing mechanisms and the private sector growth, the Polish system seems to be moving in the opposite direction as our data show. The Polish trend of higher education de-privatization (in funding and enrolments) goes against the global trend of its privatization. The Polish case shows how fragile private higher education is when its dominating demand-absorbing subsector is confronted with a double challenge of changing demographics and massive public financing in the public sector.

URL : http://ejournals.bc.edu/ojs/index.php/ihe/article/view/9368/8378
Die Rolle des Bundes in der Hochschulfinanzierung = What role does the federal government play in university funding / Guido Speiser / Bayerisches Staatsinstitut für Hochschulforschung und Hochschulplanung [IHF] [Germany] . - In: Beiträge zur Hochschulforschung, v. 38, no. 3, pp. 8-25, 2016
ISSN 0171-645X

Abstract : In recent years, the German federal government has stepped up its efforts funding the university sector, most notably by means of the Excellence Initiative, the Higher Education Pact 2020 and extended project funding. At the beginning of 2015, Article 91b of the Basic Law was amended in order to allow the federal government providing institutional funding for universities. Against this background, this article has two main objectives: First, it investigates the role of federal funding of German universities in the recent past. It will be shown that official data likely underestimate its scale. Second, it analyses plausible developments in the near and more distant future. The article draws up two trajectories as well as their implications after 2020. Both these development paths spawn deep and vexing questions about the role of federalism in the field of higher education and research.

URL : http://www.bzh.bayern.de/uploads/media/3-2016-Speiser.pdf

La calidez de las universidades públicas estatales de México después de 13 años de subsidios extraordinarios = The impact of 13 years of performance-based subsidies on the quality of public, state-run universities in Mexico / Alejandro Mungaray, Marco Tulio Ocegueda, Patricia Moctezuma, Juan Manuel Ocegueda / Asociación Nacional de Universidades e Instituciones de Educación Superior [ANUIES] . - In: Revista de la Educación Superior, v. XLV (1), no. 177, pp. 67-93, enero-marzo 2016
ISSN 0185-2760

Abstract : This paper analyses the effects of a Mexican Education Ministry financing policy for Public State Universities (UPE) during the period of 2001 to 2013. The policy, called the Integral Programs of Institutional Improvement (PIFI), provides UPEs with competitive, performance-based subsidies administered through the federal government. The results show that, despite some regional differences, this method for allocating public funds has proved effective in promoting institutional progress in terms of quality and academic consolidation, as well as in diminishing the performance gap among institutions.

URL : http://publicaciones.anuies.mx/pdfs/revista/Revista177_S3A3ES.pdf

ISSN 1084-0613

Abstract : Private participation in higher education has contributed to the transformation and internationalization of higher education in Sub-Saharan African countries over the past two decades. The country-specific (Ghana) experience described in this article illustrates the push factors, policy responses, transformations, and ways in which deregulation has contributed to internationalization of higher education.

URL : http://ejournals.bc.edu/ojs/index.php/ihe/article/view/9369/8379
ISBN 978-2-343-08084-0 (vol.1); 978-2-336-30909-5 (vol.2)
Abstract : Ces actes du colloque international de l'Université de Kara (Togo) en 2014 rassemblent des contributions qui examinent la lutte que les universités africaines mènent pour un mieux-être des populations, lequel passe par une meilleure maîtrise de la nature par l'homme. Voici des avancées en matière de savoir et savoir-faire par rapport à la gestion de l'espace et des ressources dont dispose l'Afrique. [Resumé de l'Editeur]
These Acts of the international symposium at the University of Kara (Togo) in 2014 bring together contributions that examine the struggle of African universities to contribute to their citizen's well-being. The book describes advances in knowledge and expertise in relation to the management of space and resources of Africa. [Abstract from Editor]

Classmark : P

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**Education and employment**


*Abstract*: This report uses administrative data on students provided by 14 PSE institutions from four Canadian provinces linked to tax records held by Statistics Canada to track the labour market outcomes of Canadian college (diploma) and university (bachelors) graduates from 2005 to 2013.

**URL**: http://static1.squarespace.com/static/5557eaf0e4b0384b6c9b0172/t/57a3595beb8a79b06bc686cbf/1470323048183/EPRI-ESDC+Tax+linkage_Report.pdf

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*Abstract*: This report examines destinations and salaries of Australian university graduates.


