

New in / Nouveautés

HEDBIB

International Bibliographic Database on Higher Education

October 2015 / octobre 2015

SELECTED THEMES	
Access	1221
Distance Learning	1318
Doctoral Degrees	438
Evaluation	3522
Finance	1684
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COUNTRIES / REGIONS	
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HEDBIB

International Bibliographic Database on Higher Education

<http://hedbib.iau-aiu.net>

COLLECTIONS	
Monographs	14479
Periodicals	54
Periodical Articles	18982
TOTAL	35440

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Presentation

Welcome to the October 2015 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, with contributions from UNESCO Headquarters; UNESCO International Institute for Educational Planning (IIEP); Union de Universidades de América Latina (UDUAL); and Associació Catalana d'Universitats Públiques (ACUP).

The first part of *New in HEDBIB* is divided into a number of main themes which reflect the IAU priority themes: Equitable Access and Success in Higher Education; Higher education and Social Responsibility / Education for All; 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.

New in HEDBIB is sent to IAU Members and partner organizations and also 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).



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We recommend

International handbook of universities 2016 / International Association of Universities [IAU] . - Basingstoke : Palgrave Macmillan, 2015 . - 5464 p. (3 v.)

ISBN 978-1-137-43994-9

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.

Classmark : INT-11 IAU

Incheon Declaration Education 2030: towards inclusive and equitable quality education and lifelong learning for all = Déclaration d'Incheon Éducation 2030 : vers une éducation inclusive et équitable de qualité et un apprentissage tout au long de la vie pour tous = Declaración de Incheon Educación 2030 : hacia una educación inclusiva y equitativa de calidad y un aprendizaje a lo largo de la vida para todos / UNESCO . - World Education Forum 2015, Incheon, Korea, 19-22 May 2015 . - Unesco, 2015 . - 4 p.

Abstract : This Declaration was agreed at the World Education Forum (WEF) 2015 in Incheon, Republic of Korea. It defines a new vision of education and establishes a collective agenda for all countries and all sectors of education for the next 15 years. This includes equitable and increased access to quality higher education and research.

URL : <http://unesdoc.unesco.org/images/0023/002331/233137e.pdf> (English);

<http://unesdoc.unesco.org/images/0023/002331/233137F.pdf> (French);

<http://unesdoc.unesco.org/images/0023/002331/233137S.pdf> (Spanish)



IAU Themes

- **Access to education**

Asia and the Pacific

The resilience of women in higher education in Afghanistan. / World Bank. - Washington D.C. : World Bank, 2015 . - 27 p. (Resilience in Education Systems - Research Studies)

Abstract : This report comprises the following two studies: 'Obstacles and opportunities in women's enrolment and graduation' and 'The human, social and institutional resilience of female doctors and postgraduate residency programmes'.

URL :

<https://openknowledge.worldbank.org/bitstream/handle/10986/21500/939060WP0Box380BLIC00RR0Afghanistan.pdf?sequence=1>

A profile of the Aboriginal and Torres Strait Islander higher education student population / Judith Wilks, Katie Wilson . - In: Australian Universities Review, v. 57, no. 2, pp. 17 - 30, 2015

ISSN 0818-8068

Abstract : This paper brings together recent statistics on the enrolment, retention, and completion rate of Aboriginal and Torres Strait Islander students in higher education in Australia. A main finding is that despite initiatives over recent years to redress their under-representation, Aboriginal and Torres Strait Islander students' participation in higher education remains significantly below the population parity rate. This paper also warns about the need to exercise care about definitions, sources, measurement, collection, interpretation and analysis of data in the higher education field relating to Aboriginal and Torres Strait Islander peoples. It concludes that successful transitions to university involve not just success in enrolling more Aboriginal and Torres Strait Islander students, but in improving their retention and completion rates, and moreover, the qualities of their engagements and experiences in university life during their journey through higher education. (Abstract adapted from publisher)

URL : <http://www.nteu.org.au/article/A-profile-of-the-Aboriginal-and-Torres-Strait-Islander-higher-education-student-population-17909>

Ghosts in the machine : incarcerated students and the digital university / Susan Hopkins . - In: Australian Universities Review, v. 57, no. 2, pp. 46 - 53, 2015

ISSN 0818-8068

Abstract : Providing higher education to offenders in custody has become an increasingly complex in the age of digital learning. Most Australian prisoners still have no direct access to the internet and relatively unreliable access to information technology. This paper aims to raise awareness among Australian academics of the challenges faced by incarcerated students in changing socio-political and economic climates. (Abstract adapted from publisher)

URL : <http://www.nteu.org.au/article/Ghosts-in-the-machine%3A-Incarcerated-students-and-the-Digital-University-%28AUR-57-02%29-17918>; http://issuu.com/nteu/docs/aur_57-02/1?e=0/15004392

The impact of a national-goal-driven higher education policy on an ethnic minority serving institution in China / Rebecca Clothey, Diya Hu / International Association of Universities [IAU] . - In: Higher Education Policy, v. 28, no. 3, pp. 353 - 368, September 2015

ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : This paper examines the implementation of Project 985 at Minzu University of China, an ethnic minority serving university in China. As a university established specifically for the education of ethnic minorities, the paper

examines in what ways the implementation of a policy uniformly mandated to serve national higher education goals by China's Central government impacts the unique institutional philosophy and mission at one particular university. The paper focuses primarily on the ways in which the university's function to serve the needs of the nation's ethnic minority population has become diffused amid other priorities.

URL : <http://www.palgrave-journals.com/hep/journal/v28/n3/full/hep201415a.html> (Access to full text article for IAU Members using login)

Europe and North America

Diversity's promise for higher education / Daryl G. Smith. - 2nd Ed. . - Baltimore : John Hopkins University Press, 2015 . - 358 p.

ISBN 978-1-4214-1734-9

Abstract : This book examines the imperative of diversity in higher education. Presenting findings from current research within a framework of practice, the author makes explicit the central relationship between diversity and equity. She analyses how both student and faculty diversity has been practiced in the past fifty years and today. She analyses and suggests ways that higher education institutions can bring about diversity by "interrupting the usual" to make the changes that are required. A set of practices to help higher education institutions to build capacity for diversity and to monitor progress is proposed.

Classmark : US-13 SMI

Racial battle fatigue in higher education : exposing the myth of post-racial America / Kenneth J. Fasching-Varner, Katrice A. Albert, Roland W. Mitchell, Chaundra M. Alen, Eds . - Lanham, Boulder, New York, London : Roman & Littlefield, 2015 . - 246 p.

ISBN 978-1-4422-2981-5

Abstract : This edited volume focuses on the perspectives and experiences of graduate students, academics, and chief diversity officers at higher education institutions in the United States. Building on Smith's theoretical framework of racial battle fatigue, the contributors illustrate their experiences of being Black, Native American, or Asian in the Academy and the various intersections of difference (gender, ethnicity, class, sexuality) as they relate to their professional lives and careers.

Classmark : US-13 FAS

The state of higher education in California : Black report / The Campaign for College Opportunity [United States of America] . - Los Angeles : The Campaign for College Opportunity, 2015 . - 44 p.

Abstract : California has the fifth largest Black population in the USA, and though Black students today are more likely to successfully complete high school and college than a decade ago, persistent opportunity gaps exist. Black high school students are less likely to successfully complete high school than students of other racial/ethnic groups and to have completed the college preparatory curriculum needed for admission to the University of California and California State University systems compared to other major racial/ethnic groups (White, Latinos and Asians). (Abstract adapted from publisher)

URL : http://collegecampaign.org/wp-content/uploads/2015/05/2015-State-of-Higher-Education_Blacks.pdf

The state of higher education in California : Latino report / The Campaign for College Opportunity [United States of America] . - Los Angeles: The Campaign for College Opportunity, 2015 . - 38 p.

Abstract : This report examines how California's 15 million Latinos, the largest racial/ethnic population bloc in the state, are faring in California's college and university systems. The report finds that more Latinos are successfully completing high school and entering higher education, but remain underrepresented in every segment of higher education and have significantly lower levels of degree attainment than other racial/ethnic groups. In fact, only 12% of Latino working-age adults (between 25- and 64-years old) have a bachelor's degree compared with 42% of White adults. (Abstract adapted from publisher)

URL : http://collegecampaign.org/wp-content/uploads/2015/04/2015-State-of-Higher-Education_Latinos.pdf

Gender equity in higher education [Special issue] / AAC&U . - In: Diversity & Democracy, v. 18, no. 2, 31 p., Spring 2015

Abstract : This issue of Diversity & Democracy addresses gender-based inequities in higher education. Article topics include gender equity among STEM students and faculty, women's leadership in areas such as higher education administration, the role of women's colleges and universities worldwide, and the importance of creating campuses that are safe and inclusive for students of all gender identities.

URL : <https://www.aacu.org/diversitydemocracy/2015/spring>

▪ Higher Education and Social Responsibility / EFA

Framework for Action Education 2030 : towards inclusive and equitable quality education and lifelong learning for all (DRAFT) = Cadre d'action Éducation 2030 : vers une éducation de qualité inclusive et équitable et un apprentissage tout au long de la vie pour tous (Projet) = Marco de Acción Educación 2030 : hacia una educación de calidad, inclusiva y equitativa y un aprendizaje a lo largo de la vida para todos (Borrador) / UNESCO . - World Education Forum 2015, 19 - 22 May 2015, Incheon, Republic of Korea Equitable and inclusive quality education and lifelong learning for all by 2030. Transforming lives through education, Incheon, Korea, 19-22 May 2015. - Paris : UNESCO, 2015 . - 26 p.

