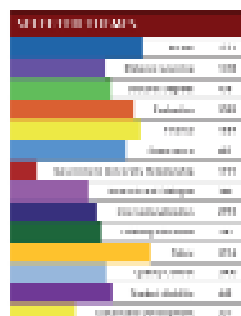


## New in / Nouveautés

### HEDBIB

## International Bibliographic Database on Higher Education

April / avril 2012



### HEDBIB

International Bibliographic Database on Higher Education  
<http://hedbib.iau-aiu.net>





## Presentation

Welcome to the April 2012 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; the European Centre for Higher Education (CEPES); UNESCO International Institute for Educational Planning (IIEP); UNESCO International Institute for Higher Education in Latin America (IESALC); the American Council on Education (ACE).

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; 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. A full list of the periodicals held by the IAU is available on the IAU Website at [http://www.iau-aiu.net/centredoc/rtf/cdoc\\_journals.rtf](http://www.iau-aiu.net/centredoc/rtf/cdoc_journals.rtf). 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](mailto:a.sudic@iau-aiu.net)).



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## We recommend

**World atlas of gender equality in education = Atlas mondial de l'égalité des genres dans l'éducation** / Edward B. Fiske / UNESCO Institute for Statistics [Canada] . - Paris : UNESCO, 2012 . - 118 p., illus., maps  
Incl. bibl. . - ISBN 978-92-3-104232-4

**Abstract** : This publication maps access of girls and women to all levels of education throughout the world. The maps are accompanied by statistics and summaries of trends. At tertiary level, enrolment for women has grown almost twice as fast as that of men over the last four decades for reasons that include social mobility, enhanced income potential and international pressure to narrow the gender gap. Nevertheless, enhanced access to higher education by women has not always translated into enhanced career opportunities, including the opportunity to use their doctorates in the field of research.

**Classmark** : INT-715 UNE

**URL** : <http://unesdoc.unesco.org/images/0021/002155/215522e.pdf>

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**World Higher Education Database 2012** / International Association of Universities [IAU] . - Basingstoke : Palgrave Macmillan, 2012  
CD-ROM . - ISBN 978-0-230-36148-5

**Abstract** : The World Higher Education Database (WHED) is the companion CD-ROM to the IAU Publication the International Handbook of Universities, providing detailed information on higher education institutions around the world. This new edition of the WHED features a description of the education system and credentials of 183 countries as well as detailed institutional information on some 16,000 higher education institutions offering at least a post-graduate degree or a professional diploma in 4 years or more.

**Classmark** : INT-11 IAU

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## IAU Themes

### ■ Equitable Access and Success in Higher Education

#### Arab States

**Colonial legacy, women's rights and gender-educational inequality in the Arab World with particular reference to Egypt and Tunisia** / Nagwa Megahed, Stephen Lack / UIL . - In: International review of education, 57, 3-4, p. 397-418, Nov. 2011

**Abstract** : This paper examines the past and present status of women and gender-educational inequality in the Arab world with particular reference to Egypt and Tunisia, prior to and post colonialism. Special attention is given to colonial legacy and its influence on gender and education; to current gender practices in the social sphere with a focus on women's modesty (hijab); to international policies and national responses with regard to women's rights and finally to female participation in pre-university and higher education. These issues incorporate a discussion of cultural and religious constraints. The paper demonstrates similarities and differences between Egypt's and Tunisia's reform policies towards gender parity. It highlights the confrontation of conservative versus liberal ideologies that occurred in each country with the implementation of its gender-related reform policy.

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**Women and higher education in Iran : what are the implications for employment and the "marriage market"?** / Goli M.Rezai-Rashti, Valentine M. Moghadam / UNESCO Institute for Lifelong Learning . - In: International review of education, v. 57, no. 3-4, pp. 419-441, Nov. 2011  
ISSN 0020-8566 . - Online ISSN 1573-0638

**Abstract** : In contemporary Iran, women with higher education face both gender discrimination and an unfavourable economic system, one that is not conducive to employment-generation for women. This paper analyses women's access to higher education in Iran, over the last 30 years, and their continuously limited participation in the job market. Based on qualitative field research, this paper includes the voices of individual women, discussing their experience of higher education and factors they think are contributing to their limited choice of employment. The paper suggests that while the recent trend in negotiating mehrieh (a nuptial gift which is payable by the groom to the bride) has been a strategy employed by Iranian women to overcome some of the discriminatory laws they are subject to, this trend cannot actually be explained by the fact that women's employment opportunities are limited. The paper concludes by asserting that limited labour force participation for educated women is a consequence of both political economy and gender ideology.

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#### Asia and the Pacific

**Inclusive and qualitative expansion of higher education : 12th Five-Year Plan, 2012-17** / University Grants Commission [India] . - New Delhi : UGC, 2012 . - 129 p.

**Abstract** : This paper compiles ideas generated by the Working Group on Higher Education regarding strategies to pursue reforms as part of the forthcoming five-year plan. It exposes the vision, goals and objectives of the forthcoming Plan, reviews initiatives and achievements of the previous one, discusses issues and challenges, and suggests strategies for enhancing access and expansion; equity and inclusion and quality; and excellence in higher education.

**URL** : <http://www.ugc.ac.in/pub/12FYP.pdf>

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**Te rautaki Maori a te mana tohu matauranga 2012-2017** / New Zealand Qualifications Authority . - Wellington : NZQA, 2012 . - 38 p.

**Abstract** : This document contains the draft version of the second official strategy for Maori education. Its aims are to highlight and clarify NZQA's contribution to improving educational outcomes for Maoris, revise the previous strategy, and define new objectives for the next five years.

**URL** : <http://www.nzqa.govt.nz/assets/Maori/Te-Rautaki-Mori-2012/Te-Rautaki-Maori-Draft-Strategy.pdf>

**Undergraduate applications, offers and acceptances 2011** / Australia. Dept of Education, Employment and Workplace Relations . - Canberra : Commonwealth of Australia, 2011 . - 116 p.  
ISBN 978-0-642-78158-1

**Abstract** : This provides an update on and analyses data for higher education measured in terms of applications addressed to Tertiary Admissions Centres (TACs) or submitted directly to universities.

**URL** :

<http://www.deewr.gov.au/HigherEducation/Publications/HEReports/Documents/UndergraduateApplications2011.pdf>

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**Going on to uni? Access and participation in university for students from backgrounds of disadvantage** / Judith Wilks, Katie Wilson / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - In: Journal of Higher Education Policy and Management, v. 34, no. 1, pp. 79-90, February 2012

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

**Abstract** : This article reports on a research project that investigated the aspirations of primary and secondary school students about access to, and participation in higher education. The research was undertaken at schools in low socio-economic status regional and rural areas of north-eastern New South Wales. The paper discusses the background to the research and the methodologies used. It reports findings on the impact and intersections of demographics, financial factors, geographic location, and cultural and social capital in relation to the formation of students' perceptions, choices and decisions about participation in higher education.

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**Towards a typology of at-risk students : a case study in Singapore** / Angela R. Cobeale, Foulia Kopanidis, Michael Gangemi, Stuart Thomas, Rabea Janssen, Rose E. Blasche / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - In: Journal of Higher Education Policy and Management, v. 34, no. 1, pp. 3-13, February 2012

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

**Abstract** : The purpose of this study is to examine at-risk students and the reasons they give to explain their poor academic performance, with a view to developing a typology of at-risk students. A case study methodology was used to investigate the total population of at-risk students for Semester 2, 2008 studying at the Singapore campus of an Australian-based university. Poor academic performance means that students are placed 'at-risk' of exclusion from the University if their grades do not significantly improve in subsequent semesters. The majority of students cite employment pressures (primarily work commitments interfering with study) and personal relationship difficulties (including divorce and family commitments) as the main causes of their at-risk status.

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## Europe and North America

**Diversity's promise for higher education** / Daryl G. Smith . - Baltimore : John Hopkins University Press, 2009 . - 333 p.  
ISBN 978-1-4214-0573-5

**Abstract** : This book examines the imperative of diversity in higher education in the United States. The author analyses how both student and faculty diversity has been practiced in the past forty years and today and offers new recommendations for effecting lasting and meaningful change. She argues that in the next generation of work on diversity, student population mix and performance will no longer be acceptable indicators of an institution's diversity effectiveness. To become more relevant to society, while remaining true to their core mission, institutions should seek to understand diversity by reframing it to focus on building institutional capacity. She argues that diversity, like technology, should be seen as central to teaching and research. A set of practices to help colleges and universities embrace diversity as a tool for institutional success is proposed.

**Classmark** : US-13 SMI

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**Equality and Diversity Action Plan 2012-13** / Higher Education Funding Council for England [HEFCE] . - Bristol : HEFCE, 2012 . - 12 p.

**Abstract** : This sets out HEFCE's approach to equality and diversity, both within HEFCE itself and in its work with the higher education sector, for the next three years across three of its key roles: funder and regulator; protector of student interests; and employer.

**URL** : [http://www.hefce.ac.uk/pubs/hefce/2012/12\\_03/12\\_03ap.pdf](http://www.hefce.ac.uk/pubs/hefce/2012/12_03/12_03ap.pdf)

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**Hitaasti, mutta varmasti? Saavutettavuuden edistyminen yliopistoissa ja ammattikorkeakouluissa 2000-luvulla /** Johanna Penttilä / Finland. Ministry of Education and Culture . - Helsinki : Finland Ministry of Education and Culture, 2012 . - 67 p.

English summary . - Online ISBN 978-952-263-106-0

**Abstract :** The findings of this report show that higher education institutions in Finland still need to work for accessibility as regards strategic planning and the personnel's pedagogical skills. Another development target is electronic communication.

URL : <http://www.minedu.fi/export/sites/default/OPM/Julkaisut/2012/liitteet/okm10.pdf?lang=en>

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**"I just want to study" : access to higher education for young refugees and asylum seekers /** Hannah Elwyn, Catherine Gladwell, Sarah Lyall / Refugee Support Network [UK] . - London : Refugee Support Network, 2011 . - 18 p.

**Abstract :** This report outlines the practical obstacles to accessing and remaining in higher education that young refugees and asylum seekers encounter and the positive steps taken to overcome these.