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**Aiming for better employment: a holistic analysis from admission to labour market** / Sheng-Ju Chan, Jing-Wen Lin / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management. - In: Journal of Higher Education Policy and Management, v. 38, no. 3, pp. 282-296, June 2016 ISSN 1360-080X. - Online ISSN 1469-9508

*Abstract*: In this study, a vocational-oriented department (baking) of a local well-known university was chosen for a case study of student entry into the labour market. A holistic approach was adopted to analyse student learning, teaching, curriculum planning, and structural and enterprise demands to estimate the extent to which these graduates fit the requirement of employers. Research findings indicate multiple gaps in skill formation, intended labour needs, and career ladders. These gaps bring profound implications to questions about strengthening the linkage or transitioning from higher education to the labour market.

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**Employability and mobility in the valorisation of higher education qualifications: the experiences and reflections of Chinese students and graduates** / Mok Ho Ka, Zhuoi Wen, Roger Dale / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management. - In: Journal of Higher Education Policy and Management, v. 38, no. 3, pp. 264-281, June 2016 ISSN 1360-080X. - Online ISSN 1469-9508

*Abstract*: The massification of higher education in China and Taiwan has resulted in an oversupply of university graduates, with growing social concerns for skills mismatches being found in the labour market, stagnant graduate employment and social mobility. This article critically examines how university students and graduates in these two Chinese societies reflect upon their employment experiences. Human capital theory predicts that other things being equal, raising participation in higher education will initially increase inequality as rates of return rise, and then it will reduce inequality as expansion reaches mass levels and rates of return decline. If the output of graduates outpaces the demand for their skills, which appears to be the current case in many countries, then supply and demand pressures reduce the pay premium for degrees and lower income inequalities. However, this study clearly demonstrates that the massification of higher education in Mainland China and Taiwan, respectively, have actually intensified inequality.

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Abstract : This book brings together contributions from eleven higher education experts and practitioners in Europe, North America and Africa together this represents a truly international perspective on governance and the evaluation of universities. This guide is constructed for rectors and university presidents to be able to quickly access practical information on the role of the rector in university governance and its relationship to strategic leadership, and the evaluation and quality assurance of universities. It outlines best practices and case studies in management of the rectorate, strategic governance including research and evaluation.

Cet ouvrage collectif rassemble les contributions de onze experts, actifs dans l'enseignement supérieur en Europe, en Amérique du Nord et en Afrique, et qui apportent un regard réellement international sur la gouvernance et de l'évaluation des universités. Ce guide est construit de manière à pouvoir accéder rapidement à des notions de base telles que : « Qu'est-ce que la gouvernance universitaire, le leadership relationnel ou stratégique » ou découvrir de bonnes pratiques telles que « comment se gérer soi-même, animer son équipe rectoriale ou de direction, communiquer et motiver ses enseignants ? Comment introduire des réformes dans l'enseignement ? Promouvoir la recherche ? Evaluer quoi, qui, quand et comment ? »

Classmark : INT-421 AUF
Abstract: This article explores the changing relations between autonomy and control in the highly privatized national higher education system of Chile. It examines how the system was implanted by a military regime committed to neoliberal economic and social policies by pushing the privatization of tertiary education, and analyses the system’s evolution after the reestablishment of democracy, through public policies that sought to increase control over markets, university accountability to the State and other external stakeholders, and the capacity for self-regulation by the academic profession. These changes have resulted in close interconnectedness among the higher education institutions, market forces and government policies, which in turn have brought about increasing instability, with tensions and breakdowns at key points and a consequent lack of trust, which will have to be rebuilt. (Abstract from publisher)

Abstract: Like several other nonprofit and for-profit industries, the higher education sector has been subject to a series of fundamental challenges in the past decade. Education used to be considered a public good, provided by nonprofit organizations that were unexposed to market pressure and had clear societal missions. Now, education is becoming a global service delivered by quasi-companies in an ever-more complex and competitive knowledge marketplace. To cope with these challenges, higher education institutions need an appropriate strategy, a necessity reflected in numerous calls for research on strategy in the higher education sector. This article's purpose is to contribute to this discussion by providing prescriptive guidance to higher education managers and policy makers. To this end, it proposes a SWOT (strengths, weaknesses, opportunities, threats) analysis illustrating eight key trends that will impact higher education and academia in the short-to-medium term. Drawing from these trends, three core challenges are identified that higher education institutions will face and that have fundamental implications for research and practice: (1) the need to enhance prestige and market share; (2) the need to embrace an entrepreneurial mindset; and (3) the need to expand interactions and value co-creation with key stakeholders.