Abstract : This Framework for Action was prepared by the EFA Steering Committee discussed at the World Education Forum 2015 in Incheon, Republic of Korea. It comprises three sections. Section I outlines the vision, rationale and fundamental principles of Education 2030. Section II describes the global education goal and its associated seven targets and three means of implementation, as well as strategy options. Section III proposes a structure for coordinating global education efforts, as well as governance, monitoring, evaluation and reporting mechanisms. It examines ways of ensuring that Education 2030 is adequately financed and outlines the partnerships needed to realise the agenda globally, regionally and nationally. Further to adjustments, The Framework for Action will be adopted at a high-level meeting alongside the 38th session of the General Conference of UNESCO in November 2015

URL : <http://en.unesco.org/world-education-forum-2015/resources/main-documents> (English)

<http://fr.unesco.org/world-education-forum-2015/ressources/documents-de-travail> (French)

<http://es.unesco.org/world-education-forum-2015/documentos/documentos-de-trabajo> (Spanish)

The role of higher education in promoting lifelong learning / UNESCO Institute for Lifelong Learning . - Hamburg : UIL, 2015 . - 199 p. (Lifelong Learning Policies and Strategies, 3)

Abstract : This publication, the third in the Lifelong Learning Policies and Strategies series, examines the various ways in which higher education can promote and implement lifelong learning in Europe, South Africa, Japan and China.

URL : <http://unesdoc.unesco.org/images/0023/002335/233592e.pdf>

Africa

Teacher education systems in Africa in the digital era / Bade Adegoke, Adesoji Oni, Eds. / CODESRIA . - Dakar : CODESRIA, 2015 . - 304 p.

Online document . - ISBN 978-2-86978-608-0

Abstract : This book, is a brings together theories and practices essential for the development of teacher education in Africa.

Contents: Re-profiling the Teacher and Teacher Educators (Pai Obanya); Policy Issues in Teacher Education (Titilayo Dickson Baiyelo & Catherine Oyenike Oke); Mapping Teacher Education Institutions for Excellence (Anne Fabiyi & Sheidu A. Sule); Teacher Education in Open and Distance Learning Universities in Africa (Adams Onuka); Teacher Education in South Africa: Issues and Challenges (Meshach B. Ogunniyi and E. Mushayikwa); The Delivery System in Teacher Education (Kayode Ajayi & Adeyinka Adeniji); The Delivery System in Teacher Education in Nigeria: Traditional Practices and New Paradigms (Simeon Dosunmu); Sociological Perspectives of Skills Development in Teacher Education (Adesoji Oni and Titilayo Soji-Oni); Counselling Perspective for Skills Development in Teacher Education (Afolasade A. Sulaiman); ICT and Teacher Education in East Africa (Emmanuel Olukayode Fagbamiye); Integrating Technology into Social Science Teacher Education in Nigeria (Biodun Ogunyemi & Alaba Agbatogun); Pedagogical Integration of Technology into Science, Technical and Vocational Education (Blessing Adeoye); Teacher Education and Process Skills Enhancement in the STS Classroom (Francis M. Isichei); Obstacles to the Domestication of ICT in Humanities Education in Nigeria (Anthonia Maduekwe); Curriculum Theorizing and Practice in Teacher Education (Bade Adegoke); Entrepreneurship in Teacher Education: Issues, Trends and Prospects (Victor B. Owhotu); Integrated Pedagogical Approaches for a Productive Teacher Education (Cecilia Olubunmi Oladapo); Strategic Planning for Quality Teacher Education

Classmark : P

URL : <http://www.codesria.org/spip.php?article2345&lang=en>

Europe and North America

Informe CYD 2014 : la contribución de las universidades españolas al desarrollo / Fundación Conocimiento y Desarrollo [CYD][Spain] . - Barcelona : Fundación CYD, 2015 . - 244 p.
ISBN 978-84-606-8618-7

Abstract : This report examines the contribution of Spanish universities to development. It stresses that universities are key to improving productivity and competitiveness of the Spanish economy. The report is divided into 8 parts: the index, presentation, Executive Summary and five chapters: 1: University in Spain: supply and demand; 2. Economic analysis of the Spanish university system; 3. University graduates and the labour market; 4. Research, entrepreneurship and enterprise; 5. Indicators of scientific production of Spanish universities and research institutions and an annex: Regulation of the university and research.

URL : <http://www.fundacioncyd.org/informe-cyd/informe-cyd-2014>

▪ Information and Communication Technologies (ICTs)

Competences, learning theories and MOOCs : recent developments in lifelong learning / Karl Stefens . - In: European Journal of Education, v. 50, no. 1, pp. 41 - 59, March 2015
ISSN 0141-8211 . - Online ISSN 1465 3435

Abstract : This article provides an overview of some recent developments relating to lifelong learning which revolve around competences, learning theories and digital technologies, and specifically the rise of Massive Open Online Courses (MOOCs). The author explores how new theories of learning might have an impact on our understanding of lifelong learning. Specifically, he examines how they are helpful for considering collaborative learning in virtual learning environments and the potential of learning within a community of learning.

URL : <http://onlinelibrary.wiley.com/doi/10.1111/ejed.12102/full>

MOOCs : meaningful learning tools for public administration education or academic simulacra? / Arthur J. Sementelli, Terence M. Garrett . - In: Education + Training, v. 57, no. 4, pp. 461-470, 2015

Abstract : This paper explores and critically assesses the potential value and effectiveness of massive open online courses (MOOCs) for public administration education. It uses the concepts of Baudrillard's simulacrum, Debord's spectacle concept, and others, to re-frame and reconsider our understanding of this emerging educational strategy. The authors conclude that MOOCs might contribute to the commodification of knowledge in higher education.

URL : www.emeraldinsight.com/loi/et

MOOCs in the developing world : hope or hype? / Ben Wildavsky . - In: International Higher Education, no. 80, pp. 23 - 25, Spring 2015
ISSN 1084-0613

Abstract : The advent of massive open online courses was accompanied by bold claims about their potential to democratise access to high-quality education in poor countries. But critics contend that MOOCs have come nowhere near meeting those expectations. Most students already have degrees and live in developing countries, and only a small percentage complete their courses. Still, in absolute numbers MOOCs provide opportunities to many underserved students in the developing world. This is likely to continue as MOOCs evolve to provide blended learning and to take advantage of mobile technology. MOOCs should be viewed as an experiment, a fast-changing form of technology-enabled pedagogy that is likely to do far more good than harm in poor countries. (Abstract from publisher)

URL : <http://ejournals.bc.edu/ojs/index.php/ihe/article/view/6154/5392>

Europe and North America

Distance education in European higher education : the potential / UNESCO Institute for Lifelong Learning; International Council for Open and Distance Education [ICDE]; StudyPortals . - Hamburg, Oslo, Eindhoven : UIL, ICDE, StudyPortals, 2015 . - 218 p.

Abstract : This is the third report in a series published within the framework of the project 'Impact of distance education on adult learning' (IDEAL). The document defines the expectations and demands of potential adult learners, their reasons for entering distance education, and the barriers they have to face.

URL : https://idealprojectblog.files.wordpress.com/2015/07/ideal_report_3_extended.pdf

Policy Brief : Open Educational Resources in your own language, in your way / LangOER . - Brussels : LangOER, 2015 . - 16 p.

Abstract : This policy brief suggests policy recommendations for governments to take action for the development of OER in Less Used Languages.

URL : <http://icde.org/filestore/News/PolicyBrief-OpenEducationalResourcesinyourOwnLanguageinyourWay-20150107-final2.pdf>

The state of social media policies in higher education / Jeffrey Pomerantz, Carolyn Hank, Cassidy R. Sugimoto . - In: PLoS ONE, v. 10, no. 5, May 2015

Abstract : This paper analyses the current state of social media policies at institution of higher education in the United States. Content analysis of social media policies for all institutions listed in the Carnegie Classification Data File reveal that less than one-quarter of institutions had an accessible social media policy. Analysis found that social media policies were most likely to appear at doctorate-granting institutions and health, athletics, and library units. Policies required that those affiliated with the institution post appropriate content, represent the unit appropriately, and moderate conversations with coworkers and external agencies. The authors suggest that this analysis may inform the development and revision of social media policies in higher education, taking into consideration the rapidly changing landscape of social media, issues of academic freedom, and notions of interoperability with policies at the unit and campus levels.

URL : <http://journals.plos.org/plosone/article?id=10.1371/journal.pone.0127485>

▪ **Internationalization**

Going global : inclusion, innovation, impact / Mary Stiasny, Tim Gore, Eds. / British Council . - Going Global 2014, Miami, 29 April - 1 May 2014 . - London : Institute of Education Press, 2015 . - 248 p. (V. 4)
ISBN 978-0-86355-772-9

Abstract : This volume contains papers and presentations from the 2014 Going Global conference organised by the British Council. Practitioners from around the world explore how international collaboration facilitates innovation, inclusion and impact of internationalization – the three sections of the book. In the first, a series of perspectives describe new approaches to international higher education, reflecting the growing demand for higher education; the increasing availability of educational tools and technologies; and the multiplication of international connections. Case studies portray new models of engagement between higher education institutions; explore how international providers can work with employers and local tertiary institutions; and how a culture of innovation in higher education can develop in a country emerging from conflict. The papers in section 2 examine the challenges of inclusion that cross-border education faces and the approaches that universities are using to address this. In their introductory paper, Eva Egron-Polak, IAU Secretary-General, and Madeleine Green detail institutional strategies for 'Inclusive internationalization, to provide equity of access to international opportunities for students and institutions. The third section, 'Impact', brings together papers examining shorter and longer term impacts of international education for society, both positive and negative and includes a report of the British Council's research on the impact of transnational education on host countries.

Classmark : INT-6 BRI

IENetwork handbook for international educators / Institute for International Education [IIE][USA] . - New York : IIE, 2015 . - 229 p.

Abstract : This directory lists more than 7,000 international educators at over 1,4000 higher education institutions in the USA who are active in internationalization of their institutions.