URL : <http://refugeesupportnetwork.org/sites/all/sites/default/files/files/l%20just%20want%20to%20study.pdf>

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**Méthodes internationales pour comparer l'éducation et l'équité /** France. Ministère de l'éducation nationale, de la jeunesse et de la vie associative . - Paris : France. Ministère de l'éducation nationale, de la jeunesse et de la vie associative, 2011 . - 149 p. (Education & Formations, no. 80, décembre 2011)

ISBN 978-2611-097816-5 ISSN 0294-0868

**Abstract :** Contents: Mesurer l'éducation à l'ère de la société de la connaissance : les usages de la Classification internationale type de l'éducation (Rémi Tréhin-Lalanne) ; Les notions statistiques de l'éducation, de l'enseignement habituel à l'éducation formelle (Pascale Poulet-Coulibando) ; Comparaison entre pays des coûts de l'éducation : des sources de financement aux dépenses (Luc Brière, Marguerite Rudolf) ; La CITE 2011 : quelles perspectives ? Quels défis ? (Claude Sauvageot) ; L'évaluation de l'équité scolaire : perspectives nationales et internationales (Estelle Herbaut) ; Goûts, habitudes et performances en lecture des élèves de 15 ans d'après Pisa (Sylvie Fumel, Bruno Trosseille) ; La mesure de l'équité dans Pisa : pour une décomposition des indices statistiques (Saskia Kesksaik, Thierry Rocher) ; Les parents et l'école en France et en Europe (Nadine Dalsheimer-Van Der Tol, Fabrice Murat) ; De la lutte contre les inégalités à l'adaptation aux besoins spécifiques (Daniel Frandji, Jean-Yves Rochex) ; Décrire l'éducation et la formation pour comprendre les caractéristiques de la main-d'oeuvre : les questions des enquêtes sur les forces de travail en Allemagne, en France et au Royaume-Uni (Annick Kieffer, Rémi Tréhin-Lalanne) ; Niveau d'éducation : que mesurent les statistiques internationales ? (Pascale Poulet-Coulibando) ; Niveau d'éducation : expérience d'une collaboration entre chercheurs et statisticiens (Annick Kieffer).

**Classmark :** INT-711.2 MIN

URL : [http://media.education.gouv.fr/file/revue\\_80/30/8/Depp-EetF-2011-80-methodes-internationales-comparer-education-equite\\_203308.pdf](http://media.education.gouv.fr/file/revue_80/30/8/Depp-EetF-2011-80-methodes-internationales-comparer-education-equite_203308.pdf)

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**Widening participation and the media student experience /** Angela Devas . - In: Higher Education, v. 62, no. 6, pp. 815-828, December 2011

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

**Abstract :** Despite an increase in higher education uptake in the UK, participation rates for working class students remain low. When working-class students attend university, they are often attracted to lower status universities to enrol in new subject areas, such as media studies. This study uses Bourdieu's theory of stratification, and its reproduction via cultural and educational capital, to examine the experiences of a group of 55 media students using qualitative methods. The study finds that working class students often struggle to find their way to university, while middle-class ones may arrive through much easier routes. Working-class students are often circumscribed in their mobility by financial factors or caring roles. The students' experiences of seminars can be alienating and difficult as the teaching may draw on implicit middle-class cultural capital with particular modes of address and verbal dexterity. The partnership model of teaching assumes a normative construction of a specific mode of studenthood and students may find themselves marginalised if they are not able to engage with this; the concept of independent learning may serve to aggravate this marginalisation. The students often receive strong support from families, particularly mothers, but may also experience distancing between themselves and their friends from home. Middle-class students are able to project an assured career trajectory; working-class students are often ambitious but do not have access to the privileged cultural and social capital to realise their goals as effectively.

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## Latin America and the Caribbean

**Equidad en el Acceso a la Educación Superior : Datos-Información-Comunicación** / Consejo Nacional de Educación [CNED][Chile] . - Santiago, Chile : CNED, 2011 . - (Seminario internacional, no. 15)  
ISBN 978-956-7434-28-2

**Abstract** : The first two chapters of this publication focus on access and the third on the social responsibility of higher education in the field of public information and advertising.

URL : [http://www.cned.cl/public/Secciones/SeccionSeminario/seminario\\_detalle.aspx?idPublicacion=72](http://www.cned.cl/public/Secciones/SeccionSeminario/seminario_detalle.aspx?idPublicacion=72)

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## ■ Higher Education and Social Responsibility / EFA

**Civic learning and engagement in democracy : A road map and call to action** / United States. Department of Education . - Washington, DC : US Department of Education, 28 p. . - 28 p.

**Abstract** : This report outlines directions for advancing civic learning and democratic engagement at all education levels, with special attention to the federal role and civic learning in higher education. It concludes by proposing nine steps to help expand and elevate civic learning.

URL : <http://www.ed.gov/sites/default/files/road-map-call-to-action.pdf>

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**Through a glass, darkly : measuring the social value of universities** / Ursula Kelly, Iain McNicoll / National Co-ordinating Centre for Public Engagement [UK] . - NCCPE, 2011 . - 57 p.

**Abstract** : This report analyses why measuring the social value of universities is important and reviews the current state of knowledge on impact assessment and valuation of universities contribution to society. It provides an overview of approaches made in other sectors before exploring a new holistic approach to the assessment of the economic and social value of UK universities

URL : <http://www.publicengagement.ac.uk/sites/default/files/80096%20NCCPE%20Social%20Value%20Report.pdf>

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**Learning based on 'entrepreneurial volunteering' : using enterprise education to explore social responsibility** / Julia Clarke, Sarah Underwood . - In: Industry and Higher Education, v. 25, no. 6, pp. 461-468, December 2011  
ISSN 0950-4222

**Abstract** : This article presents a case study of how a business school has developed enterprise education to incorporate ethics and social responsibility. The authors describe the process of developing volunteering opportunities and embedding them in the curriculum, and outline the underlying pedagogy. They describe how existing approaches to project-based and problem-based learning may be applied to the different stages of learning and teaching development in enterprise, ethics and volunteering education. Finally, they offer their own adaptation of these frameworks to create an entrepreneurial volunteering-based learning, whereby student volunteering opportunities are embedded into enterprise education with a clear disciplinary knowledge base and explicit and assessed learning outcomes in both skills and knowledge.

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**Opening spaces for citizenship in higher education: three initiatives in English universities** / Tristan McCowan / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 37, no. 1, pp. 51-67, February 2012  
ISSN 0307-5079 . - Online ISSN 1470-174X

**Abstract** : While there has been widespread international attention paid to the promotion of citizenship in schools, the civic dimension of higher education study has been less prominent. This article assesses three cases of provision for the teaching of citizenship in English universities, encompassing both discrete modules and embedded approaches. The cases are analysed using the framework of 'curricular transposition', focusing on the problematic movements from underlying ideals to realisation in practice. Findings from the studies suggest that lecturer involvement is a key factor, and that top-down initiatives are unlikely to succeed. In relation to location in the curriculum, both dedicated taught courses and whole institution approaches are seen to present distinct challenges and opportunities. Finally, implications are drawn out for the prospects of promoting democratic citizenship in higher education.

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## ■ Intercultural dialogue

**Higher linguistic education from the perspective of reforms: new approaches, prospects, and challenges** / Peter J. Wells, Suren Zolyan / UNESCO European Center for Higher Education [CEPES] . - Higher Linguistic Education from the Perspective of Reforms: New Approaches, Prospects, and Challenges; Language Through Culture, Yerevan, 2010 . - Bucharest : CEPES, 2011 . - 141 p. (Studies on Science and Culture)

Incl. bibl. . - ISBN 978-92-9069-198-3

**Abstract** : This compilation of papers discusses the challenges of globalization and inter-culturalisation in higher education, cultural competencies through linguistics, and new approaches to language teaching.

**URL** : <http://unesdoc.unesco.org/images/0021/002147/214731e.pdf>

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**Beyond mobility : how to develop intercultural competence in international students studying abroad in the U.S.**

/ Gabriel Weber Bosley, Kris Hemming Lou . - In: Internationalisation of European Higher Education . - Stuttgart : RAABE, 2011 . - 22 p.

**Abstract** : Study abroad students, US and international, are not developing the intercultural competence abroad expected. Intervention for intercultural learning in study abroad is proving to be an effective solution to this deficit. The authors present here one specific method (The Intentional, Targeted, Intervention Model) that is delivered online and integrates US students at study sites around the world with international students who are studying abroad in the US. They provide assessment results of US and international students' intercultural development with and without this intervention.

**Classmark** : INT-3 EUA

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## ■ Internationalization

**International student recruitment : policies and development in selected countries** / Rosa Becker, Renze Kolster / Netherlands Organization for International Cooperation in Higher Education and research [NUFFIC] . - The Hague : NUFFIC, 2012 . - 102 p.

**Abstract** : This report provides an overview of national-level policies on international student recruitment in the Netherlands, France, Germany, Switzerland, the UK, the US, Canada, Australia, Singapore, Malaysia and China. It also describes national level policies on incoming and outgoing student mobility in 14 target markets: Argentina, Brazil, Chile, China, Colombia, Egypt, India, Indonesia, Mexico, Russia, South Korea, Taiwan, Thailand and Vietnam.

URL : <http://www.nuffic.nl/international-organizations/docs/niem/documents/international-student-recruitment.pdf>

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**Internationalisation at home on the move** / Jos Beelen, Betty Leask . - Stuttgart : RAABE, 2011 . - 24 p.

**Abstract** : This article provides a summary and overview of the concept of 'internationalisation at home', including its origins ten years ago, its development since and its present situation. Approaches and practices in Europe are contrasted with those in Australia and similarities and differences are highlighted. The article also provides an overview of the tools or instruments that constitute internationalisation at home and discusses some of the obstacles commonly faced by those seeking to implement Internationalisation at home in their institutions. The article concludes with a brief discussion of the global state of affairs with regard to internationalisation at home in 2011, with an emphasis on Europe. This discussion draws on the results of the 2010 Global Survey of The International Association of Universities and additional scholarly literature in the field. It is argued that internationalisation at home is appropriately a dynamic, evolving concept - "on the move", a response to institutional and regional issues, which takes account of the global context within which those issues are situated.

**Classmark** : EUR-3 EUA

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**Trade in higher education: the role of the General Agreement on Trade in Services (GATS)** / Jandhyala B. G. Tilak / UNESCO International Institute for Educational Planning [IIEP] . - Paris : UNESCO; IIEP, 2011 . - 154 p. (Fundamentals of Educational Planning, 95)

Incl. bibl. . - ISBN 978-92-803-1362-8

**Abstract** : Internationalization of higher education has been evolving over the years. Today, trade in education has become an important framework under which cross-border mobility of students, institutions, programmes, and teachers takes place. The General Agreement on Trade in Services (GATS) has systematized and formalized the conditions for trade in services including education. This book provides a detailed analysis of various dimensions of the GATS and its implications for development of higher education, especially in developing countries. The analysis also provides a critical assessment of the benefits derived and potential threats posed by trading in education. It is hoped that the study will provide useful insights on the issue for educational policy-makers, planners, and researchers.