Developing leadership in higher education: perspectives from the USA, the UK and Australia / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management. - In: Journal of Higher Education Policy and Management, v. 36, no. 4, August 2014
ISSN 1360-080X. - Online ISSN 1469-9508
Abstract: This study investigated leadership development thinking, programmes and practices within the HE sector in the United States of America and the United Kingdom, and explored how this applies within the Australian context. Participants, leaders and leadership development professionals were identified from three universities, four HE institutions, professional bodies and two research institutes. The findings showed a strong sense among participants that traditional leadership skills are no longer as effective and that leaders need to develop additional skills in order to meet the challenges they face. Participants perceived critical issues related to funding and policy - 'having to do more with less' - in all three countries. Participants' responses support the idea that the work of leadership will ideally be based on relationships rather than the 'command and control' models of the past and on distributed leadership processes and practices throughout the organisation.

Abstract: This chapter critically explores the nature of hybridity in higher education institutions (HEI) and the implications for leadership practice. The authors define hybridity as a boundary condition in HEI whereby competing values and diverse institutional logics do not easily fit together and persist over time. They utilise the concept of hybridity to make explicit some of the key tensions and challenges facing individuals and HEI holding competing values systems. Third, they explore the notion of 'hybrid configurations' of leadership as a way of balancing and/or combining different values systems and ways of working in HEI. Finally, they offer some observations for how leaders in HEI might (re)construct hybrid identities in an increasingly marketised sector.

Institutional leadership between market needs and organisational barriers in research: innovation management as the vehicle of change / Tibor Döry, Gabor Kovacs, Attila Pausits. - In: Leadership and Governance in Higher Education, v. 1, pp. 23 - 44, 2015
ISSN 2191-5989
Abstract: With regard to research projects and proposals, managing resources is one of the key tasks of university leaders. In order to develop an innovative university, institutional strategy, institutional barriers, funding opportunities, and other issues have to be matched. The complexity of decision making, but also the need to facilitate research and innovation, underline the importance of an appropriate management approach. This article is intended to describe innovation management and innovation audit as approaches to move universities from merely managing research projects to marketable innovations. As decision makers in higher education need to become aware of the importance of innovation audits and of the evaluation of the innovation capacity of their institutions, but also to become informed of the various tools that exist, the article also illustrates different approaches to innovation audits and to the evaluation of institutional capacity to innovate [Abstract from publisher]

Abstract: This study is to examine differences in leadership and decision-making practices in public and private universities in Pakistan, with a focus on transformational leadership (TL) and participative decision-making (PDM). The authors conducted semi-structured interviews with 46 deans and heads of department from two public and two private universities in Pakistan. The findings indicate that leadership and decision-making practices are different in public and private universities. While differences were observed in all six types of TL-behaviour, the following three approaches emerged to be crucial in both public and private universities: (1) articulating a vision, (2) fostering the acceptance of group goals, and (3) high-performance expectations. In terms of PDM, deans and heads of department in public and private universities adopt a collaborative approach. However, on a practical level this approach is limited to teacher- and student-related matters. Overall, the findings suggest that the leadership and decision-making practices in Pakistani public and private universities are transformational and participative in nature.

Educational outcomes

ISSN 0018-1560. - Online ISSN 1573-174X
Abstract: The main objective of this study was to work toward the development of a number of measures of student learning outcomes (SLOs) in higher education. Specifically, the authors used data from Exame Nacional de Desempenho dos Estudantes (ENADE), a university-exit examination developed and used in Brazil. The fact that Brazil administered the ENADE to both first year students and senior students provided a unique opportunity to get a first approximation of the general and subject area knowledge gained in different programmes. The results suggested that, on average, students in the three different categories of programmes were gaining valuable general and subject area knowledge. The gains in the subject area were of a larger magnitude than those in the general knowledge component of the test. This study contributes to the field by providing empirical and visually compelling evidence related to SLOs gains in higher education. (Abstract from publisher)

ISSN 0307-5079. - Online ISSN 1470-174X
Abstract: This study employed a questionnaire survey and interviews with academic staff in three Schools in one institution to explore their views and uses of learning outcomes. Whilst differences between the Schools were apparent, participants appeared primarily to use learning outcomes to focus their thinking around module design or delivery. Opinions about the purposes of learning outcomes varied between student-centred learning and tick-box accountability, but were not always polarised between the two. The data suggested that these two purposes cannot be disassociated from each other, particularly in a consumerist framework of higher education. The authors conclude that academic staff should be empowered to understand and engage with learning outcomes from student-centred learning and accountability perspectives. (Abstract adapted from publisher)

Educational policy

ISSN 0305-1560. - Online ISSN 1573-174X
Abstract: In Kazakhstan, policy makers have concluded that a system predicated on decentralized control with greater institutional autonomy (and accountability), along the lines of the US system, offers a promising strategy for improving the overall quality of its higher education system. This research collected on-site data on Kazakhstani higher education. The research utilised semi-structured interviews with senior higher education administrators (53), members of the Ministry of Education and Science (6), a representative from the government (1), and experts from the World Bank (2) for a total of 62 participants. The results of the study show that academic leaders in Kazakhstan want greater autonomy. However, there is no clear consensus about what level of fiscal and academic autonomy is desirable and whether all institutions are prepared to manage themselves without Ministerial oversight. The roles of key constituents in academic governance have also not yet been clearly defined.