Classmark : US-6 IIE

How do HEIs measure internationalisation today? Analysis of user profiles in the IMPI Toolbox / Uwe Brandenburg, Lisa Laeber / European Association for International Education [EAIE][Netherlands] . - In: Internationalisation of higher education . - Stuttgart : RAABE, 2015 . - pp. 35 - 68

ISBN 978-3-8183-0543-7

Abstract : This paper aims to shed light on the current trends in measuring internationalisation. It is based on the findings of an analysis of users of the IMPI (Indicators for Mapping and Profiling Internationalisation) toolbox in higher education institutions over 2.5 years. The results showed that European institutions represented the largest user community and that although various sizes of institutions used the toolbox, most had over 10,000 students and awarded doctoral degrees. The results indicate that HEIs have very diverse perspectives on what internationalisation means for them, what can represent this meaning, and how it can be measured. The authors conclude that this analysis shows that a diverse approach is needed to measure internationalisation.

Classmark : EUR-3 EUA

Inclusive internationalization : an initiative of the International Association of Universities / Eva Egron-Polak, Madeleine F. Green . - In: Going global : inclusion, innovation , impact . - London : IOE publishing, 2015

ISBN 978-0-86355-772-9

Abstract : The most important risk of internationalization in institutions, according to the respondents of the IAU's fourth

Global Survey (2014), is that international opportunities may only be accessible to students with financial resources. This paper examines 'inclusive internationalization' a concept introduced by the International Association of Universities which promotes equity, cultural diversity, social responsiveness and mutual benefits in internationalization. The authors detail the various strategies to catalyse change for inclusive internationalization that emerged at a workshop on this concept which took place at the Going Global conference 2014.

Classmark : INT-6 BRI

Joint programmes from A to Z: a preview / Rosa Becker, Jenneke Lokhoff, Annika Sundbäck . - In:

Internationalisation of higher education . - Stuttgart : RAABE, 2015 . - pp. 105 - 128

ISBN 978-3-8183-0543-7

Abstract : This article aims to offer practical suggestions to those involved in developing or managing joint programmes offered by institutions in different countries and that lead to a joint or multiple degree. It tries to answer practical questions such as: How do you approach joint programme development? How do you manage a joint programme? What are the most crucial aspects that you need to take into account, and at what stage?

Classmark : EUR-3 EUA

Outcome assessment of higher education internationalization : a guide for design and steps to begin / John K.

Hudzik / European Association for International Education [EAIE][Netherlands] . - In: Internationalisation of higher education . - Stuttgart : RAABE, 2015 . - pp. 1 - 34

ISBN 978-3-8183-0543-7

Abstract : This article explores measuring the outcomes from the internationalization of higher education institutions. Its scope covers evaluating outcomes for teaching/learning, research/scholarship, and service/application. The issues and methodologies discussed can be applied to each of these missions individually, or to all. It includes a six step process for designing the assessment process which build on critical contextual issues. The context for assessment is that it be linked to institutional missions, core values and capabilities; to stakeholder priorities and needs for documentation of outcomes; and ultimately to serve as a means of documenting and justifying the growing size and complexity of resources and actions allocated to the internationalization of higher education. This article also introduces several key research design and data issues requiring attention if assessment is to produce valid and reliable findings.

Classmark : EUR-3 EUA

Towards a new framework for analysing transnational education / Nigel Healey, Lucy Michael / International

Association of Universities [IAU] . - In: Higher Education Policy, v. 28, no. 3, pp. 369 - 391, September 2015

ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : The well-documented growth of international student mobility has been paralleled by the emergence of so-called transnational education (TNE), in which universities deliver their educational services to foreign students in their own countries, rather than the students travelling to the foreign university to study. While universities have engaged in limited TNE for decades (notably correspondence-based distance learning courses), transnational activity has expanded significantly over the last 20 years since the advent of the internet and the emergence of partnership-based models in which a third party delivers a franchised or validated programme. In this paper, the authors investigate the increasing complexity and multidimensionality of TNE partnerships, developing a new three-spectrum framework for conceptualising this activity. They argue that this new framework provides a more tractable way of understanding and analysing the new internationalization of higher education.

URL : <http://www.palgrave-journals.com/hep/journal/v28/n3/full/hep201417a.html> (Access to full text article for IAU Members using login)

Asia and the Pacific

Deutsch-indische Studien-und Promotionsprogramme : Bestandsaufnahme und Empfehlungen /

Hochschulrektorenkonferenz [HRK][Germany] . - Bonn : HRK, 2015 . - 87 p. (Beiträge zur Hochschulpolitik, 2/2015)

Abstract : This publication presents an overview of German-Indian study and doctoral programmes. It also offers a detailed analysis of a set of selected programmes. This is followed by a series of recommendations.

Classmark : DE-341 HRK

URL : http://www.hrk.de/fileadmin/redaktion/hrk/02-Dokumente/02-10-Publikationsdatenbank/Beitr-2015-02_Deutsch-indische_Studien.pdf

The changing academic profession in Asia : the formation, work, academic productivity, and internationalization of the academy / Hiroshima University [Japan]. Research Institute for Higher Education [RIHE] . - International Conference on the Changing Academic Profession Project, Hiroshima, Japan, 24-25 January 2014 . - Hiroshima : RIHE, 2015 . - 195 p. (RIHE International Seminar Reports, no. 22)
ISBN 978-4-902808-89-6

Abstract : Contents : Institutionalization of the R-T-S Nexus in the academic profession from and international, comparative perspective (Akira Arimoto); Strong states, strong systems (William K. Cummings); Cambodia: Quality of education and research at higher education institutions in Cambodia: results of the survey on university faculty members (Yuto Kitamura, Naoki Umemiya and Aki Osawa); The internationalization of the academy in Asia: major findings from the international survey (Futao Huang); Effects of international education degree and organizational effectiveness perception on academic research productivity in China (Lu Li and Fengqiao Yan); Career prospects of the Malaysian academic profession (Aida Suraya Md. Yunus and Vincent Pang); Academic career development in Vietnam (Pham Thanh Nghi); The self-contained academic profession in Japan, a matured country Akiyoshi Yonezawa); The impact of research productivity on academics in Taiwan (Robin J. Chen and Ching-Shan Wu); University academic staffs' career and research productivity: similarities and differences in six Asian nations (Tsukasa Daisen); What is a mature university in this competitive world? (Yumiko Hada).

Classmark : INT-21 RIH

URL : <http://home.hiroshima-u.ac.jp/wakimoto/pdf/seminar22.pdf>

The drive to internationalize : perceptions and motivations of Israeli College directors / Miri Yemini, Vered Holzmann, Hans de Wit, Efrat Sadeh, Anat Stavans, Dalia Fadila / International Association of Universities [IAU] . - In: Higher Education Policy, v. 28, no. 3, pp. 259 - 276, September 2015
ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : Given the relatively high degree of academic freedom granted to institutions in Israel in conjunction with the lack of governmental policy on internationalization, directors of higher education institutions comprise key agents in the institutional internationalization process that is taking place in Israeli higher education. In this study, the authors took a qualitative approach to explore the views and attitudes of seven college directors in Israel. They show that motivation for internationalization is a multifaceted phenomenon influenced by the college directors' personal characteristics as well as by the colleges' contextual factors. Moreover, it seems that second-tier colleges use internationalization to promote themselves towards the status of first-tier research universities. The study provides a first insight into the perceptions and motivations of Israeli educational institutions' leaders regarding the development of institutional-level internationalization strategies.

URL : <http://www.palgrave-journals.com/hep/journal/v28/n3/full/hep20149a.html> (Access to full text article for IAU Members using login)

The international mobility of students in Asia and the Pacific / UNESCO; UNESCO Office Bangkok and Regional Bureau for Education in Asia and the Pacific . - Paris, Bangkok : UNESCO, 2013 . - 80 p.
Online ISBN 978-92-9223-459-1

Abstract : This publication presents the results of a study conducted in China, Hong Kong SAR, Indonesia, Malaysia, the Philippines, the Republic of Korea and Thailand by members of the Education Research Institute Network (ERI-net) in 2011. It examines the drivers, consequences and implications of increased international student mobility.

URL : <http://www.uis.unesco.org/Library/Documents/international-student-mobility-asia-pacific-education-2013-en.pdf>

Cross-Border higher education institutions in mainland China : a developmental perspective / Mei Wu, Li Shengbing / Hiroshima University. Research Institute for Higher Education . - In: Higher Education Forum, v. 12, pp. 23 - 35, March 2015

Abstract : Cross-border higher education institutions are considered a main way to fulfill the educational internationalization in Mainland China. In this paper, the history, status quo, and future of Chinese-foreign cooperatively-run higher education institutions are analysed and discussed. Cross-border higher education institutions in Mainland China have experienced the process from accidental and disorder to a systematic and quality orientation. (Abstract adapted from publisher)

URL : http://ir.lib.hiroshima-u.ac.jp/en/list/HU_journals/AA1187795X/12/--/item/37327

Development and mobility of the academic profession in East Asia / Akiyoshi Yonezawa / Hiroshima University. Research Institute for Higher Education . - In: Higher Education Forum, v. 12, pp. 95 - 105, March 2015

Abstract : This article examines patterns of academic mobility in Japanese and East Asian universities from a comparative and historical perspective. Firstly, it overviews the historical background of the academic profession in this region, especially focusing on Japan. Secondly, making use of the typology of mobility patterns by Kim and Locke (2010), the author reveals a contradictory relationship between gaining international profiles in the academic profession and the capacity of fostering next generation academics. The author also identifies the impact of colonisation and other international relationships even in the contemporary patterns of academic mobility.

URL : http://ir.lib.hiroshima-u.ac.jp/files/public/37331/20150526144916390950/HigherEducationForum_12_95.pdf

Europe and North America

International joint and dual degrees : strategy and implementation / American Council of Education [ACE]; Boston College [USA]. Center for International Higher Education [CIHE] . - New York, Boston : ACE, CIHE, 2015 . - 23 p. (International Briefs for Higher Education Leaders, 5)

Abstract : The article explore issues related to the development and implementation of international joint and dual degree programmes. The practical realities of such programmes, and how they have addressed and overcome strategic, administrative, and academic challenges is explored.