**Classmark** : INT-541 IIEP

URL : <http://unesdoc.unesco.org/images/0021/002149/214997E.pdf>

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**Improving the quality of work placements abroad** / Karine Henry, Patrick Nikyèma . - In: Internationalisation of European Higher Education . - Stuttgart : RAABE, 2011 . - 32 p.

**Abstract** : In order to recognise practical and professional periods spent abroad for students engaged in Undergraduate Technology programmes for small and medium-sized enterprises (SMEs) and also skilled workers, a European consortium named Valeurtech was set up: it included 35 partners from higher education institutions and professional organisations in eight European countries. This Leonardo Pilot project was aimed at setting up a homogeneous process based on a common reference system for skills and a harmonised assessment procedure, so that experience acquired in a professional situation abroad becomes explicit and more easily assessed. A database giving students useful information to better prepare their professional placement in one of the partner countries' firms, as well as a toolbox for teachers is described.

**Classmark** : EUR-3 EUA

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## Africa

### **The economics of international migration : the economic impact of international students on South Africa /**

Naum Aloyo . - VDM Verlag Dr. Müller, 2011

ISBN 978-3639345957

**Abstract :** This study establishes that the quality of infrastructure in South Africa has resulted in a large and increasing inflow of students from other African countries. This inflow is mainly sustained by family and acquaintance networks as well as the support of source country governments. This has resulted in a large inflow of foreign revenue and employment for South Africa. However, certain local administrative processes and practices hinder the process. This text is an important reference source for theory of international migration, macroeconomics of international migration and net migration in South Africa. It can inform policy to increase the presence of international students at South African higher institutions of learning and also help policymakers and potential employers in selecting international students to plug the skills gap in South Africa.

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## Arab States

### **From barriers to bridges: an investigation on Saudi student mobility, 2006-2009 /** Brian D. Denman, Kholoud T.

Hilal / UNESCO Institute for Lifelong Learning . - In: International review of education, v. 57, pp. 3-4, p. 299-318, Nov. 2011

ISSN 0020-8566 . - Online ISSN 1573-0638

**Abstract :** Globalisation is often thought to advocate for a single set of beliefs and customs and for a rejection of the need to protect regional cultures and traditions. In the aftermath of 9/11, the rift between Western and Arab cultures has deepened, and there is a patent need for cultural bridges to be built. The government of Saudi Arabia has, by increasing funding for higher education through grants and scholarships, enabled Saudi students to study at overseas universities. A number of non-Saudi students are also enrolled at Saudi Arabian universities. After a brief introduction to the cultural and educational history of the Arab region and Saudi identity, this article turns to contemporary higher education in Saudi Arabia. It introduces the King Abdullah Scholarship Programme and then goes on to present detailed enrolment data for 2006–2009, demonstrating trends and policy changes and identifying patterns in student mobility.

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## Asia and the Pacific

### **Brisbane, city of education : economic impact of international students /** Brisbane City Council [Australia] . -

Brisbane : Australia, 2007 . - 45 p.

URL :

[http://www.brisbane.qld.gov.au/documents/economic%20dev/brisbane\\_city\\_of\\_education\\_economic\\_impact%20\\_of\\_international\\_students.pdf](http://www.brisbane.qld.gov.au/documents/economic%20dev/brisbane_city_of_education_economic_impact%20_of_international_students.pdf)

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### **Internationalising the university : the Chinese context /** Tricia Coverdale-Jones, Paul Rastall, Eds. . - Basingstoke :

Palgrave Macmillan, 2009 . - 250 p.

ISBN 978-0-230-20351-8

**Abstract :** The Chinese higher education market is the largest in the world, with Chinese students seeking education and training outside China in increasing numbers, along with partnerships between Chinese and Western education and training providers. This book explores internationalisation and its impact on Chinese and Western institutions, their regulatory framework, motivations, goals and quality assurance issues. Also considered are the student experience, curriculum development and teaching delivery. The book is structured as follows: Introduction: cooperation with Chinese universities - issues and trends / Paul Rastall. Theme one, 'Institutional perspectives', containing: Conceptions of internationalisation and their implications for academic engagement and institutional action: a preliminary case study (Yvonne Turner and Sue Robson); Chinese universities' motivations in transnational higher education and their implications for higher education marketisation (Lin Zheng); The internationalisation of higher education in China: the case of one university (Junju Wang); Global connections - local impacts: trends and developments for internationalism and cross-border higher education (Don Olcott); Using policy initiatives to support both learning enhancement and language enhancement at a Hong Kong university (Carmel McNaught and Andy Curtis). Theme two, 'Student and staff perspectives', containing: Cultivators, crows and computers: Chinese learners' metaphors of teachers (Martin Cortazzi, Lixian Jin and Wang Zhiru); The dissonance between insider and outsider perspectives of the 'Chinese problem': implications for one of the UK's largest undergraduate programmes (Paul Vincent Smith and Xiaowei Zhou); Decoding students' value orientations in contemporary China (Shu Yang). Theme three, 'Practical approaches', containing: Overcoming linguistic and cultural barriers to integration: an investigation of two models (Siobhan Devlin and Nicola

Peacock); Building on experience: meeting the needs of Chinese students in British higher education (Viv Edwards and An Ran); Chinese learners and interactive learning (William Littlewood). Afterword: responses to internationalisation in the UK and the international context and a survey on responses to intercultural communication teaching (Tricia Coverdale-Jones).

**Classmark :** CN-61 COV

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**The Australian education sector and the economic contribution of international students** / Australian Council for Private Education and Training . - Victoria : ACPET, 2009 . - 28 p.

**URL :**

<http://globalhighered.files.wordpress.com/2009/04/theaustralianeducationsectorandtheeconomiccontributionofinternationalstudents-2461.pdf>

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**The economic implications of fewer international higher education students in Australia** / John Phillimore, Paul Koshy / Australian Technology Network of Universities . - ATNU, 2010 . - 41 p.

**Abstract :** The higher education sector in Australia has seen marked growth in recent years, expanding by 94% since 2004. In 2009, there were 203,324 international students in higher education, However, a combination of factors has recently put the international education sector under pressure. Preliminary evidence suggests that the entire sector could see a decline in enrolments of between 15 to 30% in the near future.

**URL :**

[http://www.atn.edu.au/newsroom/Docs/2010/August\\_2010\\_Economic\\_implications\\_of\\_fewer\\_international\\_higher\\_education\\_students\\_in\\_Australia.pdf](http://www.atn.edu.au/newsroom/Docs/2010/August_2010_Economic_implications_of_fewer_international_higher_education_students_in_Australia.pdf)

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**L'internationalisation de l'enseignement supérieur en Australie** / Simon Marginson / Campus France . - In: Repères, no. 12, pp. 1-6, Janvier 2012

ISSN 2117-8569

**URL :** <http://www.campusfrance.org/fr/ressource/l%E2%80%99internationalisation-de-l%E2%80%99enseignement-superieur-en-australie>

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## Europe and North America

**Economic impact of international education in Canada** / Canada. Foreign Affairs and International Trade Canada . - Vancouver : 2010 . - 54 p.

**Abstract :** In 2008, international students in Canada spent in excess of \$6.5 billion on tuition, accommodation and discretionary spending; created over 83,000 jobs; and generated more than \$291 million in government revenue. This report uses primarily secondary sources to collect information on the quantitative impact of international students in various levels of study on the Canadian economy.

**URL :** [http://www.international.gc.ca/education/assets/pdfs/rka\\_inted\\_report\\_eng.pdf](http://www.international.gc.ca/education/assets/pdfs/rka_inted_report_eng.pdf)

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**European and national policies for academic mobility** / Irina Ferencz, Bernd Wächter, Eds. / Academic Cooperation Association [ACA] . - Bonn : Lemmens, 2012 . - 244 p. (ACA Papers on International Cooperation in Education International)

ISBN 978-3-86856-005-3

**Abstract :** The promotion of international student and staff mobility has over the past decades become a major policy objective of the European Union. Large-scale mobility programmes, such as ERASMUS, have been created, and ambitious mobility targets (20% of all students) have been set at the European level. Have these European efforts been mirrored by similar attempts at the national level? Are national policies and strategies in line with the European mobility ambitions, and if so, on which issues and to what extent? More generally, is there cross-country convergence in the mobility policies, priorities and instruments of individual European countries? These are some of the questions the present study explores. The study finds that very few European countries have a fully-fledged mobility policy in place. Most European countries have a rather piecemeal mobility approach. The book explores similarities and differences between national approaches with regard to type of mobility, quantitative mobility targets, priority regions/countries, and policy making actors, amongst others. Next to a Europe-wide overview, the study contains in-depth explorations of the Netherlands, Austria, Cyprus, Germany, Norway, Romania, Spain and the United Kingdom.

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**Open doors 2011 : Report on international educational exchange** / Patricia Chow, Rajika Bhandari / Institute of International Education [IEE][USA] . - New York : Insitute of International Education, 2011 . - 120 p.  
Data tables available online at <http://www.iie.org/Research-and-Publications/Open-Doors/Data> . - ISBN 978-0-87206-348-8

**Abstract** : The Open Doors 2011 report contains detailed information on international students in the USA as well as US students who study abroad. It reveals that international student enrolment in the USA continues to rise and increased by 5% in 2010/11. The largest increase came from China - the top place of origin. International postgraduate student enrolment continues to exceed international undergraduate enrolment in the US, but the gap is closing. Although the number of U.S. students studying abroad is low (less than 2% of all US students study abroad), this has increased.

**Classmark** : US-444 BHA

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**Strategies and trends in the internationalisation of UK Universities** / Sanja Winzer, Rachel Nivesjö, Lucy Brassell / 1994 Group [U.K.] . - London : 1994 Group [U.K.], 2011 . - 52 p. (Policy Report, November 2011)

**Abstract** : Section A examines the strategic approaches to internationalism; section B the changing trends in international education: offshore teaching provision; section C the locations of international 1994 Group teaching partnership activity.