ISSN 1360-080X. - Online ISSN 1469-9508
Abstract: This paper seeks to provide examples of policy initiatives aimed at facilitating the management of highly educated talent in Malaysia. It subsequently considers the role of higher education institutions, particularly the universities, as attractors, educators and retainers of intellectuals. The authors argue that more significant underlying shortcomings of talent development are derived from the still transitional nature of the reforms and incomplete structural changes occurring in the national system, and that a change in mindset is the first necessary step towards nurturing and developing a human resource talent pool.

ISSN 0305-0068. - Online ISSN 1360-0486
Abstract: This paper examines Indonesia's experience with neo-liberal higher education reform. It argues that this agenda has encountered strong resistance from the dominant predatory political, military, and bureaucratic elements who occupy the state apparatus, their corporate clients, and popular forces, leading to continuation of the centralist and predatory system of higher education that was established under the New Order. The only areas in which neo-liberal reform has progressed have been those where the neo-liberal agenda has aligned well with that of popular forces and there has been little resistance from predatory elements. In presenting this argument, the paper illustrates the role of domestic configurations of power and interest in mediating global pressures for neo-liberal higher education reform. It accordingly suggests that Indonesia needs to construct a model of higher education that simultaneously fits with the reigning political settlement and produces better research and teaching outcomes than the present model.(Abstract from publisher)

Abstract: The report aims to provide a practical and concise guide to the core features of internal quality assurance (QA) systems. Themes and key conclusions are based on the Empowering universities to fulfil their responsibility for quality assurance (EUREQA) project. This report focuses on three key steps in building an internal QA system and is divided into three sections accordingly. Firstly, the impact of context on the foundations of QA policy is examined, followed by a look at the frameworks required to turn policy into practice. The final section gives a practical insight into the tools and processes that are available for implementing and delivering effective institutional quality assurance.
Abstract: The 2nd version of the AUN-QA Framework for Institutional Level is redesigned as a transnational quality assurance framework to support the ASEAN Economic Community (AEC) and to promote cross-border mobility for students and faculty members and internationalisation of higher education. It is aligned with the ASEAN Quality Assurance Framework and quality assurance guidelines in the European Higher Education Area. It contains associated criteria as well as a checklist and templates for assessment at institutional level.

Abstract: The primary purpose of the quality principles is to develop a common understanding of quality by creating a framework that can be used at national, regional and international levels. They highlight issues of quality and accountability, especially that our understanding of quality must respond to changes in higher education. Each of the seven principles - higher education providers, students, society government, accountability, quality assurance bodies, and change - are elaborated in accompanying essays from authors in different parts of the world.
URL: http://www.chea.org/pdf/Principles_Papers_Complete_web.pdf (English)
http://www.cheainternational.org/pdf/CIQG-IQPs-French.pdf (French)
http://www.cheainternational.org/pdf/CIQG-IQPs-Spanish.pdf (Spanish)
http://www.cheainternational.org/pdf/CIQG-IQPs-Arabic.pdf (Arabic)

Abstract: Corruption and malpractices in higher education are today a major concern in nearly all higher education systems worldwide. This paper represents an exploration of the possible role that quality assurance can play in addressing corruption and malpractices. First, it briefly studies the factors that enhance the risk of corruption and malpractice in higher education. Second, it examines how quality assurance systems can potentially identify and prevent corruption in higher education. Third, it discusses organisational options that prevent corruption in the quality assurance procedure itself. In other words, how the quality assurance procedure should be built in order to lower the risk of becoming itself the object of unethical behaviour and corruption.

Educational indicators

Abstract: This report is the seventh in the Trends series, started in 1999 at the beginning of the Bologna Process. The study analyses the impact of the Bologna Process over the last decade on higher education across 46 countries in Europe and is based on questionnaire responses from 451 higher education institutions. It documents the changes that have taken place in European higher education in the past five years particularly in relation to learning and teaching. The results show evidence of many initiatives to increase and widen participation, provide students with opportunities to develop transferable skills through community engagement and to include external stakeholders in core institutional activities. Institutions also report a marked shift towards professional education. These changes are taking place in the context of broader developments in ICT, the growing strategic importance of internationalisation, and the greater attention being paid to rankings.
Classmark: EUR-341 SUR

Abstract : These up to date statistics include university admissions, student enrolment, graduate output, staff, and finance.