URL : <http://www.acenet.edu/news-room/Documents/International-Briefs-2015-April-JointDual.pdf>

Internationalisation of higher education / Hans De Wit, Fiona Hunter, Laura Howard, Eva Egron-Polak . - Strasbourg : European Parliament, 2015 . - 319 p.

ISBN 978-92-823-7847-2 . - Online ISBN 978-92-823-7846-5

Abstract : This report, prepared for the European Parliament, draws on two major surveys, by the International Association of Universities (IAU) and the European Association for International Education (EAIE), as well as profiles of internationalisation activities in 10 European countries (Finland, France, Germany, Italy, Netherlands, Norway, Poland, Romania, Spain and the United Kingdom) and seven other countries around the world (the United States, Canada, Australia, Colombia, Japan, Malaysia and South Africa). The authors look at the extent to which internationalisation activities remain focused on the mobility of students and staff, and transnational delivery of courses; and how far institutions have progressed with 'internationalisation at home' the development of intercultural programmes of study that educate global citizens for life in an interconnected world. The report ends with recommendations on the future of internationalisation of higher education in Europe.

Classmark : EUR-3 EUA

URL : http://www.europarl.europa.eu/RegData/etudes/STUD/2015/540370/IPOL_STU%282015%29540370_EN.pdf

The EAIE Barometer : internationalisation in Europe / Leonard Engel, Anna-Malin Sandström, Ruud vander Aa, Anna Glass / European Association for International Education [EAIE][Netherlands] . - Amsterdam : EAIE, 2015 . - 168 p. ISBN 978-90-74721-37-0

Abstract : This book presents the results of a study of the state of internationalization in the European Higher Education Area. It is based on an online survey undertaken in 2014 which resulted in 2411 respondents, mostly higher education employees working in international education, from 33 of the 47 countries that comprise the EHEA. The report highlights the rationales for internationalization; common characteristics of institutions considered leading in internationalization; internationalization trends; and the specific professional challenges that staff face when implementing internationalization in their institutions.

Classmark : EUR-3 EAIE

The European Higher Education Area : between critical reflections and future policies / Adrian Curaj, Liviu Matei, Remus Pricopie, Jamil Salmi, Peter Scott, Eds. . - Heidelberg, New York, Dordrecht, London : Springer, 2015 . - 2 v. (933 p.)

ISBN 978-3-319-18767-9

Abstract : This comprehensive publication in two volumes examines the trends and challenges faced by higher education in Europe today and looks at the future of European cooperation in higher education. The research volumes contain more 50 articles drawn from papers presented at the Second Bologna Researchers' Conference held in November 2014 in Bucharest. They focus on the state of affairs of European higher education and research, including internationalization; financing and governance; excellence and the diversification of missions; teaching, learning and student engagement;

equity and the social dimension of higher education; research and innovation; quality assurance, the impacts of the Bologna Process on the EHEA and beyond and evidence-based policies in higher education.

Classmark : EUR-341 CUR

Train and retain career support for international students in Canada, Germany, the Netherlands and Sweden /

The Expert Council of German Foundations on Integration and Migration. Research Unit [Germany] . - Berlin : The Expert Council's Research Unit, 2015 . - 41p. (Study 2015-2)

ISSN 2364-7531

Abstract : The study presents the results from the first international mapping of local support structures for the study-to-work transition of international students in Canada, Germany, the Netherlands and Sweden. It identifies shortcomings and recommends a joint effort of higher education institutions, employers and policy-makers in order to improve job entry support for international students and retain more international graduates as skilled migrants.

URL : http://www.svr-migration.de/wp-content/uploads/2015/06/study_Train-and-Retain-svr-research-unit-web.pdf

The new politics of global academic mobility and migration / Fred Dervin, Régis Machart . - Frankfurt am Main (Germany) : Peter Lang, 2015 . - 158 p. (Education beyond borders. Studies in educational and academic mobility and migration, 002)

Bibl. . - ISBN 978-3-631-65454-5

Abstract : This book brings together recent research on Global academic mobility and migration (GAMM) from a variety of perspectives and contexts from Australasia, Asia and Europe, The following key issues are dealt with: mobility determinants, social injustice, management and administrative problems, qualifications, Brain drain and Brain-gain; as well as teaching-learning challenges.

Classmark : P

Challenges and options regarding internationalisation at German universities . - In: Internationalisation of higher education . - Stuttgart : RAABE, 2015 . - pp. 69 - 86

ISBN 978-3-8183-0543-7

Abstract : This article outlines some of the pertinent structures of internationalisation in higher education, followed by a reflection on challenges commonly associated with internationalisation efforts in Germany before sharing some strategies drawn from one university the University of Cologne devised to address these challenges.

Classmark : EUR-3 EUA

International students' motivation to pursue and complete a Ph.D. in the U.S. / Ji Zhou . - **In:** Higher Education, v. 69, no. 5, pp. 719-733, May 2015

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

Abstract : This study explores what motivates 19 international students from Asia and Africa to pursue a Ph.D. at a public research university in the United States and, what motivates them to persist despite several areas of dissatisfaction with the PhD programme. Four motivations emerged: intrinsic interest in research, intrinsic interest in teaching, high utility of a U.S.-earned Ph.D., and high emotional and social cost of abandoning PhD studies. The influence of these motivations changed over time as students' educational experiences unfolded. (Abstract adapted from publisher)

Strategic partnerships and thematic networks / Yasemin Kooij . - **In:** Internationalisation of higher education . - Stuttgart : RAABE, 2015 . - pp. 87 - 104

ISBN 978-3-8183-0543-7

Abstract : The author provides an overview of internationalisation trends and activities in Germany. An increasing range of activities is outlined, one of the recent ones being strategic partnerships and networks. This is illustrated by the results of an evaluation of a new DAAD Programme 'Strategic Partnerships and Thematic Networks'.

Classmark : EUR-3 EUA

Latin America and the Caribbean

Internacionalización de la educación superior y la ciencia en América Latina : un estado del arte / Sylvie Didou Aupetit, Vielka Jaramillo de Escobar / UNESCO International Institute for Higher Education in Latin America and the Caribbean [IESALC] . - Caracas : UNESO-IESALC, 2014 . - 220 p.
ISBN 978-980-7175-21-0

Abstract : Internationalization in five Latin American countries (Argentina, Brazil, Chile, Mexico and Panama) are analysed in this book. It is the result of a joint publication between the Centre on Academic and Scientific Mobility in Latin America and the Caribbean (OBSMAC) under the International UNESCO Institute for Education Superior in Latin America and the Caribbean (IESALC), and the University of Panama.

URL : http://www.iesalc.unesco.org.ve/index.php?option=com_fabrik&view=details&formid=2&rowid=172&lang=es

▪ Research and Doctoral Education

Beyond bibliometrics : identifying the best / Alexander von Humboldt Foundation . - Forum on the Internationalization of Sciences and Humanities, 8, Berlin, 6-7 November 2014 . - Bonn : Alexander von Humboldt Foundation, 2015 . - 47 p. Suppl. to DUZ - Deutsche Universitätszeitung, April 24 2015

Abstract : While there are no generally agreed criteria for evaluating scientific output and research, bibliometrics is a frequently applied tool in the academic landscape worldwide. This publication, the proceedings of the 8th Forum on the Internationalization of Sciences and Humanities (2014), examines the use of citation indices, journal impact factors and research performance indicators in assessing academic output and the consequences for research systems, research funding and individual researchers.

Classmark : EUR-711 ALE

URL : https://www.humboldt-foundation.de/pls/web/docs/F-698959692/duzSpecial_AvH_M04_2015_WEB.pdf

The knowledge ecosystem : measuring the value of research intensive universities / International Alliance of Research Universities [IARU] . - Copenhagen : IARU, 2015 . - 6 p.

Abstract : This position paper calls for universities to be described as ecosystems rather than to be seen in a simple input/output perspective in order to better measure their value.

URL : <http://www.iaruni.org/images/stories/downloads/VRIU/IARU%20Position%20Paper.pdf>

Africa

DRUSSA Benchmarking Report 2014 / Emma Falk, Tomas Harber, Liam Roberts / Development Research Uptake in Sub-Saharan Africa [DRUSSA] . - DRUSSA, 2014 . - 62 p.

Abstract : The report identifies areas of change in the management, processes, and practices related to the strengthening of research uptake and management in Sub-Saharan African countries since 2012. It details and analyses trends identified in response to the second benchmarking survey of 22 research-intensive universities in Nigeria, Ghana, Cameroon, Ethiopia, Kenya, Tanzania, Uganda, Rwanda, Malawi, Zimbabwe, Zambia, Botswana, Lesotho and South Africa, in combination with outcomes and actions identified at the DRUSSA Leadership and Benchmarking Conference in Cape Town, South Africa, from 12-14 March 2014.

URL : <http://www.drussa.net/getfile.php?id=2439>

Obstacles to success : doctoral student attrition in South Africa / Chaya Herman . - In: Perspectives in Education, v. 29, no. 3, pp. 40 - 52

ISSN 0258-2236

Abstract : This article explores doctoral attrition in South Africa, investigating and comparing the attributions of attrition of doctoral students and PhD programme leaders. The article is based on secondary data analysis of two large studies on doctoral education in South Africa. The main point of the article is that the different understandings of the students and the PhD programme leaders, as well as the gaps in the narratives of both groups, are an indication of a lack of in-depth understanding of the actual causes of doctoral attrition. The article suggests that this lack of understanding may contribute to further attrition and calls for further research on the topic.