**URL** :

<http://www.1994group.ac.uk/documents/Strategies%20and%20trends%20in%20the%20internationalisation%20of%20UK%20universities.pdf>

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**Study London : the economic impact of international students to London's economy : a quantitative perspective** / PA Consulting Group . - London : PA Consulting Group, 2011 . - 38 p.

**Abstract** : This report presents the findings of the assessment of the impact of international students to London's economy in the academic year 2009/2010.

**URL** : [http://www.londonhigher.ac.uk/fileadmin/documents/Publications\\_2011/StudyLondon\\_EconomicAnalysis\\_2011.pdf](http://www.londonhigher.ac.uk/fileadmin/documents/Publications_2011/StudyLondon_EconomicAnalysis_2011.pdf)

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**The economic impact of post-secondary international students in Atlantic Canada : an expenditure analysis** / Fazley Siddiq, Judy Baroni, Jeannette Lye, Warren C.E. Nethercote / Dalhousie University [Canada] . - Dalhousie, Canada : Dalhousie University, 2010 . - 118 p.

**URL** : [http://camet-camef.ca/images/eng/docs/EconImpact\\_IntStud\\_AtlCan\\_2010\\_eng.pdf](http://camet-camef.ca/images/eng/docs/EconImpact_IntStud_AtlCan_2010_eng.pdf)

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**The economic impact of the University of Exeter's international students** / University of Exeter [UK]; Oxford Economics . - Exeter : University of Exeter, 2010 . - 14 p.

**Abstract** : The report looks at the total economic contribution of international students studying at the University of Exeter in 2009/10 under three headings: Fees paid; Subsistence spending by international students; and visits by family and friends to international students. These three drivers can in conjunction be seen as the direct impact of international students on the city's economy. Overall, expenditure on fees by international students at the University of Exeter generates a total GDP multiplier of 1.27 in the Exeter economy.

**URL** : [http://www.exeter.ac.uk/media/universityofexeter/internationalexeter/pdfs/Int\\_Ex\\_Oxford\\_Report.pdf](http://www.exeter.ac.uk/media/universityofexeter/internationalexeter/pdfs/Int_Ex_Oxford_Report.pdf)

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**Health, safety, and crisis management for student mobility programmes** / Gary Rhodes . - In: Internationalisation of European Higher Education . - Stuttgart : RAABE, 2011 . - 33 p.

**Abstract** : Recent growth in participation of students on student mobility programmes have provided more international learning opportunities. With the positive outcomes, incidents have also arisen that have resulted in negative health and safety impact to students. This article provides a background on incidents that highlight protential worst-case scenarios for which plans can be developed to help avoid future incidents and assist institutions and student to more effectively respond when crises take place abroad. Sample policy and standards documents from the US are introduced to provide models for review, which may help when developing guidelines and standards in the European context.

**Classmark** : INT-3 EUA

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**The employment of international graduates** / Arja Majakulma . - In: Internationalisation of European Higher Education . - Stuttgart : RAABE, 2011 . - 17 p.

**Abstract** : The recruitment of international students is one way of recruiting foreign talent. International graduates increase the availability of labour if they are able to enter the host country's workforce upon graduation. This article describes the findings of a study on the employment of international graduates from universities of applied sciences in

Finland. Most international students stayed in Finland and were employed. The factors that affected their employment are discussed. Graduates' perspectives on how higher education institutions can support the employability of international graduates are presented.

**Classmark :** EUR-3 EUA

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**The management of internationalisation in higher education** / John Taylor / European Association for International Education [EAIE][Netherlands] . - **In:** Internationalisation of European Higher Education . - Stuttgart : RAABE, 2011 . - 28 p.

**Abstract :** Internationalisation is one of the fastest growing areas of management within higher education. Stimulated by the pressures of intense international competition and by a new recognition of the wider benefits of internationalisation, universities are looking to develop new management practices. This paper looks at the importance of strategy as applied within the field of internationalisation. By looking at examples from a range of universities in the UK, the paper aims both to identify broad trends and to offer an idea of some of the important practical issues to be considered in the development and implementation of strategy in internationalisation. Whilst the paper is based upon experience in the UK, similar issues and challenges are facing universities elsewhere.

**Classmark :** EUR-3 EUA

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**What can we learn from practice about changing the instructional language? Impacts and teaching techniques** / Robert Wilkinson . - **In:** Internationalisation of European Higher Education . - Stuttgart : RAABE, 2011 . - 16 p.

**Abstract :** For an increasing number of programmes, universities have been changing the language of instruction, typically to English, as a response to the challenges of internationalization and the harmonization of higher education in Europe. The reasons for the introduction of English-medium of instruction (EMI) have varied over the past 25 years, as illustrated by the example of Maastricht University. This article looks at the impact of EMI on learning, and in particular on the ways in which university teachers have adapted instructional techniques to cope with the changing context. Research shows no evidence that in full EMI programmes content learning is adversely affected by the change of language of instruction.

**Classmark :** INT-3 EUA

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**A space for the European Higher Education Area : the guidance from the EU Court of Justice to Member States** / Peter Kwikkers, van Wageningen / International Association of Universities [IAU] . - **In:** Higher Education Policy, v. 25, no. 1, pp. 39-63, March 2012

ISSN 0952-8733 . - Online ISSN 1740-3863

**Abstract :** The European Court of Justice has developed a body of jurisprudence that regulates issues such as access, capacity, quality, student allowances and labour market needs, and that should be considered at least an even more important contribution to the European Higher Education Area (EHEA) than the Bologna process. The Bressol and Chaverot cases prove that the Court of Justice of the European Union (ECJ) takes national policy demands seriously, without agreeing to many restrictions on the liberty of students to study abroad. Nevertheless, Member States could limit access for reasons of public health, whereas financial reasons seem not a valid excuse for direct or indirect discrimination. Many of those involved in the Bologna Process may be surprised by the work already done by the ECJ. Yet, the genuine involvement of all Member States is crucial for making the EHEA into a lasting success, as today's question is: Is the EHEA at risk and do rulings like those of the Constitutional Court of Belgium (CCB) contribute to this?

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## ■ Research and doctoral education

### Africa

**Alternative approaches to postgraduate supervision : a planning tool to facilitate supervisory processes** / E. M. Bitzer, R. M. Albertyn . - In: South African Journal of Higher Education, v. 25, no. 5, pp. 875-888, 2011  
ISSN 1011-3487

**Abstract** : Increased demands on academics due to changing work and higher educational environments challenge traditional approaches to postgraduate supervision. A framework for planning for complementary approaches to postgraduate supervision was designed based on the characteristics and benefits of alternative approaches to supervision identified in the literature. This framework or grid helps to plot the roles of supervisors and the processes and activities for students during the course of their postgraduate studies. According to the authors, application of this grid in planning and the identification of various role players in the supervision process may help to alleviate the pressure placed on individual supervisors, and contribute to quality, efficiency and sustainability of supervision.

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**An online learning space facilitating supervision pedagogies in science** / M. Y. Picard, K., Wirthensohn, M. Wilkinson . - In: South African Journal of Higher Education, v. 25, no. 5, 2011  
ISSN 1011-3487

**Abstract** : This article describes the development of an online learning space containing instructive resources and discussion starters, designed to address the interaction between supervisors and research students and provide resources for facilitating supervision pedagogy. These were evaluated by focus groups and surveys of supervisors, postgraduate coordinators and research students. The instructive resources were valued for their interactivity, conciseness, clarification of research issues, and development of confidence, while the discussion starters were valued for their access ease, unpacking of expectations, encouragement of independent reflection, and enhancement of confidence in supervision relationships.

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**Dealing with doctoral students : tips from the trenches** / R. Erwee, P. Albion, H. van Rensburg, R. Malan . - In: South African Journal of Higher Education, v. 25, no. 5, pp. 889-901, 2011  
ISSN 1011-3487

**Abstract** : The aim of this study is to identify approaches of supervisors to mentoring and facilitating doctoral students' progress. Scenarios were created to describe typical situations that supervisors face, such as non-responsive students, dealing with students with low English language proficiency, high workloads, managing conflicting expectations about the level of support; and implementing high presence technologies. Interviews conducted with supervisors in two faculties of an Australian university showed that these supervisors displayed unique insights about their underlying value systems in approaching challenging students and situations. One of the key issues is understanding the contexts of students and supervisors and determining the best way to communicate on the basis of this understanding. The study generated improved guidelines for supervisors on how to deal with doctoral students' expectations as well as how to use online learning tools more effectively to deliver services to doctoral students.

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**Knowledge with wisdom in postgraduate studies and supervision : epistemological and institutional concerns and challenges** / E. M. Bitzer . - In: South African Journal of Higher Education, v. 25, no. 5, pp. 855-874, 2011  
ISSN 1011-3487

**Abstract** : This article examines the epistemological and institutional contexts and the implications in which master's and doctoral studies are conducted and supervised. The author posits that universities and postgraduate supervisors have been part of knowledge work that is "wisdom-less", presenting a major threat to society. Secondly, the author argues that, rather than just acquiring knowledge, the basic task for academic enquiry in general, and postgraduate inquiry in particular, is to help humanity learn how to resolve its conflicts and problems in a more cooperative rational way than at present. Concurring with Barnett's views on "feasible utopian"-type universities in relation to postgraduate studies, the author explores the possibilities that the 'ecological university', striving to be a public good presents.

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**Multiplicity in supervision relationships : a factor improving throughput success?** / J. A. van Biljon, E. de Kock . - In: South African Journal of Higher Education, v. 25, no. 5, pp. 987-1002, 2011  
ISSN 1011-3487

**Abstract** : This article is based on a quantitative and qualitative study which investigates one aspect of supervision success - throughput success - in Masters students. Two factors - gender and home language pertaining to student profile - and one factor concerning supervision practice - multiplicity, or co-supervision, as compared to solo-supervision



were analysed. Results showed no significant association between throughput success and home language. A significant association was found between gender and throughput success: 50% more 'unsuccessful' students were male, and 10% more 'successful' students were male. Among the successful students, those with co-supervision is almost the same as those with solo supervision. However, twice as many 'unsuccessful' students had only one supervisor. This suggests, according to the authors, that co-supervision has little influence on successful students. However, when students are at risk this factor may have a more significant influence.