Abstract : This report analyses enrolment of domestic students/learners in the NZ tertiary education system between 2008 and 2015 by field of study and qualification level and their distribution according to characteristics including sub-sector, gender, ethnic group and age group.


Educational sociology


Abstract : This book covers the current sociological approaches to higher education in Western societies. Part one offers different perspectives on the transformation of higher education institutions from elite to 'mass' higher education, and the concomitant marketisation and competitiveness between higher education institutions. Part two examines how higher education institutions have adapted to pressures to massify. Focusing on UK, American and Canadian universities, the authors reflect on the impact of these changes on the (in)security of academic staff and on students where the 'loco parentis' traditional university model has been replaced by the student as consumer. Part 3 focuses on inequalities in access for 'non-traditional' working class and ethnic minority students, particularly in elite institutions which, the contributors argue, is reinforced by economic barriers and stratification between high and low status courses and institutions. The chapters in part four contrast higher education models and reforms in several countries and regions - Germany, France, the Nordic countries, Russia, Japan and China. The final section examines higher education in the global context. The strong expansion in higher education is a global trend which is fuelled by international student recruitment in the North. However, the contributors note that internationalisation seldom focuses on universities becoming truly intercultural institutions; and international partnerships, now a defining feature of higher education, often reproduce North-South inequity. Changing forms of gender equality in the global policy agenda and among students and academic staff are also examined.

Educational systems


Abstract : First published in 1999, this fourth edition of the book has been thoroughly revised and offers a comprehensive introduction to the central issues facing higher education in the United States today. The book contributors address major changes in higher education, including the rise of organised social movements, the problem of income inequality and stratification, and the growth of for-profit and distance education. Three new chapters cover information technology, community colleges, and teaching and learning. This edition seeks to capture several crucial dynamics in the nexus of higher education and society. Placing higher education within its social and political contexts, the contributors discuss finance, federal and state governance, faculty, students, curriculum, and academic leadership. They also discuss growing concerns about the future of the academy and reflect more deeply on the racial, ethnic, and socioeconomic diversity within higher education.

Classmark : US-2 ALT

Abstract : This report was released in response to a request from the Government of Malawi to the World Bank. It summarises the key findings of an in-depth study of factors affecting access and equity in the Malawian higher education sub-sector, the quality and relevance of educational outputs, the financing of the sector, and the frameworks that structure the governance of the sector and its management.

URL : https://openknowledge.worldbank.org/bitstream/handle/10986/24381/9781464807985.pdf?sequence=2&isAllowed=y


Abstract : The unprecedented expansion of higher education in India and the proliferation of providers in turn have posed enormous challenges to equity, quality and financing of the sector. This comprehensive volume examines a range of themes including equity, financing, employment, quality, and governance. It also engages with new and recent data as well as current issues and debates.


Abstract : The 4th edition of the Grattan Institute think-tank’s annual report comprises chapters on higher education provider types, student enrolment, higher education workforce, research, finance, scope of the Commonwealth Government, social outcomes, outcomes for students, and benefits for students, employers and the public, science, IT and engineering enrolment trends and employment outcomes.


Abstract : If at its birth in the mid-fifties and throughout the sixties, the university in the Democratic Republic of Congo properly fulfilled its mission, it has undergone a sharp deterioration from the seventies. Despite the reforms carried out in 1981 and 2003, the multiplication of institutions and the liberalisation of the sector have strengthened its breakdown. Where is the Congolese university? What are the determinants of its current crisis for three decades? What can it become an asset for the country? [Abstract from publisher]

URL : https://openknowledge.worldbank.org/bitstream/handle/10986/24381/9781464807985.pdf?sequence=2&isAllowed=y


Abstract : L’enseignement supérieur malien connaît d’énormes difficultés depuis l’avènement de l’Université en 1996, notamment l’insuffisance d’infrastructures, d’enseignants, l’accroissement incontrôlé des effectifs, la mauvaise gestion des ressources, le chômage des diplômés, l’administration peu outillée pour faire face à ses responsabilités. Quelles alternatives peut-on envisager pour surmonter les obstacles ? Cet ouvrage vise à éclairer les facteurs qui les engendrent et à lancer des pistes de réflexion pour une sortie de crise. [Resumé de l’Éditeur]

The Malian higher education has experienced major difficulties since the advent of the University in 1996, including poor infrastructure, teachers, uncontrolled increase in enrollment, poor resource management, graduate unemployment and a government ill-equipped to meet its responsibilities. What alternatives could be envisaged to overcome these obstacles?
This book aims to illuminate the factors that generate them and considers ways to remedy the crisis. [Abstract from Editor]