URL : http://reference.sabinet.co.za/webx/access/electronic_journals/persed/persed_v29_n3_a6.pdf

Asia and the Pacific

A new 'ERA' of women and leadership : the gendered impact of quality assurance in Australian higher education / Briony Lipton . - In: Australian Universities Review, v. 57, no. 2, pp. 60 - 70, 2015

ISSN 0818-8068

Abstract : This paper explores gender biases in research output quality assurance measures such as the Australian Government's Excellence in Research for Australia (ERA). According to the authors, since research performance plays such an intrinsic role in academic promotion, understanding the relationship between gender and assessments of research excellence is crucial to addressing the differences in male and female academic career trajectories and the paucity of women in academic leadership. (Abstract adapted from publisher)

URL : <http://www.nteu.org.au/women/article/A-new-%E2%80%98ERA%E2%80%99-of-women-and-leadership%3A-The-gendered-impact-of-quality-assurance-in-Australian-higher-education-%28AUR-57-02%29-17925>
; http://issuu.com/nteu/docs/aur_57-02/1?e=0/15004392

Europe and North America

European Charter of Access to Research Infrastructures : Draft / European Commission . - Brussels : European Commission, 2015 . - 8 p.

Abstract : This sets out non-regulatory principles and guidelines to be used as a reference when defining or re-defining rules and conditions for access to research infrastructures.

URL : http://ec.europa.eu/research/infrastructures/pdf/2015_charterforaccessto-ris.pdf

Perceptions of the UK's Research Excellence Framework 2014 : A small survey of academics / Tony Murphy, Daniel Sage . - In: Australian Universities Review, v? 57, no. 2, pp. 31 - 36, 2015

ISSN 0818-8068

Abstract : Earlier work inspired by a body of literature raised important questions about the workings of the UK's Research Excellence Framework (REF) and its predecessor the Research Assessment Framework (RAE), and noted the possible adverse outcomes of such processes. This paper builds on this by examining the findings of a small survey of social science academics. The survey identified concerns about the validity of the REF as a proxy for quality, and the role it has had in shaping patterns of research behaviour. There were also frequent concerns related to morale. Yet although responses tended to be negative, there was also a significant voice signaling the importance the REF plays in ensuring accountability and transparency in research, as well as a sense that the pressures that come with such processes are simply 'part and parcel' of academic life. The role of wider time-management factors, related to heavy teaching and administration burdens, was also signaled, and cited by some as overshadowing the pressures of REF. (Abstract from publisher)

URL : <http://www.nteu.org.au/general/article/Perceptions-of-the-UK%E2%80%99s-Research-Excellence-Framework-2014%3A-A-small-survey-of-academics-%28AUR-57-02%29-17914>
; http://issuu.com/nteu/docs/aur_57-02/1?e=0/15004392

Latin America and the Caribbean

El perfil internacional de los investigadores : factor impulsor para una participacion activa en proyectos de colaboracion academica / Scilia Michel Rodríguez Rodríguez / Asociación Mexicana para la Educación Internacional [AMPEI] . - In: Educación Global, v. 18, pp. 91 - 107, 2014

ISSN 2007-1914

Abstract : El artículo analiza la participación de investigadores en proyectos de colaboración académica y la relación existente con poseer un perfil internacional. En este trabajo se examina el objeto de estudio mediante una investigación cuantitativa, en la que se consultó a más de 340 investigadores de la Universidad de Guadalajara. Los resultados del análisis de los datos confirman la existencia de una relación positiva entre los elementos del perfil internacional de los investigadores y la participación en proyectos de colaboración así como el impacto de otras variables como es el último grado académico obtenido y la pertenencia al Sistema Nacional de Investigadores. Además, hay evidencia en que no existen diferencias en la participación entre hombres y mujeres. (Abstract adapted from publisher)

This paper analyses the participation of researchers in academic cooperation projects and their international profiles. Quantitative research was undertaken with more than 340 researchers from the University of Guadalajara. The results of the analysis of the data confirms the existence of a positive relationship between elements of the international profile of researchers and participation in projects of cooperation as well as the impact of other variables such as the last academic degree obtained and membership in the National System Researchers. In addition, there is evidence that there are no differences in participation between men and women.

▪ Sustainable Development

Developing skills for future leaders: 2015 Sustainable campus best practices from ISCN and GULF Schools : a report / International Sustainable Campus Network [ISCN] . - Boston : ISCN, 2015 . - 66 p.

Abstract : This report was presented at the Global University Leaders Forum (GULF) session of the World Economic Forum Annual Meeting 2015. It includes best practices in Buildings that teach, Campus as a laboratory, Teaching by example, Cross-curricular integration, and Holistic approaches to sustainability topics.

URL : <http://www.international-sustainable-campus-network.org/downloads/general/404-2015-iscn-gulf-best-practice-report/file>

Shaping the future we want : UN Decade of Education for Sustainable Development (2005-2014) : Final report / UNESCO . - Paris : UNESCO Publishing, 2014 . - 201 p.

ISBN 978-92-3-100053-9

Abstract : This report sets out the outcomes and the impact of the UN Decade of Education for Sustainable Development (DESD) on all levels and areas of education, including higher education.

URL : <http://unesdoc.unesco.org/images/0023/002301/230171e.pdf>

Sustainable development in action : Special report on voluntary multi-stakeholder partnerships and commitments for sustainable development / United Nations. Department of Economic and Social Affairs . - New York : United Nations, h . - 28 p.

Abstract : This report reviews progress and knowledge sharing of a number of action networks and multi-stakeholder partnerships and voluntary commitments to sustainable development, including the higher education sustainability initiative.

URL : <https://sustainabledevelopment.un.org/content/documents/1855SD%20in%20Action%20Report%202015.pdf>

Europe and North America

Energy efficiency of higher education buildings : a case study / Nelson Soares, Luísa Dias Pereira, João Ferreira, Pedro Conceição, Patrícia Pereira da Silva . - **In**: International Journal of Sustainability in Higher Education, v. 16, no. 5, pp. 669 - 691, 2015

ISSN 1467-6370

Abstract : This paper proposes an energy efficiency plan for a higher education building at the University of Coimbra (FEUC) in Portugal. The plan was developed in the context of both the Green Campus Challenge for Energy Efficiency in Higher Education” and the Energy for Sustainability Initiative at the university. An energy audit was conducted and patterns of energy-environmental behaviours of the academic community were investigated through a web-based survey.

Sustainability in Canadian post-secondary institutions : the interrelationships among sustainability initiatives and geographic and institutional characteristics / Dan Beveridge, Marcia McKenzie, Philip Vaughter, Tarah Wright . - **In**: International Journal of Sustainability in Higher Education, v. 16, no. 5, pp. 611 - 638, 2015

ISSN 1467-6370

Abstract : This paper reports on a census of high-level sustainability initiatives at all accredited post-secondary institutions in Canada by documenting the institutions that have undertaken sustainability assessments, have signed one or more sustainability declarations, have sustainability offices or officers or have sustainability policies. The findings showed that institutions located in larger communities, and in British Columbia and Québec, tended to have higher sustainability initiative scores. Institutions in Saskatchewan and the territories had the lowest sustainability initiative scores. It was found that sustainability office(r)s, assessments and policies co-occurred disproportionately, potentially suggesting positive reinforcement mechanisms. On the other hand, having signed a declaration was not strongly linked to other sustainability initiatives. Terminological preference had shifted from environment and sustainable development to sustainability.

Other themes

▪ Academic teaching personnel

Fabrications, time-consuming bureaucracy and moral dilemmas : Finnish university employees' experiences on the governance of university work / Arto Jauhiainen, Annukka Jauhiainen, Anne Laiho, Reeta Lehto / International Association of Universities [IAU] . - In: Higher Education Policy, v. 28, no. 3, pp. 393 - 410, September 2015
ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : This article explores how the university workers of two Finnish universities experienced the range of neoliberal policymaking and governance reforms implemented in the 2000s. These reforms include quality assurance, system of defined annual working hours, outcome-based salary system and work time allocation system. Our point of view regarding these practices is based on the ideas of the governmentality research tradition, which means that they can be seen as technologies through which the ideology, values and aims of the neoliberal policy are carried out in every day work at university. This article draws on a survey that is based on open-ended questions concerning those managerial techniques. These experiences can be summarised into three themes from the perspective of performativity culture: techniques that confirm a culture of fabrication, moral dilemmas and increase in the new type of bureaucracy in their work.

URL : <http://www.palgrave-journals.com/hep/journal/v28/n3/full/hep201418a.html> (Access to full text article for IAU Members using login)

Responding to gendered dynamics : experiences of women working over 25 years at one University / Ellen M. Broido, Kirsten R. Brown, Katherine N. Stygles, Ryan H. Bronkema . - In: The Journal of Higher Education, v. 86, no. 4, pp. 595 - 627, July / August 2015
ISSN 0022-1546 . - Online ISSN 1538-4640

Abstract : This study explores women administrative staff and faculty experiences of sexism within a university in the United States. The 28 participants in the study had worked at the university for 25 to 40 years enabling analysis of their experiences over the long term. More than half were older than 60 and 84% identified as White. The authors explore findings focusing on how women identify gendered dynamics within the university and how they respond to inequitable dynamics. Women's descriptions include experiences of modern and benevolent forms of sexism within the institution; however, few participants identified these behaviours as sexist.