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**Postgraduate students' experiences in interdisciplinary research studies** / Christine Winberg, V. Barnes, K. Ncube, S. Tshinu . - In: South African Journal of Higher Education, v. 25, no. 5, pp. 1003-1020, 2011  
ISSN 1011-3487

**Abstract :** This article explores the challenges faced by candidates in postgraduate interdisciplinary research (IDR) in the applied disciplines, with a view to minimising these, given the contribution that IDR can make to a developing society.. They found IDR candidates often spend considerable time on knowledge-building activities outside their home (or undergraduate) disciplines; often venturing into new fields and are exposed to the cultures and values of different disciplines. In this study, IDR candidates, from different applied disciplines, were selected as case studies. The study was delimited to a range of interdisciplinary permutations across the 'hard' and 'soft' applied disciplines (e.g., engineering management, health informatics). The focus of this article is postgraduate students' experiences in doing an IDR study for a Master's thesis.,

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**Postgraduate supervision as an advanced teaching and learning practice : exploring the scholarship link** / A. C. Wilkinson . - In: South African Journal of Higher Education, v. 25, no. 5, pp. 902-920, 2011  
ISSN 1011-3487

**Abstract :** In the light of viewpoints that pedagogy has been an obvious missing category in considerations of scholarly supervisory work, the author argues that the existing theory on the (more established) scholarship of teaching and learning may be successfully adapted to make it applicable to supervisory scholarship. Research supervision has, however, been acknowledged as an advanced and complex kind of teaching-learning activity with its specific products and challenges. A developmental model for the scholarship of postgraduate supervision (SoPgS) is considered, with a proposal for different levels of performance in postgraduate supervision. Two related issues are touched upon: acceptable products of a SoPgS and possible criteria for recognition and reward.

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**The purpose of the Ph.D : A South African perspective** / Chaya Herman / International Association of Universities [IAU] . - In: Higher Education Policy, v. 25, no. 1-18, pp. 1-, March 2012  
ISSN 0952-8733 . - Online ISSN 1740-3863

**Abstract :** The article sets out to explore how Ph.D. programme leaders in South Africa view the purpose of the Ph.D., and how their views shape their responses to recent policies with regard to the Ph.D. It refers in particular to the vision of the Department of Science and Technology for a five-fold increase in the number of Ph.D. graduates by 2018, and to the drive to achieve racial and gender equity as part of the transition to democracy. The article is based on interviews with leaders of 16 doctoral programmes in nine top Ph.D.-awarding South African universities, representing a range of disciplines. The data indicate that there is a strong predisposition among Ph.D. programme leaders to perceive the doctorate largely as an academic pursuit. At the same time, some tentative changes are being seen "on the ground" in response to the needs of industry and business, to the various policies, and to a diverse student cohort. It seems that the Ph.D. attempts to serve several purposes within the single structure provided by the Higher Education Qualification Framework, sometimes in tense associations. The article discusses two policy options available to South Africa.

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**The role of the supervisor in the supervisory process** / A. C. Lessing . - In: South African Journal of Higher Education, v. 25, no. 5, pp. 921-936, 2011  
ISSN 1011-3487

**Abstract :** Postgraduate supervision does not only require academic and research skills from the supervisors - they may also assume a variety of roles to support the postgraduate student from novice to experienced researcher. Questionnaires were administered to lecturers at the University of South Africa, School of Education. Clear views of the role of the supervisor emerged from the literature study, but the lecturers who participated in this study saw very few of these identified tasks as part of their responsibility. The author suggests that lecturers may have to make a "mind shift" with regard to their supervisory role.

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## Asia and the Pacific

**Master plan for research development in the education sector 2011-2015** / Cambodia. Ministry of Education, Youth and Sport . - Phnom Penh : Cambodian Ministry of Education, Youth and Sport, 2011 . - 13 p.

**Abstract** : This document describes the actions and training programmes that will be conducted to implement the seven supporting strategies of the Policy for the Development of Research in the Education Sector. These strategies focus on Research capacity, Research quality, Cooperative research, Research reports, Research ethics, International cooperation, and Marketing research and development.

**URL** : <http://www.moeys.gov.kh/en/policies-and-strategies/73-policies/172-master-plan-for-research-development-in-the-education-sector-2011-2015.html>

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**A positive postgraduate experience is related to quality supervision and career mentoring, collaborations, networking and a nurturing research environment** / Amelia K. Scaffidi, Judith E. Berman . - In: Higher Education, v. 62, no. 6, pp. 685-698, December 2011

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

**Abstract** : For postdocs to have the best chances of achieving their career goals they need to not only acquire discipline-specific research experience, but also additional generic skills vital for future employment inside or outside academia. They also require access to information and mentoring that will help them strategically plan and make informed decisions about their future. Few studies have examined the variables that impact the postdoctoral experience or research productivity. Thus, a comprehensive survey was conducted to determine whether quality supervision, career mentoring, collaboration, networking and a nurturing research environment makes a positive difference in the experiences and productivity of postdoctoral researchers. Unsurprisingly, the survey revealed that job insecurity and lack of a career structure are ongoing concerns for postdocs. However, a clear association was shown between quality supervision, for example, in conveying the importance of taking responsibility for their future academic career by strengthening their track record, and the number of peer-reviewed publications produced. The findings also suggest that mentoring in non-academic career paths can be greatly improved. The results of this study have guided a research-intensive Australian University to implement initiatives and programs which enhance the postdoctoral experience.

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**Lost in translation : aligning strategies for research in New Zealand** / Jennie Billot, Andrew Codling / OECD Programme on Institutional Management in Higher Education [IMHE] . - In: Higher Education Management and Policy, v. 23, no. 3, pp. 93-113, 2011

ISSN 1682-3451 . - Online ISSN 1609-6924

**Abstract** : In New Zealand, the funding of higher education research has been influenced by revised policy-driven imperatives. Amidst the institutional reactions to new criteria for governmental funding, individual academics are being asked to increase their productivity in order for their employing institution to access public funding. For this to occur, these three stakeholders need to have a reasonable understanding of one another's core research objectives and align, as best possible, the strategies they employ to achieve them. This alignment of effort is not without challenges: it may, for example, result in ambivalence as staff resort to behaviours that contest institutional powers over their changing roles and responsibilities. In order to address these challenges, there needs to be further reflection on how the efforts of all parties can be better aligned and collaboratively integrated.

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**PhD experience and subsequent outcomes : a look at self-perceptions of acquired graduate attributes and supervisor support** / Michael J. Platow / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 37, no. 1, pp. 103-118, February 2012

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

**Abstract** : The current article sought clarity through a quantitative analysis of the relationship between self-perceptions of PhD-related graduate attribute acquisition and both objective (e.g. productivity) and subjective outcomes (i.e. evaluations of PhD experience). The perceived acquisition of graduate attributes was related to post-PhD productivity and subjective evaluations, but not duration of PhD study, productivity during PhD study, time seeking employment post-PhD or current gross salary. Perceptions of supervisor support, as well as a variety of demographic variables, were also related to several of the current outcome measures. Overall, the results speak to the role that university graduate education has in providing for the development of attributes that can be successfully brought to fruition in post-graduation employment through enhanced productivity.

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## Europe and North America

**Innovation and research strategy for growth** / United Kingdom. Department for Business Innovation and Skills [BIS] . - London : The Stationary Office, 2011 . - 96 p.  
ISBN 978-0-101-82392-0

**Abstract** : This strategy document centres on supporting business R&D in areas in which the UK excels in the context of developing the wider UK innovation eco-system, including universities and other organisations.

URL : <http://www.bis.gov.uk/assets/biscore/innovation/docs/i/11-1387-innovation-and-research-strategy-for-growth.pdf>

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**The European Research Area : priorities for research universities** / League of European Research Universities [Belgium] . - Leuven, Belgium : LERU, 2011 . - 30 p. (Advice Paper, no. 9)

**Abstract** : This paper on the European Research Area is a response to the European Commission consultation on the subject as viewed by European research universities.

URL : [http://www.leru.org/files/publications/LERU\\_AP9\\_ERA.pdf](http://www.leru.org/files/publications/LERU_AP9_ERA.pdf)

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**The strategy for science, technology and innovation (SSTI) : Indicators - December 2011** / Ireland. Department of Enterprise, Trade and Employment. Forfás . - Dublin : Forfás, 2011 . - 47 p.

**Abstract** : This report provides data on key indicators on science, technology and innovation financing and performance in Ireland. Statistics also detail higher education enrolment, graduation rates and employment destinations. It is guided by the idea that excellence in research and greater innovation in the enterprise sector can accelerate Ireland's economic restructuring and help it get back on the path of sustainable growth.

URL :

<http://www.forfas.ie/media/Strategy%20for%20Science,%20Technology%20and%20Innovation%20Indicators%20Update%20Publication.pdf>

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**Tri-agency framework : responsible conduct of research** / Natural Sciences and Engineering Research Council of Canada; Social Sciences and Humanities Research Council of Canada; Canadian Institutes of Health Research . - Ottawa : NSERC, CIHR, SSHRCC, 2011 . - 17 p.

**Abstract** : This framework specifies the responsibilities of researchers with respect to research integrity, applying for funding, financial management, and requirements for conducting certain types of research. For Institutions, it details requirements for institutional policies for addressing allegations of policy breaches, and Institutions' responsibilities for promoting responsible conduct of research.

URL : [http://www.rcr.ethics.gc.ca/doc/Framework-CadreReference\\_eng.pdf](http://www.rcr.ethics.gc.ca/doc/Framework-CadreReference_eng.pdf)

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**Critical masses for academic research groups and consequences for higher education research policy and management** / Ralph Kenna, Bertrand Berche / OECD Programme on Institutional Management in Higher Education [IMHE] . - In: Higher Education Management and Policy, v. 23, no. 3, pp. 9-29, 2011

ISSN 1682-3451 . - Online ISSN 1609-6924

**Abstract** : Smaller universities may produce research which is on a par with larger, elite establishments. This is confirmed by a recently developed mathematical model, supported by data from British and French higher education research-evaluation exercises. The detailed nature of the UK system, in particular, allows quantification of the notion of critical mass in research. It is shown that research quality increases with group quantity, but only up to a limiting size referred to as the upper critical mass. The condition for smaller universities to produce top-quality research is that they contain research groups of sizes above the upper critical masses appropriate to their respective disciplines. Policies which concentrate support into progressively fewer, larger institutions are therefore unjustified for high-quality academic research. Instead, to amplify overall research strength, support for medium-sized groups should be prioritised to help them attain upper critical mass.