**Classmark**: P

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**TVET, higher Education and innovation policy review: Namibia / UNESCO. - Paris : UNESCO, 2016. - 110 p.**

**Abstract**: The report starts with three sections that analyse Namibia’s country context, economy and labour market, and education system. The report then assesses the strengths and weaknesses of Namibia’s systems for VET, higher education and innovation, before discussing cross-cutting issues. The final section presents six strategic priorities identified by an expert scoping mission which took place in 2016, which could guide public policies, so that they contribute to reducing inequality, generating youth employment, and making development sustainable. These priorities are: transform and expand VET, and diversify higher education; improve quality; promote research, innovation and entrepreneurship; reduce inequality; engage employers and enhance responsiveness to labour market needs; and review the institutional structure and fill policy gaps.

**URL**: [http://unesdoc.unesco.org/images/0024/002458/245818e.pdf](http://unesdoc.unesco.org/images/0024/002458/245818e.pdf)

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**Abstract**: This document offers a conceptual framework to examine the sustainability of Ontario’s public postsecondary institutions. It discusses the definition of the term “sustainability,” how it can be measured, and the various tools and strategies that are available to both institutions and government to meet sustainability risks when they are identified.


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** ISSN 0018-1560. - Online ISSN 1573-174X**

**Abstract**: This study documents and analyses the contributions of flagship universities in Africa in teaching, learning, graduates, and research productivity since their inception. On the basis of empirical evidence (from an ongoing study) on eleven ‘flagship’ universities in Africa — Addis Ababa, Botswana, Cairo, Chiekh Anta Diop, Dar es Salaam, Ibadan, Ghana, Makerere, Mauritius, Nairobi, and Zambia—and other relevant data sources, the study examines the contribution of these institutions nationally and beyond. The study, for the first time, attempts to unveil comparative enrollment patterns as well as establish graduate numbers in the flagship universities since their founding. It further brings to light the extent of productivity of these institutions with an anticipated effect of moderating some of the critical views against such institutions regarding their contributions.

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**Factors favouring or impeding building a stronger higher education system in the United Arab Emirates / Sanaa Ashour, Fatima Syeda Kauser / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management. - In: Journal of Higher Education Policy and Management, v. 38, no. 5, pp. 576-591, October 2016**

** ISSN 1360-080X. - Online ISSN 1469-9508**

**Abstract**: The paper examines the inherent strengths and weaknesses of the higher education system in the United Arab Emirates (UAE). Using a literature review, three elements were examined: its development and structure, quality, and research capacity. The findings reveal that the UAE’s higher education sector has witnessed remarkable growth since 1997, guided by the state’s policy commitment, and few restrictions on foreign universities opening branches in the UAE. This situation has led to substantial growth in the supply of higher education opportunities for the Emirati and expatriate population. Despite the UAE having achieved a high ranking for ‘quality indicators’ on the global level in the World Economic Forum’s Competitiveness Reports, the quality of graduates, education, and research engagement is still debatable. Significant efforts are needed to ensure that these critical issues, as well as the understudied expansion of higher education institutions, are being addressed to erase the misalignment with the UAE’s strategic goals.
Abstract : The idea and practice of liberal education has been shaped in two forms in its historical development: the American traditions and British traditions. The idea of liberal education in the United States was borrowed from the United Kingdom and it was deeply influenced by British traditions in terms of highlighting classics and intellectual training. Over more than one hundred years from its Independence to the First World War, Americans began criticizing the aristocracy of British liberal education and gradually developed their own traditions, which were innovative in the idea, interpretation, courses and structure. In terms of the idea of liberal education, Americans highlighted the purpose of liberal education to train free citizens and were rarely emphasized broader range and multi-disciplinary. In contrast, course design in American liberal education is more encyclopedic, valuing both liberal arts and sciences and later developing a liberal arts course model combining humanities, social sciences and natural sciences. (Abstract adapted from publisher)

Educational trends

Abstract : This paper reflects on the major current trends and challenges for universities worldwide, namely massification and quality, "excellence" policies, professionalisation of studies, autonomy and governance, funding, internationalisation and digitisation. The author maintains that the resolution of the challenges faced by universities, apart from funding, depends mainly upon universities themselves.

Abstract : In this article the author examines some of the most important developments in the changing landscapes of higher education around the world and their likely trajectories. Internationalisation is situated as one of the five disruptive forces facing higher education, changing business models, traditional methods of collaboration and knowledge production, and driving further change in academia. The author concludes by offering a number of prognoses regarding developments over the coming decades in increasingly multi-faceted, internationalised and networked higher education institutions.