Revealing opportunities and obstacles for changing non-tenure-track faculty practices : an examination of stakeholders' awareness of institutional contradictions / Daniel Maxey, Adrianna Kezar . - In: The Journal of Higher Education, v. 86, no. 4, pp. 564-594, July / August 2015
ISSN 0022-1546 . - Online ISSN 1538-4640

Abstract : Over a period of several decades, non-tenure-track faculty members (NTTF) have become a majority of instructional faculty in United States nonprofit higher education institutions. This study examined the perspectives of approximately 40 individuals representing a broad range of higher education stakeholder groups (e.g., boards, accreditation agencies, unions) about the causes and implications of rising contingency in the academic workforce. The findings suggest that awareness about how NTTF practices are inefficient and misaligned with stakeholders' common commitments to student learning and the health of the academic profession has the potential to facilitate change. However, conditions were also identified that are currently obstacles for change. (Abstract adapted from publisher)

"The older women are men" : navigating the academic terrain, perspectives from Ghana / Reitumetse Obakeng Mabokela, Yeukai Angela Mlambo . - In: Higher Education, v. 69, no. 5, pp. 759-778, May 2015
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : This qualitative study investigates how the intersection of gender, socio-cultural factors, and organizational culture impact professional experiences of women academics at a selected public university in Ghana. Given the glaring absence of women in academic positions across many African universities, particularly at academic ranks beyond the entry-level, junior-lecturer or lecturer positions, this study provides an understanding of socio-cultural and institutional factors that have impacted the upward mobility of women academics and the strategies these women have employed to navigate professional contexts that are not always supportive. This study is theoretically informed by Barribeau's scholarship on Caribbean feminism, to examine the intersections of culture, gender, and post-colonial legacy on the

professional lives of academic women. The key findings are centered around three themes that emerged from this study; the first highlights socio-cultural and family factors that impact the professional trajectory of Ghanaian women academics; the second, explores the manifestation of socio-cultural factors within the university; and the third focuses on organizational or institutional factors that affect their professional experiences. (Abstract from publisher)

Using outperformance pay to motivate academics : insiders' accounts of promises and problems / Laurie Field . -

In: Australian Universities Review, v. 57, no. 2, pp. 5 - 16, 2015

ISSN 0818-8068

Abstract : This article examines the views of academics at one Australian university concerning outperformance pay, also known as performance-related pay for academics. The findings reveals that (a) business academics and academics in non-business disciplines have contrasting views : business academics tended to be strongly in favour of outperformance); (b) where pay for outperformance exists, as is the case for the business faculty academics in this sample, academics' views are largely critical of its implementation. The article also discusses the challenges surrounding implementation and the possibility that outperformance pay may actually de-motivate academics in the long term.

URL : http://issuu.com/nteu/docs/aur_57-02

▪ **Education and development**

Knowledge production and contradictory functions in African higher education / Nico Cloete, Peter Maassen, Tracy Bailey, Eds. / Centre for Higher Education Transformation [CHET][South Africa] . - Wynberg, South Africa : CHET, 2015 . - 310 p.

Open access . - ISBN 978-1-920677-85-5

Abstract : This extensive publication examines the role of African higher education in the development of Africa and of the world at large.

Contents: Roles of Universities and the African Context (Nico Cloete and Peter Maassen); Research Universities in Africa: An empirical overview of eight flagship universities (Nico Cloete, Ian Bunting and Peter Maassen); Assessing the Performance of African Flagship Universities (Ian Bunting, Nico Cloete, Henri Li Kam Wah and Florence Nakayiwa-Mayega); Research Output and International Research Cooperation in African Flagship Universities (Robert Tijssen); South Africa as a PhD Hub in Africa? (Nico Cloete, Charles Sheppard and Tracy Bailey); Faculty Perceptions of the Factors that Influence Research Productivity (Gordon Musiige and Peter Maassen); Academic Incentives for Knowledge Production in Africa (Gerald Wangenge-Ouma, Agnes Lutomiah and Patrício Langa); Functions of Science Granting Councils in Sub-Saharan Africa (Johann Mouton, Jacques Gaillard and Milandr  van Lill); Roles of National Councils and Commissions in African Higher Education Governance (Tracy Bailey); University Engagement as Interconnectedness: Indicators and insights (Fran ois van Schalkwyk); Student Engagement and Citizenship Competences in African Universities (Thierry M. Luescher-Mamashela, Vincent Ssembatya, Edwina Brooks, Randall S Lange, Taabo Mugume and Samantha Richmond); Managing Contradictory Functions and Related Policy Issues (Nico Cloete, Peter Maassen, Ian Bunting, Tracy Bailey, Gerald Wangenge-Ouma and Fran ois van Schalkwyk).

URL : <http://chet.org.za/books/knowledge-production-and-contradictory-functions-african-higher-education>

▪ **Education and employment**

Focusing on women in STEM : a longitudinal examination of gender-based earning gap of College graduates /

Yonghong Xu . - In: The Journal of Higher Education, v. 86, no. 4, pp. 489-523, July / August 2015

ISSN 0022-1546 . - Online ISSN 1538-4640

Abstract : This study investigates the underrepresentation of women in science, technology, engineering, and mathematics (STEM) occupations from the aspect of earning differentials. Using a data from the United States that tracked college graduates' professional experiences over a ten-year time frame post-bachelor's degree, this study examines longitudinally the gender-based earning gaps of college graduates in STEM fields, and compares the earning differentials between STEM and non-STEM occupations. The findings indicate a significant departure between the earning profiles of men and women within the first ten years of employment. Further, findings indicate that women in STEM occupations experienced multiple earning penalties concurrent with their growing family obligations.

The local war for talent : recruitment of recent tertiary education graduates from a regional perspective : some evidence from the German case / Nicolas Winterhager, Georg Krücken . - In: *European Journal of Higher Education*, v. 5, no. 2, pp. 127 - 140, June 2015

ISSN 2156-8235

Abstract : This article analyses recruitment of recent tertiary education graduates drawing on a interviews with human resource managers of 46 large- and medium-sized firms in different regions across Germany. The authors examine which institutions higher education managers choose for campus recruiting and which criteria managers use to select recruitment institutions. The results showed that a substantial share of higher education institutions are located close to the firm seeking to recruit and that the major criterion for selection is geographic proximity to campus. Notably, quality- and performance-related criteria are hardly mentioned. This result is robust for firms in different regional settings, of different size and popularity. The authors conclude that the firms' regional orientation is driven by the interplay between three major factors: enhancing recruitment success and retention probability of graduates, avoiding competition with other employers and dealing with imperfect information. (Abstract adapted from publisher)

The role of social origin and field of study on graduates' overeducation : the case of Italy / Queralt Capsada-Munsech . - In: *Higher education*, v. 69, no. 5, pp. 779-807, May 2015

Abstract : Using data from the Italian Graduates Employment Survey (ISTAT 2007) this article examines graduate 'overeducation', considered as when graduates' educational qualifications brought to their jobs exceeds those normally required for those jobs. The results indicated that fields of study, parental education and fathers' occupation all impact on overeducation. Having a father or mother holding a university degree decreases the probability of being overeducated. There is no influence of parental educational qualifications on graduates from occupationally focused fields of study (e.g. Engineering and Medicine).

Too few or perhaps too many STEM graduates / Bob Birrell . - In: *Australian Universities Review*, v. 57, no. 2, pp. 71 - 78, 2015

ISSN 0818-8068

Abstract : Industry bodies, research and educational organisations in Australia have lobbied intensely for increased funding for training in the STEM disciplines. It is time to reassess this advocacy. Undergraduate commencements in STEM fields have increased strongly since 2009, yet the current employment prospects for these graduates are poor. Advocates have not made a convincing case that this situation will change. The outlook in the information technology (IT) fields is particularly concerning. Domestic graduates in IT face a labour market in which their numbers are being dwarfed by the influx of immigrant IT professionals, many of whom are employed by Indian IT service companies with branches in Australia. This is occurring at the same time as Australian public and private organisations are sending offshore much of their computing work through these same IT service companies. (Abstract from publisher)

URL : <http://www.nteu.org.au/article/Too-few-or-perhaps-too-many-STEM-graduates-%28AUR-57-02%29-17926>
; http://issuu.com/nteu/docs/aur_57-02/1?e=0/15004392

▪ Educational evaluation

Institutional policies on assessment of pedagogy and faculty classroom practices : evidence from 4-Year Colleges and Universities in the United States / Carrie B. Myers, Scott M. Myers, Tammy Stewart, Suzette Nynas / International Association of Universities [IAU] . - In: *Higher Education Policy*, v. 28, no. 3, pp. 315 - 332, September 2015
ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : This study examined the links between institutional policies on the assessment of faculty pedagogy and faculty's use of learner-centred assessment (LCA) practices in undergraduate teaching in the United States. The authors found strong evidence that it was not the number of methods but the types of methods used by institutions to evaluate teaching that were significantly associated with faculty use of LCA practices in their undergraduate courses. The results returned conflicting patterns: Assessments that were conducted top-down (by deans and department heads) were associated with a reduced rate of LCA use in classrooms, whereas assessments that relied on data from students, peers, or faculty themselves were associated with a greater rate of LCA use. Yet, most student-centric methods to evaluate teaching, including the popular use of student evaluations of teaching, were unrelated to the incorporation of effective pedagogy. The pattern of results did not vary significantly across different types of higher education institutions.

URL : <http://www.palgrave-journals.com/hep/journal/v28/n3/full/hep201413a.html> (Access to full text article for IAU Members using login)

What counts : the policy and politics of the proposed college rating system in the United States / Michael W. Klein / Hiroshima University. Research Institute for Higher Education . - In: Higher Education Forum, v. 12, pp. 57 -76, March 2015

Abstract : This paper examines the proposed rating system for colleges and universities in the United States proposed by President Obama. The proposed ratings would comprise 11 metrics, including the percentage of an institution's students who receive federal Pell Grants; average net price; graduation rates; and graduates' success in the labour market. Higher education advocates and researchers have noted several flaws in many of the metrics. (Abstract adapted from publisher)

URL : http://ir.lib.hiroshima-u.ac.jp/files/public/37329/20150526144402898400/HigherEducationForum_12_57.pdf

▪ Educational management

The Canadian university business primer / Richard J. Marceau . - St John's, Canada : Memorial University of Newfoundland, 2014 . - 115 p.
ISBN 978-0-88901-459-6

Abstract : This book explores the perspective of the university as a business, and proposes a business model based on the author's experience in Canadian universities. University business operations are modeled using a systems approach, with a three-level risk management framework described for core and non-core business activities. A chapter on metrics for tracking university outcomes concludes the book.