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**Different research markets : a disciplinary perspective** / Oili-Helena Ylijoki, Anu Lyytinen, Esa Marttila . - In: Higher Education, v. 62, no. 6, pp. 721-740, December 2011

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

**Abstract** : This paper sets out to empirically scrutinize the changing nature of academic research, focusing especially on disciplinary differences. The paper is based on a survey of heads of departments and research units at Finnish universities representing all disciplinary groups and on in-depth interviews with Finnish academics in the fields of humanities, social sciences, technology and natural sciences. Based on the survey data, the funding, selection of

research topics, collaboration partners, audiences and publication forums in research are analysed. Following this, five research markets are discerned: academic, corporate, policy, professional and public market, each characterized by its own values and rationality as to what is considered the reference group, basic objective and outcome of research. The paper concludes that the transformation thesis needs to be revisited and specified since on the one hand, academic orientation still remains crucially important in all disciplinary groups, and on the other hand, market orientation entails several kinds of markets, pointing to the versatility of the university-society relationship.

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**Student socialization in interdisciplinary doctoral education** / Daniel Boden, Maura Borrego, Lynita K. Newswander . - In: Higher Education, v. 62, no. 6, pp. 741-755, December 2011  
ISSN 0018-1560 . - Online ISSN 1573-174X

**Abstract** : Interdisciplinary approaches are often seen as necessary for attacking the most critical challenges facing the world today, and doctoral students and their training programs are recognized as central to increasing interdisciplinary research capacity. However, the traditional culture and organization of higher education are ill-equipped to facilitate interdisciplinary work. This study employs a lens of socialization to study the process through which students learn the norms, values, and culture of both traditional disciplines and integrated knowledge production. It concludes that many of the processes of socialization are similar, but that special attention should be paid to overcoming organizational barriers to interdisciplinarity related to policies, space, engagement with future employers, and open discussion of the politics of interdisciplinarity.

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**The role of the professional doctorate in Ireland from the student perspective** / Andrew Loxley, Aiden Seery / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 37, no. 1, February 2012  
ISSN 0307-5079 . - Online ISSN 1470-174X

**Abstract** : Irish higher education policy is in the process of constructing a new role and identity for doctoral students which has at its core the desire to produce what have been referred to by the Irish Universities Association as 'knowledge entrepreneurs'. This conception of doctoral education meshes with, at least in policy terms, the desire for a knowledge-led economy, in which all forms of knowledge can potentially become commodified. This study examines interview data from 27 professional doctoral students regarding the relationship between their motivations to undertake advanced study and their conceptions of and purposes for academic and professional knowledge. The authors argue that current Irish policy is underpinned by a restrictive and narrow understanding of doctoral education, as it marginalises those students who in their professional practice neither wish to view themselves or be positioned as knowledge entrepreneurs.

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## ■ Sustainable development

**A systems approach to reducing institutional GHG emissions** / Sean R. Williamson . - In: International Journal of Sustainability in Higher Education, v. 13, no. 1, pp. 46-59, 2012  
ISSN 1467-6370

**Abstract** : The purpose of this paper is to establish necessity and methods for considering greenhouse gas (GHG) mitigation policies at a system-level. The research emphasizes connecting narrowly focused GHG mitigation objectives (e.g. reduce single occupancy vehicle travel) with broader institutional objectives (e.g. growth in student population) to demonstrate how policies operating at different scales individually and collectively influence GHG reductions. The central finding is that broad level policies associated with housing stock and student growth are more capable of influencing GHG emissions than traditionally classified mitigation policies such as investing in alternatives transportation services.

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## Africa

**Climate change adaptation and higher education : Securing our future** / Pius Zebhe Yanda, Bruce C. Hewitson, Steve Makungwa, Dominic Mazvimavi, Heila Lotz-Sisitka, Coleen Vogel / Southern African Regional Universities Association [SARUA] . - Johannesburg : SARUA . - 137 p. (SARUA Leadership Dialogue Series, v. 2, no. 4)  
ISBN 978-0-9869903-1-1

**Abstract** : SARUA, in partnership with the University of Mauritius, hosted a Southern African Higher Education Leadership Programme to review the present contribution of higher education in southern Africa and to explore opportunities for scaling up existing initiatives so that it can make a meaningful impact on the way the region responds to climate change, adaptation and sustainability. This publication is a result of that meeting.

**URL** :

[http://www.sarua.org/files/publications/SARUA%20leadership%20Dialogue%20Series/Leadership%20Dialogue%20Series\\_Vol%202%20No%204.pdf](http://www.sarua.org/files/publications/SARUA%20leadership%20Dialogue%20Series/Leadership%20Dialogue%20Series_Vol%202%20No%204.pdf)

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## Asia and the Pacific

**Education for sustainable development country guidelines for changing the climate of teacher education to address sustainability: putting transformative education into practice** / UNESCO Office Jakarta and Regional Bureau for Science in Asia and the Pacific . - Jakarta : UNESCO Office Jakarta, 2011 . - 91 p.  
(Electronic version). Incl. bibl. . - ISBN 978-602-98372-6-1

**URL** : <http://unesdoc.unesco.org/images/0021/002152/215280e.pdf>

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**Education for sustainable development for changing the climate of teacher education to address sustainability** / UNESCO Office Jakarta and Regional Bureau for Science in Asia and the Pacific . - Capacity Development of Teacher Education Institutions (TEIs) of Brunei Darussalam, Indonesia, Malaysia, Philippines and Timor-Leste in Reorienting Teacher Education to Address Sustainability, Jakarta, 2010 . - Jakarta : UNESCO Office Jakarta, 2011 . - 181 p., illus.  
(Electronic version) . - ISBN 978-602-98372-5-4

**URL** : <http://unesdoc.unesco.org/images/0021/002152/215227e.pdf>

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**Introducing sustainability into business education contexts using active learning** . - In: International Journal of Sustainability in Higher Education, v. 13, no. 1, pp., 2012  
ISSN 1467-6370

**Abstract** : The focus of this study is the experience of the authors in the development and implementation of education for sustainability within their business-related higher education programs. They apply the principles of active learning, and problem-based learning in the classroom and engage in a process of staff development. The findings suggest that active learning approaches move learners away from dependence on educators and towards a personal responsibility approach. This also means accepting that learners are free to understand sustainability in a global sense, or instead choose only its 'business as usual' applications.

**URL** : <http://www.emeraldinsight.com/journals.htm?issn=1467-6370&volume=13&issue=1&articleid=17005080&>

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**Sustainability in business education in the Asia Pacific region : a snapshot of the situation** / Malik Nqeeem, Mark Neal . - In: International Journal of Sustainability in Higher Education, v. 13, no. 1, pp. 60-71, 2012

ISSN 1467-6370

**Abstract :** This is the first region-wide survey of sustainability in business education in the Asia Pacific region. In addition to measuring the number of courses and programs integrating sustainability, the study solicited qualitative observations by respondents, to provide information and insight into the issues. The research found that whereas corporate governance, sustainability and business ethics were quite commonly taught in business schools, they were not generally prioritized. There was also an overall lack of systematic approaches to the integration of sustainability in business curricula, and significant barriers to the integration of sustainability into programs remained.

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**Tertiary student attitudes to bicycle commuting in a regional Australian university** / Patricia Whannell, Robert Whannell, Richard White . - **In:** International Journal of Sustainability in Higher Education, v. 13, no. 1, pp. 34-, 2012  
ISSN 1467-6370

**Abstract :** A custom designed questionnaire was completed by 270 participants who were enrolled in a first year undergraduate science, technology and society course which focused on the environment and sustainability issues. The questionnaire targeted the likelihood that participants would use a bicycle to commute to university and the factors which influenced the decision to bicycle commute. Principal findings identified a common underlying construct which addressed the likelihood to ride to university and involved the opportunity to ride on bike paths, the availability of appropriate facilities at the institution, knowledge of other people who rode to university and the number of study contact hours on a given day. Qualitative analysis identified route safety as the primary factor influencing the decision to bicycle commute. No association was identified between the likelihood to bicycle commute and the participants' confidence or experience level in riding a bicycle. While the study provides evidence to support the expenditure required to develop an appropriate built environment which facilitates bicycle commuting, it indicates that such action taken in isolation will have minimal effect on increasing this mode of commuting.

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## Europe and North America

**Responsabilidad social de la universidad y desarrollo sostenible** / Spain. Ministerio de Educación, Cultura y Deporte . - Madrid : Spanish Ministry of Education, 2011 . - 219 p  
ISBN 978-84-369-5227-8

**Abstract :** This publication offers a diagnosis of the present situation; defines the concepts of social responsibility, sustainable development and sustainable universities and offers recommendations for its implementation in all areas of academic life.

**URL :** [https://sede.educacion.gob.es/publiventa/descargas.action?f\\_codigo=14925&codigoOpcion=3](https://sede.educacion.gob.es/publiventa/descargas.action?f_codigo=14925&codigoOpcion=3)

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**Higher education's sustainability imperative : how to practically respond?** / Kevin J. Kwizek, Dave Newport, James White, Alan R. Townsend . - **In:** International Journal of Sustainability in Higher Education, v. 13, no. 1, pp. 19-33, 2012  
ISSN 1467-6370

**Abstract :** The purpose of this paper is to describe four phases for how universities have addressed a sustainability agenda and offer specific lessons for how and where experiences on one campus, the University of Colorado Boulder, have been met with success and other challenges. These four phases are : Sustainability initiatives on campus may evolve through a series of phases labeled: grassroots; executive acceptance of the business case for sustainability; the visionary campus leader; and fully self-actualized and integrated campus community.

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**Using screening level environmental life cycle assessment to aid decision making : a case study of a college annual report** / Wesley W. Igwersen, Mary Ann Curran, Michael A. Gonzalez, Troy R. Hawkins . - **In:** International Journal of Sustainability in Higher Education, v. 13, no. 1, pp. 6-18, 2012  
ISSN 1467-6370

**Abstract :** The purpose of this study is to compare the life cycle environmental impacts of the University of Cincinnati College of Engineering and Applied Sciences' current printed annual report to a version distributed via the internet. Life cycle environmental impacts of both versions of the report are modeled using the online environmental input-output life cycle assessment (EIO-LCA) tool. The electronic report reduces economic costs and all categories of environmental impacts so long as the recipients do not print the report at home. Impacts of the printed report were higher than the electronic report due to impacts associated with paper production and disposal and to a lesser extent differences in the impacts of mail versus electronic distribution. The environmental preferability of the options is heavily influenced by the number of users who choose to print the electronic report at home.