Ethics

Abstract : This statement calls for greater awareness and action against corruption in higher education and provides guidelines in the form of examples of corruption and their prevention. It emphasises the role that should be played by
Victimas de la educación : la ética y el uso de animales en la educación superior = Victims of education: ethics and the use of animals in higher education / Gustavo Ortiz Millán / Asociación Nacional de Universidades e Instituciones de Educación Superior [ANUIES]. - In: Revista de la Educación Superior, v. XLV (1), no. 177, pp. 147-170, enero-marzo 2016
ISSN 0185-2760
Abstract : This paper analyzes the use of animals in higher education. The discussion considers two aspects: (1) the pedagogical justification, that is, if the option of using animals is equal to, less or more educationally effective than teaching without them; and (2) the ethical justification, which tries to answer the question of whether it is morally right to use and kill animals for students to learn. Numerous educational studies show that students learn the same and, in many cases, better without using animals.

Este texto analiza el uso de animales en la educación superior. La discusión contempla dos aspectos: (1) la justificación pedagógica, es decir, si la opción de usar animales resulta didácticamente igual, menos o más efectiva que hacerlo sin ellos y, (2) la justificación ética, que trata de responder a la pregunta de si es moralmente correcto usar y/o matar animales para que los estudiantes aprendan. Numerosos estudios pedagógicos muestran que los alumnos aprenden igual, y en muchos casos, mejor sin usar animales.

Private education

Abstract : This paper discusses the expansion of higher education in Asia focusing on the nature of its expansion and diversification. The author details issues related to private higher education –privatization of public institutions and private higher education and examines some aspects of private higher education, namely quality, equity and financing. The final section highlights some of the challenges for the future development of higher education in Asia.

Rankings

ISSN 0185-2760
Abstract : This article reviews the current literature on the most influential international university rankings. These classification systems have been the object of critiques, but have also gained legitimacy in the institutional university context, due to their role as global benchmarks of institutional quality. Given the impact of the rankings on different higher education actors, the authors have identified both opportunities and disadvantages associated with these comparative systems, in terms of management, resource generation, and the international visibility of the universities.

Este artículo hace una revisión de las publicaciones sobre los rankings universitarios actuales más relevantes con mayor influencia en las instituciones universitarias, clasificación que ha sido objeto de críticas aunque también ha ganado legitimidad en el contexto institucional universitario, convirtiéndose en referentes que dan a conocer la calidad de las universidades a nivel internacional. Su influencia en los actores de la educación superior permite conocer tanto las oportunidades como las desventajas que ofrecen estos comparativos para la gestión, generación de recursos y visibilidad internacional de las universidades.

This paper discusses the reputation and ranking in two leading universities in South Korea in the context of globalisation. The authors' analysis draws attention to the ways in which university rankings have generated a new geography of institutional reputation, the mismatch between quality, reputation and ranking, and the new kinds of institutional behaviours that are emerging in response to the proliferation of ranking systems. Through this analysis, the authors offer a critique of the high-level metrics used in university ranking and their implications for the quality of institutions. Secondly, they also argue for more nuanced accounts of ranking and reputation and in particular a greater emphasis on their successes and failures, the competing logics and unexpected outcomes of ranking and their implications for the future of universities.

**Regional development**


Abstract: This report includes case studies, contextual data and extensive research metrics that demonstrate the role and impact of APRU universities in the Asia-Pacific region; the contribution of APRU to disaster risk reduction; strengths within and complementarities/synergies between APRU leading institutions; and the value of collaboration in the APRU network.

Classmark: ASI-14 APRU


**Asian universities in new times** / Head Foundation [Singapore]. - Singapore : HEAD Foundation. - 46 p. (THF workshop reports, 2)

ISBN 978-981-09-6643-0

Abstract: Four leading experts examine higher education in the context of Asia in the 21st century. Contents: Creating Responsive Universities and Preparing Leaders to Guide Them (J. Matthew Hartley); Private Higher Education in Asia by (N. V. Varghese) Hybrid Universities in East Asia (Molly N. N. Lee); and Will Universities Survive the 21st Century? (Alan Rub).

URL: [http://www.headfoundation.org/userfiles/publication_reports/THF_Workshop_Reports_No_2_v4-_for_web.pdf](http://www.headfoundation.org/userfiles/publication_reports/THF_Workshop_Reports_No_2_v4-_for_web.pdf)


Abstract: This Strategic Plan defines the vision and mission, strategic objectives, and the seven goals and actions along with ten targets to be achieved by the Asia-Pacific Quality Network within the next three years.