Classmark : CA-430 MAR

Gender diversity strategy in academic departments : exploring organizational determinants / Xuhong Su, Jaspara Johnson, Barry Bozeman . - In: Higher Education, v. 69, no. 5, pp. 839-858, May 2015
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : This study investigates gender diversity strategies in STEM fields in universities in the United States. Two datasets were analysed: the 2010 Survey of Academic Chairs / Heads (Bozeman et al, 2013) and A data-based assessment of research-doctorate programs in the United States (2011). The findings suggest that academic departments' commitment to a gender diversity strategy is related to their chair's administrative power and their assessment of current gender diversity status. The findings also indicated that women chairs proved less likely to pursue a gender diversity strategy, and that more female faculty members barely increased the likelihood of adopting such a strategy.

Same challenges, different processes : perceptions on governance changes in Portuguese and Finnish higher education / Sara Diogo . - In: European Journal of Higher Education, v. 5, no. 2, pp. 211-225, June 2015
ISSN 2156-8235

Abstract : This article compares recent governance reforms in Finnish and Portuguese higher education (HE) systems and institutions. Both countries have undertaken similar legislative reforms. This article analyses the contexts and implementation processes of these legal frameworks: Law 62/2007 (RJIES) and Yliopistolaki 558/2009 (New Universities Act), which aim at changing institutional governance structures, management and decision-making practices. Findings rely on legal documents and on the voices of practitioners. It is argued that new public management ideology and practice, also disseminated by international organisations' agendas offer an explanation for similarities in these national policies. Historical and cultural specifics and structural characteristics of political-administrative systems may explain differences in policy design, implementation processes and national outcomes.

Translating governance ideas in Danish higher education / Lise Degn / International Association of Universities [IAU] . - In: Higher Education Policy, v. 28, no. 3, pp. 295 - 313, September 2015
ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : The present paper presents results from a study of how central ideas about management and governance of higher education institutions have shaped and reshaped Danish national higher education policy since the 1970s. This study demonstrates the dynamics of how powerful ideas 'travel over time, and adds to our knowledge about how global ideas become local'.

URL : <http://www.palgrave-journals.com/hep/journal/v28/n3/full/hep201412a.html> (Access to full text article for IAU Members using login)

Understanding the transition of public universities to institutional autonomy in Kazakhstan / Aida Sagintayeva, Kairat Kurakbayev . - In: European Journal of Higher Education, v. 5, no. 2, pp. 197 - 210, June 2015
Open access . - ISSN 2156-8235

Abstract : Autonomy and its related concept of public accountability are relatively new phenomena in Kazakhstan's higher education system. Learning to be autonomous presents challenges for the universities in transition from state central control to the decentralization of education system. Based on qualitative data analysis, this paper examines university leaders and faculty members' understandings, experiences and perspectives in relation to the transition to autonomy at their institutions. The findings show that the challenges of the transition to institutional autonomy combine Soviet legacies, current difficulties of central control, entrenched practices of university leadership and legally limited practices of the faculty. The authors argue that for actual autonomy to take place, the discussed socially and ideologically constructed complexities of the universities in transition need to be dealt with by policy-makers and researchers and, more importantly, university leadership. (Abstract adapted from publisher)

URL : <http://www.tandfonline.com/doi/full/10.1080/21568235.2014.967794>

University satellite campus management models / Doug Fraser, Ken Stott . - In: Australian Universities Review, v. 57, no. 2, pp. 79 - 83, 2015
ISSN 0818-8068

Abstract : This article is based on the authors' recent research on university satellite campuses in Australia. Among the 60 or so university satellite campuses in Australia are many that are probably failing to meet the high expectations of their universities and the communities they were designed to serve. While in some cases this may be due to the demand driven system, it may also be attributable in part to the ways in which they are managed. This research suggested that the amount of freedom satellite campuses have to direct their affairs needs to be linked to their market locations and profiles. The tendency, therefore, to control everything from the centre may have an adverse effect on satellite campus effectiveness. The authors outline management models currently in use at satellite campuses, along with their advantages and limitations, and argue that universities should pay serious attention to the issue of satellite campus management arrangements. (Abstract adapted from publisher)

URL : <http://www.nteu.org.au/article/University-satellite-campus-management-models-%28AUR-57-02%29-17930>
; http://issuu.com/nteu/docs/aur_57-02/1?e=0/15004392

▪ Educational policy

Bringing political parties into the picture : a two-dimensional analytical framework for higher education / Jens Jungblut . - In: Higher Education, v. 69, no. 5, pp. 867 - 882, May 2015
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : This article examines conceptually the role of political parties in higher education policy. It develops an analytical framework for higher education systems with two dimensions: centralised control vs decentralised control; and expansive vs restrictive higher education systems. Higher education systems in Germany, Norway, the United Kingdom and the United States are used to illustrate these divergences. The article hypothesises where political parties would position themselves in relation to the framework, arguing that political parties can be expected to favour different higher education systems and enact higher education policy changes accordingly.

Policy reform and academic drift : research mission and institutional legitimacy in the development of the Swedish higher education system / Daniel Holmberg, Olof Hallonsten . - In: European Journal of Higher Education, v. 5, no. 2, pp. 181 - 196, June 2015
ISSN 2156-8235

Abstract : Using Swedish higher education as a case study, the authors examine the trend of non-university institutions to seek to develop into full-scale universities, known as 'academic drift'. They describe policy making, norm shifts and organisational action in response to uncertainty as three component processes of academic shift and demonstrate the weight of the research mission in the building of institutional legitimacy for university colleges.

▪ Educational research

Higher education as a field of study and research in Europe / Barbara M. Kehm . - In: European Journal of Education, v. 50, no. 1, p. 60 - 74, March 2015
Open access . - ISSN 0141-8211 . - Online ISSN 1465 3435

Abstract : This article traces the recent development of higher education as a research field in Europe. The author builds on Teichler's classification of the main areas of research and knowledge production. Using comparative analysis of the Consortium of Higher Education Researchers (CHER) members research interests, she found that three themes in higher education research have gained in importance and interest: systems level analyses; internationalization; and governance, management, and organisation. In addition, she identifies three new areas: technology transfer; analyses about research, innovation and creativity; and rankings, evaluation and excellence. The final part of the article considers the relationships between higher education research and policy. The author warns of the growing blurring of boundaries between research, policy and practice, which may weaken the field's methodological rigour and academic freedom.

URL : <http://onlinelibrary.wiley.com/doi/10.1111/ejed.12100/full>

Theory application in higher education research : the case of communities of practice / Malcolm Tight . - In: European Journal of Higher Education, v. 5, no. 2, pp. 111 - 126, June 2015
ISSN 2156-8235

Abstract : This article examines communities of practice as an example of a theory applied within higher education research. It traces its origins and meaning, reviews its application by higher education researchers and discusses the issues it raises and the critiques it has attracted. This article concludes that while, like all theoretical frameworks, communities of practice has strengths and weaknesses, it remains useful for thinking about academics, students, their disciplines and how they work together.

Theory development and application in higher education research : tribes and territories / Malcolm Tight / International Association of Universities [IAU] . - In: Higher Education Policy, v. 28, no. 3, pp. 277 - 293, September 2015
ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : This paper examines the idea of tribes and territories, as an example of a theory developed and applied within higher education research of relevance to higher education policy. It traces the origins and meaning of the term, reviews its application by higher education researchers and discusses the issues it raises and the critiques it has attracted. It is concluded that while, like all theoretical frameworks, tribes and territories has strengths and weaknesses, it remains of use for thinking about academics, disciplines, their relations and associated policy areas.

URL : <http://www.palgrave-journals.com/hep/journal/v28/n3/full/hep201411a.html> (Access to full text article for IAU Members using login)

Uncovering the images and meanings of international organizations (IOs) in higher education research / Riyadh Ahmed Shahjahan, Meggan Madden . - In: Higher Education, v. 69, no. 5, pp. 705-717, May 2015
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : This paper examines how international organisations, such as the World Bank, OECD, and UNESCO, are conceptualized and represented by higher education researchers. Presenting an integrative literature review of these organisations, The authors found three dominant representations of international organisations in the higher education: (1) Forces for convergence; (2) Mechanisms of influence; and (3) Dynamic networks.

▪ Educational systems

Asia : the next higher education superpower / Rajika Bhandari, Alessia Lefébrure, Eds. . - New York : IIE, 2015 . - 196 p. (Global Education Research Reports, 9)
ISBN 978-0-87206-375-4

Abstract : Is Asia the next higher education superpower? Through an interdisciplinary and comparative approach, the contributors provide a comprehensive analysis of trends and recent reforms in Asian higher education and show how higher education decisions have reflected national development goals. The first part of the book examines the issue of quality in the context of the rapid growth of higher education in Asia. Four chapters situate the current Asian higher education landscape within a wider global context, raising critical questions about competitiveness, educational quality,

and excellence. The second section of the book focuses on how region-wide issues are reflected at the local level in four Asian countries: India, Malaysia, Vietnam, and Japan. Contributors focus on the challenges and future of the ASEAN regional harmonisation process, the evolution of internationalisation and the potential role for partners, such as the Asian Development Bank, in supporting higher education in Asia.

Classmark : ASI-6 IIE

Datos y cifras del sistema universitario español : Curso 2014 - 2015 / Spain. Ministerio de Educación, Cultura y Deporte . - Madrid : Ministerio de Educación, Cultura y Deporte, 2015 . - 174 p.

Abstract : This annual report contains information on the Spanish university system and the role of higher education institutions working in research and innovation. Data is presented on student numbers and demographics, educational outcomes, teaching and administrative staff, student employability and the economic environment of universities. Data that contextualize the Spanish university system in the international environment is also included as well as Information on the national Scientific and Technical Research and Innovation plan.