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## Other themes

### ■ Academic teaching personnel

**The changing academic profession in Asia : contexts, realities and trends** / Hiroshima University [Japan]. Research Institute for Higher Education [RIHE] . - International Conference on the changing Academic Profession Project, Hiroshima, February 2011 . - Hiroshima : RIHE, 2011 . - 254 p. (RIHE International Seminar Reports, 17)  
ISBN 978-4-902808-66-7

**Abstract** : This publication contains the papers and presentations given at the International Conference on the Changing Academic Profession Project held in Japan in 2011. Contents : Foreword (Shinichi Yamamoto) ; Universities Reforms in Japan (Tsuyoshi Enomoto) ; International Trends in the Academic Profession from a Japanese Perspective (Akira Arimoto) ; The Rise of Asian Research Universities: Focus on the context (William K. Cummings) ; Is There an Asian Academic Profession? Common and Diverse Features in Comparative Perspective (Ester Ava Höhle and Ulrich Teichler) ; The Same Term but Different Connotations: Cultural and historical perspectives on studying the academic profession in Asia (Fengqiao Yan) ; The Academic Profession in East Asia: Changes and realities (Futao Huang) ; The Academic Profession in Japan: Work, careers and scholarship (Hideto Fukudome) ; The Academic Profession in Malaysia 2010: A proposed study (Vincent Pang, et al) ; The Korean Academic Profession Revisited: Academic activity, performance, and governance (Jung Cheol Shin) ; The Internationalization of Universities in South Korea: Networking strategies and research performance (Soo Jeung Lee and Yangson Kim) ; The Changing Taiwanese Academic Profession: From regulation to supervision (Hsiou-Hsia Tai and Chia-Yu Chen) ; Connect ASEAN: Promoting regional integration in higher education in Southeast Asia (Supachai Yavaprabhas) ; The U.S. as a Prototype for an Asian Academic Profession: What does that prototype really look like? (Martin J. Finkelstein); Changes in and Issues of Academic Profession in Asia (Futao Huang).

Classmark : INT-21 RIH

URL : [http://en.rihe.hiroshima-u.ac.jp/pl\\_default\\_2.php?bid=105719](http://en.rihe.hiroshima-u.ac.jp/pl_default_2.php?bid=105719)

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**The impact of the Bologna Process on academic staff in Ukraine** / Marta A. Shaw, David W. Chapman, Nataliya L. Romyantseva / OECD Programme on Institutional Management in Higher Education [IMHE] . - In: Higher Education Management and Policy, v. 23, no. 3, pp. 71-91, 2011  
ISSN 1682-3451 . - Online ISSN 1609-6924

**Abstract** : Academic staff in Ukraine face a convergence of institutional and professional pressures precipitated by a national economic crisis, projected declines in enrolment and dramatic changes to institutional procedures as institutions implement the Bologna Process. This article examines the extent to which these pressures are reshaping the way academic staff engage in their day-to-day work, their careers and their role in their university. Findings indicate that faculty are caught in a confluence of conflicting demands that elicits adaptive coping strategies and threatens to undermine national efforts to modernise Ukraine's higher education system.

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**Understanding resistance : an analysis of discourses in academic staff development** / Lynn Quinn / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 37, no. 1, pp. 69-83, February 2012  
ISSN 0307-5079 . - Online ISSN 1470-174X

**Abstract** : Using social realist theory and critical discourse analysis, this article examines a number of discourses which construct academic staff attitudes to teaching and learning in their disciplines. It seeks to explain academics' resistance to engaging in activities aimed at professionalising academic practice. The research described in the article identified four overarching sets of discourses - disciplinary, student deficit, skills and performativity - which represent contradictory positions to academic staff development activities. Understanding this resistance might enable institutions to create ideational contexts in which these discourses, which have a constraining influence, can be critiqued and possibly replaced by discourses which create enabling conditions for staff development activities in higher education.

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### ■ Economics of education

**Global recession and higher education in eastern Asia : China, Mongolia and Vietnam** / Gerard A. Postiglione . - In: Higher Education, v. 62, no. 6, pp. 789-814, December 2011  
ISSN 0018-1560 . - Online ISSN 1573-174X

**Abstract** : This paper presents a perspective on the capacity of colleges and universities during past and present

economic shocks. The main argument is that the environment of the global recession - an Asia far more economically integrated than during past economic shocks, with more unified aspirations to be globally competitive and socially responsible - no longer delay reforms in higher education. In fact, the global recession has become an opportune time for higher education in Asia, specifically developing countries in eastern (East and Southeast) Asia, to continue reforming governance and administration, access and equity, internal and external efficiency, and regional collaboration. Economic shocks have accelerated reforms in higher education, especially those for promoting innovation in their economies, though more is needed in improving governance and access for underserved populations. This paper examines the cases of China, Mongolia, and Vietnam as examples of how the global recession and regional integration are growing forces in shaping their higher education reform and development. The paper also identifies a series of measures for increasing the resilience of higher education systems in serving poor and vulnerable populations during economic recessions.

URL : <http://www.springerlink.com/content/d265443381784631/fulltext.pdf>

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**The economics of teaching : what lies behind student-faculty ratios?** / Andrea Schenker-Wicki, Matthias Inauen / OECD Programme on Institutional Management in Higher Education [IMHE] . - In: Higher Education Management and Policy, v. 23, no. 3, pp. 31-50, 2011  
ISSN 1682-3451 . - Online ISSN 1609-6924

**Abstract :** The student-faculty ratio is often used by policy makers and media as a popular measure of education and teaching quality. Due to its simplicity and the availability of data, it is used in higher education policy for allocating resources and for ranking universities. This is especially so in some European countries which do not have selective admission policies and where universities have to cope with huge numbers of students. However, there is no definition and no empirically validated data for an appropriate student-faculty ratio. To close this gap, the authors constructed a model with parameters relevant for high quality teaching and education and validated them empirically by conducting a survey among university professors in business administration in Switzerland, Germany and Austria. The results illustrate that student-faculty ratios are discipline specific and depend whether the university is research or teaching oriented.

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**Waiting for the market : Where is the Italian university system heading?** / Eliana Rebora, Gianfranco Minelli, Matteo Turri / International Association of Universities [IAU] . - In: Higher Education Policy, v. 25, no. 1, pp. 131-145, March 2012  
ISSN 0952-8733 . - Online ISSN 1740-3863

**Abstract :** This paper analyses the factors limiting marketisation in Italian higher education. Using empirical data on the Italian higher education system, it is shown that only a small amount of funds are allocated to Italian universities based on market mechanisms. The analysis shows that the development of the market has been limited by two different factors. On the provider side, university behaviour is restricted by strict legislation whereas on the consumer side, market impacts are limited because of cultural and environmental factors.

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## ■ Education and culture

**Self and the other in the Confucian cultural context : implications of China's higher education development for comparative studies** / Rui Yang / UNESCO Institute for Lifelong Learning . - In: International review of education, v. 57, no. 3-4, pp. 337-355, Nov. 2011  
ISSN 0020-8566 . - Online ISSN 1573-0638

**Abstract :** The central purpose of China's modern higher education has been to combine Chinese and Western elements at all levels including institutional arrangements, research methodologies, educational ideals and cultural spirit, a combination that brings together aspects of Chinese and Western philosophical heritages. This, however, has not been achieved. According to the author, there is an urgent need for critical examination of the long-term consequences of grafting American academic practices onto a Chinese base. This article examines the tensions in the interactions in higher education between the traditional Chinese and the imposed Western modes of thinking. Borrowing a definition of the structure of culture, this paper reveals the various extents to which layers of Chinese higher education have achieved any degree of success. It finds that with a strong catch-up mentality, China's contemporary higher education policies are responsive to Western influences. These are however only applied as panic-stricken and expedient remedies, rather than as strategies based on systematic understanding of cultural contexts. Accordingly, Chinese universities are uncritical towards the European-American model and its variants. This article warns that without an infusion of traditional education values, universities in China risk losing touch with their cultural contexts in their quest for world-class status.

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## ■ Education and development

**Driving economic growth : higher education - a core asset to the UK / Universities UK** . - London : Universities UK, 2011 (Higher education in focus)

**Abstract** : Using visual data and statistics, this report highlights that the UK's future success depends on developing innovation and the knowledge economy in an increasingly competitive global environment, and the key role that universities will play in achieving this.

**URL** : <http://www.universitiesuk.ac.uk/Publications/Documents/DrivingEconomicGrowth.pdf>

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## ■ Education and employment

**Guidance for higher education providers on current and future skills needs of enterprise** / Ireland. Department of Enterprise, Trade and Employment. Forfás . - Dublin : Forfás, 2012 . - 44 p.

**Abstract** : This report, intended for higher education providers, details skills shortages identified in Ireland.

**URL** : [http://www.forfas.ie/media/200212-Forfas\\_Guidance\\_on\\_Current\\_and\\_Future\\_Skills\\_Needs-Publication.pdf](http://www.forfas.ie/media/200212-Forfas_Guidance_on_Current_and_Future_Skills_Needs-Publication.pdf)

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**Improving labor market through higher education reform project in Mongolia** / Asian Development Bank [Philippines] . - Manila : Asian Development Bank, 2012 . - 3 p.

**Abstract** : This document provides an overview of higher education provision and the labour market demand in Mongolia as well as the higher education reforms engaged by the government, prior to introducing the Asian Development Bank's loan in support of the reforms.

**URL** : <http://beta.adb.org/sites/default/files/improving-labor-market-mon.pdf>

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**Is forcing them worth the effort? Benefits of mandatory internships for graduates from diverse family backgrounds at labour market entry** / Markus Klein, Felix Weiss / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 36, no. 8, pp. 969-987, December 2011  
ISSN 0307-5079 . - Online ISSN 1470-174X

**Abstract** : This article evaluates the utility of mandatory internships in Germany by assessing the effect on graduates' transition from higher education to work. The authors examine whether these compulsory programmes provide extra benefits for graduates from families with lower educational backgrounds. Three different outcome variables are used to characterize the labour market entry: search duration until the first significant job, employment history complexity and wages five years after graduation. The results clearly indicate that compulsory internship programmes neither have a positive effect on labour market outcomes in general, nor are they particularly beneficial for graduates from lower educational backgrounds.