Abstract: This article explores what types of intergovernmental regional alliances exist in Europe and to what extent their member countries coordinate their higher education and research policies. The article focuses on six most prominent and most formalized intergovernmental regional alliances: the Benelux, Norden—The Nordic Cooperation, the Visegrad Group, the Franco-German Cooperation, the Western Balkans, and the Baltic Cooperation. There has been much research devoted to study of policy diffusion from the European to the national level, but the intergovernmental regional level has largely been ignored. This article argues that there clearly exists a multi-level governance system in the area of higher education and research, in which regional intergovernmental alliances also perform policy coordination. Therefore, the politics of European higher education policy-making cannot be fully understood by ignoring intergovernmental regional cooperation. (Abstract adapted from publisher)


**The emergent terrains of ‘higher education regionalism’: how and why higher education is an interesting case for comparative regionalism** / Meng-Hsuan Chou, Pauline Ravinet. - In: European Journal of Higher Education, v. 6, no. 3, pp. 272-287, September 2016

ISSN 2156-8235

Abstract: The introduction of regional political initiatives in the higher education sector symbolizes one of the many
aspects of the changing global higher education landscape. Remarkably, these processes have generally escaped comparative scrutiny by scholars researching higher education policy cooperation or regional integration. In this article, we demonstrate how and why higher education policy cooperation is an interesting case to study through the lens of comparative regionalism. To do so, we describe the emerging debate on comparative regionalism in EU studies. The authors explain what has led to this call to broaden analytical perspectives in examining regional integration and how it may be useful for scholars working in the higher education field to engage with this new research direction. In setting out this research agenda, they also spotlight the difficulties in operationalising comparative regionalism for higher education studies and suggest ways forward. (Abstract from publisher)

ISSN 2156-8235
Abstract : Contents: Mapping the terrains of the Europe of Knowledge: an analytical framework of ideas, institutions, instruments, and interests; (Meng-Hsuan Chou); Excellence in the knowledge-based economy: from scientific to research excellence (Mads P. Sørensen, Carter Bloch & Mitchell Young); Vocation or vocational? Reviewing European Union education and mobility structures (Amelia Hadfield & Robert Summerby-Murray); Reframing European doctoral training for the new ERA (Daiva Repečkaitė); The emergent terrains of 'higher education regionalism': how and why higher education is an interesting case for comparative regionalism (Meng-Hsuan Chou & Pauline Ravinet).

Students

To what extent is capital expenditure in UK higher education meeting the pedagogical needs of staff and students? / Steven Jones, Michael J. Sutcliffe, Joanna Bragg, Diane Harris / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - In: Journal of Higher Education Policy and Management, v. 38, no. 4, pp. 477-489, August 2016
ISSN 1360-080X . - Online ISSN 1469-9508
Abstract : Drawing on data collected from 10 staff members and over 200 students at a major UK institution, including one-to-one interviews, the authors capture students’ engagement and interactions with their university built environment. The findings confirm that when asked what would most improve their learning experience, students do not rank building design highly; interactional factors, such as contact time with staff, are considered more valuable. The authors conclude that returns on capital investment would be boosted if pedagogical needs were prioritised more highly in the design of university buildings, and pedagogical opportunities communicated more clearly to users upon completion.

Student engagement

Student engagement in Europe : society, higher education and student governance / Council of Europe . - Strasbourg : Council of Europe, 2015 . - 394 p. (Higher Education Series, no. 20)
Abstract : This book analyses the importance of student engagement for the development and maintenance of democratic institutions and culture. Three aspects of student engagement are covered: The role of student engagement in society through political participation and civic engagement; its place in higher education policy-making structures; and the involvement of student unions in higher education governance. The contributors describe case studies within Belgium, Germany, Poland, Finland, the United Kingdom, the Czech Republic, Portugal, Slovenia Serbia, Croatia and the former Yugoslav Republic of Macedonia. In addition to these national perspectives, the participation of the European Students’ Union in European-level issues, notably higher education financing and on quality assurance with the European Higher Education Area are detailed.
Classmark : EUR-341 COU

Teacher education

Abstract : This publication identifies good practices in the quality of the management of university teaching. It is based on
ISSN 0010-4086
Abstract: A recent study of student learning at three of Rwanda’s most prestigious public universities has suggested that Rwandan students are not improving in their critical thinking ability during their time at university. This article reports on a series of faculty-level case studies, which were conducted at two of the participating institutions in order to investigate some of the reasons behind these results. Although educational practices likely to foster critical thinking skills are required elements of the undergraduate curriculum at both institutions, the case study analysis suggests that these practices are being fundamentally altered during implementation, because of a limited understanding of the rationale for pedagogical change and low levels of faculty motivation to implement more labor-intensive teaching methods. The findings suggest that teaching and learning policies are only likely to be effective if accompanied by pedagogical training and support for ongoing faculty development.