URL : <http://www.mecd.gob.es/dms/mecd/educacion-mecd/areas-educacion/universidades/estadisticas-informes/datos-cifras/Datos-y-Cifras-del-SUE-Curso-2014-2015.pdf>

Higher education as a public good: critical perspectives on theory, policy and practice / Ourania Filippakou, Gareth Williams, Eds. . - New York : Peter Lang, 2015 . - 212 p. (Global studies in education, 27)
Bibl. . - ISBN 978-1-4331-2165-4

Abstract : This book focuses on whether it is appropriate and inevitable that higher education systems are becoming so large and so diverse that the only realistic way they can be analysed is as aggregates of market-like transactions. Most of the authors are not satisfied with this conclusion, but they recognise, from several disciplinary perspectives, that it is no longer possible to take it for granted that higher education is intrinsically a public good.

Enhancing flexibility : ten years of experience with new academic structures in Swiss universities / Peter Tremp, Thomas Hildbrand / Hiroshima University. Research Institute for Higher Education . - In: Higher Education Forum, v. 12, pp. 37 - 55, March 2015

Abstract : This article explores to what extent and for whom the implementation of the Bologna Process has been associated with flexibilization of the Swiss higher education system.

URL : http://ir.lib.hiroshima-u.ac.jp/files/public/37328/2015052614400210605/HigherEducationForum_12_37.pdf

Higher education expansion in China and the 'ant tribe' problem / Yu He, Yinhua Mai / International Association of Universities [IAU] . - In: Higher Education Policy, v. 28, no. 3, pp. 333 - 352, September 2015
ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : Higher education enrolment expansion policies have been implemented in China since 1999. However, numbers of qualified teachers and the amount of educational funds input have not caught up with the pace of student intake. Even the curricula taught in colleges are outdated and work practice programmes are inefficient. As a result, new graduates cannot meet the requirements of firms they wish to work for. Many graduates work in unskilled job positions with low pay. They are called the 'Ant tribe'. The authors estimate that the accumulative number of persons in 'Ant tribes' had exceeded 3 million by 2010, and the corresponding cost to China's annual GDP was over 0.22% in respect of effective labour input. They conclude that improvement in quality should take priority during the expansion of higher education.

URL : <http://www.palgrave-journals.com/hep/journal/v28/n3/full/hep201414a.html> (Access to full text article for IAU Members using login)

Is there a Chinese model of a university? / Qiang Zha, Jinghuan Shi, Xiaoyan Wang . - In: International Higher Education, no. 80, pp. 27 - 29, Spring 2015
ISSN 1084-0613

Abstract : This article presents a possible Chinese model of the university. It sheds light on two major approaches, and discusses their merits and flaws. Situating this discourse in a broader context of globalization, the authors suggest that it is the combination of different characteristics (Confucian and Western) that makes the Chinese model unique.

URL : <http://ejournals.bc.edu/ojs/index.php/ihe/article/view/6156/5394>

▪ Engineering education

Improving engineering education in Sub-Saharan Africa / Goolam Mohamedbhai . - In: International Higher Education, no. 80, pp. 25 - 27, Spring 2015
ISSN 1084-0613

Abstract : There is a serious lack of engineering capacity in Sub-Saharan Africa and this can hamper its industrial development. This article surveys the current state of engineering education and training in Africa, identifies the challenges in achieving quality engineering education, and highlights steps to be taken for improvement. (Abstract from publisher)

URL : <http://ejournals.bc.edu/ojs/index.php/ihe/article/view/6155/5393>

▪ Ethics

Corruption in higher education: can quality assurance make a difference? / Michaela Martin, Muriel Poisson / Council for Higher Education Accreditation [CHEA] [USA] . - Washington, D.C. : CHEA, 2015 . - 2 p. (CIQG Policy brief, 005), 2 p., 2015

Abstract : This policy brief examines the importance of quality assurance mechanisms geared towards control and accountability to stakeholders, when it is compulsory, and when it uses accreditation as its main mechanism for quality assurance to prevent corruption in higher education.

URL : http://www.cheainternational.org/members/protected/pdf/CIQG_Policy_Brief_Vol-5.pdf

Free to Think : report of the Scholars at Risk Academic Freedom Monitoring Project / Scholars at risk . - New York : Scholars at Risk, 2015 . - 46 p.

ISBN 978-0-692-45867-9

Abstract : This report from Scholars at Risk, an international network higher education institutions and individuals in over 37 countries is the culmination of four years of monitoring and analysis. The report analyses 333 attacks on higher education communities in 65 countries from January 2011 to May 2015. The report calls on all stakeholders, including the international community, states, the higher education sector, civil society and the public at large to undertake concrete actions to increase protection for higher education communities, including documenting and investigating attacks, and holding perpetrators accountable.

Classmark: INT-21 SCH

URL : <http://scholarsatrisk.nyu.edu/cmsfiles/File/File/SAR%20Free%20to%20Think.pdf>

Police, design, plan and manage: developing a framework for integrating staff roles and institutional policies into a plagiarism prevention strategy / Christopher Walker, Melanie White / Association for Tertiary Education Management [ATEM] . - In: Journal of Higher Education Policy and Management, v. 36, no. 6, pp. 674 - 687, 2014
Incl. abstract, bibl.

Abstract : This paper examines how teaching staff understand their responsibility in addressing plagiarism. It reports on a qualitative study with academic staff in an Australia university who had varying levels of teaching experience and exposure to cases of plagiarism. The findings suggest that a staff member's general understanding of their role in preventing plagiarism is related to their awareness of different contexts and sites across the institution (e.g., assessment task, course design, programme structure and institutional policies) and their ability to integrate them. The paper proposes a framework that integrates the differing roles of staff in plagiarism prevention and offers a stronger basis for the analysis and development of strategic action by schools and departments.

Why 'cheating' research is wrong : new departures for the study of student copying in higher education / Petr Pabian . - In: Higher Education, v. 69, no. 5, pp. 809 - 821, May 2015
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : This article is based on ethnographic research in five different higher education institutions in the Czech Republic chosen to reflect diversity in terms of disciplines, location and public / private dichotomy. Even though student copying was not originally one of the focal topics, it emerged as an important issue during fieldwork. In the teaching / learning situations observed for this study, students were expected to 'replicate' knowledge taught by teachers in exams,

while student knowledge was not considered legitimate. The author argues that research on student 'cheating' should be reexamined because this study demonstrates that student copying is integral to the dominant configuration in Czech higher education.

▪ Lifelong education

UNESCO, the Faure Report, the Delors Report, and the political utopia of lifelong learning / Maren Elfert . - In:

European Journal of Education, v. 50, no. 1, p. 88 - 100, March 2015

Open access . - ISSN 0141-8211 . - Online ISSN 1465 3435

Abstract : This article critically reflects on two key UNESCO reports, the Faure Report (1972) and the Delors Report (1996), both of which have played a critical role in establishing lifelong learning as a global educational paradigm. The author reflects on the ways that these reports are still relevant to debates about learning today.

URL : <http://onlinelibrary.wiley.com/doi/10.1111/ejed.12104/full>

▪ Private education

The end of the boom : private higher education in Mexico in the first decade of the 21st century / Germán Alvarez

Mendiola / Hiroshima University. Research Institute for Higher Education . - In: Higher Education Forum, v. 12, pp. 1 - 21, March 2015

ISBN 978-4-902808-91-9

Abstract : This paper focuses on private higher education in Mexico, examining the education market and territorial integration. Four aspects are examined: the current characteristics of growth and supply of private higher education; the forms that its territorial distribution in Mexico adopts; general features of the economy of private higher education as it relates to the national economy; and the relationship between changes in the regulatory environment and strategies of private institutions to gain social legitimacy and competitiveness.

URL : http://ir.lib.hiroshima-u.ac.jp/files/public/37326/20150526143205359448/HigherEducationForum_12_1.pdf

▪ Rankings

Technical pitfalls in university rankings / Marie-Laure Bougnol, Jose H. Dula . - In: Higher Education, v. 69, no. 5, pp.

859-866, May 2015

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

Abstract : This paper discusses technical reasons for why ranking schemes are problematic. Using examples from actual ranking schemes, four statistical 'pitfalls' are presented and, for each, a recommendation is offered.

▪ Regional cooperation

National-regional relationships in federal higher education systems : the case of Russian Federation / Isak

Froumin, Oleg Leshukov / Hiroshima University. Research Institute for Higher Education . - In: Higher Education Forum, v. 12, pp. 77 - 94, March 2015

Abstract : This paper analyses the features of transformation of national-regional relationships in higher education in Russia based on the framework of governance and management in higher education systems. Analysis of "higher education federalism shows that the current highly-centralized governance model in Russian higher education is the result of a chaotic transformation process after the collapse of the Soviet Union. The paper also explains that actual coordination between national and regional levels is insufficient for real participation of universities in regional social and economic development. (Abstract adapted from publisher)

▪ Students

Student perspectives on quality in higher education / Jens Jungblut, Martina Vukasovic, Bjorn Stensaker . - In:

European Journal of Higher Education, v. 5, no. 1, June 2015

ISSN 2156-8235

Abstract : Using data from a survey of the student population in 8 European countries, the study shows that students have a multifaceted perception of quality in higher education. Students' views are very homogenous with regards to quality as transformation/added value, but are polarised with regards to quality as value for money. Students seem to prefer perspectives that put them in the centre of the process, though not necessarily only as active participants and co-creators of the higher education experience, but potentially also as passive consumers. (Abstract adapted from publisher)

▪ Teaching

Constructive alignment : from professional teaching technique to governance of profession / Ola Fransson, Torbjörn Friberg . - **In:** European Journal of Higher Education, v. 5, no. 2, pp. 141-156, June 2015
ISSN 2156-8235

Abstract : This article examines changes in teaching education and evaluation at universities in Sweden. In the context of the Bologna Process and Swedish higher education policies, the authors investigate the changes resulting from the application of criteria in research on teaching and learning in the 1970s and 1980s to teaching and learning in higher education (TLHE) in the 2010s. The authors discuss how the teaching method constructive alignment - which aimed to ensure that less motivated students in higher education reach the same level as motivated students - gradually merged with a managerial form of learning outcome and became the most common pedagogical model in Swedish TLHE courses.