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**University-to-work transitions : an empirical analysis on Perugia graduates** / Dario Sciulli, Marcello Signorelli . - In: European Journal of Higher Education, v. 1, no. 1, pp. 39-65, March 2011  
ISSN 2156-8235

**Abstract** : The article investigates the transitions of graduates of a middle-sized Italian university into the provincial labour market. University of Perugia administrative information and data from the job centres in the province are matched to reconstruct the timing of the university-to-work transitions of graduates since January 2004 to July 2009. Cox proportional hazard model with competing risk is used to determine the role of individual and studying characteristics in affecting the employment probabilities of graduates. Our main findings concern the relevance of degree specialization and accumulation of generic job experiences. Controlling for selection due to unobserved transitions of graduates finding a job outside the province of Perugia does not change our results significantly. Even though our results cannot be generalized to the national context, they constitute an innovative step of analysis to derive crucial considerations and policy implications concerning the transition of graduates into the local labour market.

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## ■ Educational evaluation

**2010 Tertiary education performance report** / New Zealand. Tertiary Education Commission . - Manukau City, New Zealand : TEC, 2011 . - 120 (no. 1)

**Abstract** : This is first edition of a new yearly publication that provides information on the educational achievements and financial performance of the New Zealand higher education sector and individual institutions. Also includes statistics of higher education access and participation for Pacific and Maori students.

## ■ Educational finance

**Exploring higher education financing options** / Kofi K. Nkrumah-Young, Philip Powell . - In: European Journal of Higher Education, v. 1, no. 1, pp. 3-21, March 2011  
ISSN 2156-8235

**Abstract** : Higher education can be financed privately, financed by governments, or shared. Given that the benefits of education accrue to the individual and the state, many governments opt for shared financing. This article examines the underpinnings of different options for financing higher education and develops a model to compare conditions to choices and outcomes. As an illustration, it then uses the Jamaican experience of the past four decades to demonstrate outcomes. This demonstrates that, for political reasons, there were adverse outcomes, including infrastructural neglect, enrolment decline, threats to programme quality and financial difficulties but also that many of these outcomes should have been foreseen.

URL : <http://www.tandfonline.com/doi/abs/10.1080/21568235.2011.577181>

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## ■ Educational history

**The European university in the context of logic of integration** / Igor V. kotlyarov, Svetlana Kostjuevich . - In: European Journal of Higher Education, v. 1, no. 1, pp. 66-76, March 2011  
ISSN 2156-8235

**Abstract** : Many contemporary historians debate and ponder whether modern universities represent a unique creation of the high Middle Ages in Europe, or a simple evolution of schools and academies of classical antiquity. Policymakers, though, could also benefit from addressing this question because in order to find appropriate solutions to reforming universities, one needs to be aware of their history, the paths they have taken, and the traditions that determined their developmental logic. Based on a historical analysis, the authors offer a concept of the university as a symbiosis of liberal education, the medieval guild, and natural sciences. This model allows them to identify the most important missions and functions of universities, and thus to define the idea or identity of the 'European university' behind all the diversity of existing institutions. We propose to use this model as the foundation upon which the integration of various European educational systems can take place most successfully.

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## ■ Educational management

**Distributed leadership : a collaborative framework for academics, executives and professionals in higher education** / Sandra Jones, Geraldine Lefoe, Marina Harvey, Kevin Ryland / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - In: Journal of Higher Education Policy and Management, v. 34, no. 1, pp. 67-78, February 2012  
ISSN 1360-080X . - Online ISSN 1469-9508

**Abstract** : While multiple theories of leadership exist, the higher education sector requires a less hierarchical approach that takes account of its specialised and professional context. Over the last decade the sector has explored new leadership approaches based on public and private sector models accompanied by an increase in managerial control, market competition, government scrutiny and organisational restructuring. These changes have increased the gap between academics and 'other' staff as academic autonomy has been reduced. This paper presents a distributive leadership approach that places emphasis on collective collaboration rather than individual power and control. It describes a self-enabling tool developed from the experience of four Australian universities that used a distributed leadership approach to build leadership capacity in learning and teaching. The authors identify that while the intent of the original project did not include building collaboration between academics and executive and professional staff, the outcome was recognition of the importance of both a multi-level and cross-functional approach to leadership.

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## ■ Educational outcomes

**An international assessment of bachelor degree graduates' learning outcomes** / Hamish Coates, Sarah Richardson / OECD Programme on Institutional Management in Higher Education [IMHE] . - In: Higher Education Management and Policy, v. 23, no. 3, pp. 51-69, 2011  
ISSN 1682-3451 . - Online ISSN 1609-6924

**Abstract :** This paper examines rationales, aspirations, assumptions and methods shaping an international assessment of learning outcomes: the OECD's Assessment of Higher Education Learning Outcomes (AHELO) feasibility study. The first part of the paper is analytical, exploring formative rationales, and shaping contexts and normative perspectives that frame the evaluation. The discussion then turns to review scientific and practical challenges involved in an assessment of the study, which will be tested on an international scale, and to sketch ideas and innovations being created in response. In conclusion, the paper offers reflective suggestions for positioning AHELO in global higher education, should the initiative prove feasible.

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## ■ Educational planning

**Consolidated Working Group Report of the Department of Higher Education for XII Five Year Plan on higher education, technical education and private sector participation including PPP in Higher Education / India.** Ministry of Human Resource Development. Dept of Education . - New Delhi : Ministry of Human Resource Development, 2011 . - 93 p.

**Abstract :** This report synthesizes the outcomes of working groups on higher education, technical education and private sector participation to prefigure the general perspective to be chosen by the Department of Higher Education in India for the forthcoming 12th Plan.

URL : [http://planningcommission.gov.in/aboutus/committee/wrkgrp12/hrd/wg\\_ppphigh.pdf](http://planningcommission.gov.in/aboutus/committee/wrkgrp12/hrd/wg_ppphigh.pdf)

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**Strategic planning in Ireland's Institutes of Technology /** Larry Elwood, Al Rainnie / International Association of Universities [IAU] . - In: Higher Education Policy, v. 25, no. 1, pp. 107-129, March 2012  
ISSN 0952-8733 . - Online ISSN 1740-3863

**Abstract :** This article focuses upon Ireland's institute of technology sector, which has been transformed from a 1970s technical orientation to its broader current role of research and higher education provision. The transformational shifts experienced by institutes over the previous three decades have been profound: increased autonomy, new managerial and organisational paradigms, and demands for greater transparency, accountability and responsiveness. The legislative requirement on these institutes to publish 5-year strategic plans is seen by Ireland's higher education policy makers as a critical planning and coordinating mechanism; yet little empirical work exists on the degree of alignment engendered by strategic planning among academics and manager-academics. Through an exploration of the experiences of these stakeholders in four institutes, this research reveals a dilemma for Ireland's higher education policy makers; how can the practice of strategic planning become mainstreamed in the unique workplace that is higher education.

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## ■ Educational policy

**Mongolia's higher education development in a comparative perspective /** Regsuren Bat-Erdene / National University of Mongolia . - Ulan Bator : National University of Mongolia, 2011 . - 57 p.

**Abstract :** This publication provides an overview of the national higher education context, introduces policies guiding higher education reform and draws comparisons - essentially with Japan - on issues and implications relating to development strategies, funding sources, revenue streams, income composition, tuition fees levels. It also identifies challenges and possible interventions before summing up recommended steps for the expansion of the country's higher education system.

URL : <http://news.num.edu.mn/wp-content/uploads/2011/11/Mongolia-HE-Trend-compared.pdf>

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## ■ Educational qualifications

**Recognition of prior learning (RPL) in the university sector : policies, case studies and issues arising /** National Qualifications Authority [Ireland]; Irish Universities Association . - Dublin : IUA, NQAI, 2011 . - 80 p.

**Abstract :** This document sets out national and international policies and discourses on RPL and describes and discusses examples of RPL policies and practices within the Irish university sector today.

URL : <http://www.nfqnetwork.ie/fileupload/FIN%20REPORT%20%28Final%29.pdf>

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**European Qualifications Framework and the comparison of academically-oriented and professionally-oriented master's degrees /** Ulpukka Isopahkala-Bouret, Teemu Rantanen, Katarina Raji, Eeva Järvaläinen . - In: European Journal of Higher Education, v. 1, no. 1, pp. 22-38, March 2011

**Abstract :** With the moderating power of the European Qualification Framework (EQF), European higher education has been moving in a competence-oriented direction. The EQF is a competence framework that defines standards to all levels of qualification. The framework is set up to facilitate comparison of qualifications and qualifications' levels between and within different national educational systems. In this article, the authors use the EQF to set the standards for the comparison between different higher education qualifications. They examine the differences of graduates with academically-oriented and professionally-oriented Master's degrees by asking employers and graduates for their opinion of how well the competence of academic and professional Master's degrees fit the objectives of the EQF level 7. Moreover, they also explore how well the EQF lends itself to this kind of a comparison. The context for this study is the Finnish dual system of higher education.

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## ■ Educational quality

**Guidelines for quality provision in cross-border higher education : where do we stand?** / Stéphan Vincent-Lancrin, Sebastian Pfotenhauer / Organisation for Economic Cooperation and Development [OECD] . - Paris : OECD, 2012 . - 64 p. (OECD Education Working Paper, no. 70)

**Abstract :** This report details the results of a survey designed to measure the degree of compliance of countries and stakeholders with the Guidelines for quality provision in cross-border higher education. The results showed that responding countries reported a high level of compliance, which is highest for higher education institutions (80% compliance); and lowest for student bodies (50% compliance).

URL : [http://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=EDU/WKP\(2012\)7&docLanguage=En](http://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=EDU/WKP(2012)7&docLanguage=En)

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**Improving instructional quality : focus on faculty development** / Asian Development Bank . - Mandaluyong City, Philippines : Asian Development Bank, 2011 . - 38 p. (Higher Education In Dynamic Asia)  
ISBN 978-92-9092-519-4

**Abstract :** This report identifies the components that contribute to the internal efficiency of higher education institutions in Asia and then suggests a number of recommendations aimed at: Improving instructional quality; Focusing and differentiating institutional missions and balancing resource allocations; Developing university-based research efforts; Improving faculty incentive and evaluation systems; and Strengthening the quality of private higher education.

URL : <http://beta.adb.org/sites/default/files/improving-instructional-quality.pdf>

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**Statement of intent 2011/12 - 2013/14** / New Zealand Qualifications Authority . - Wellington : NZQA, 2011

**Abstract :** This describes the NZQA's strategic direction and expected outcomes regarding New Zealand qualifications, quality assurance and international education and associated key initiatives.

URL : <http://www.nzqa.govt.nz/about-us/publications/strategic-documents/statement-of-intent-2011-12-2013-14/introduction/>

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**Accountability in the Greek higher education system as a high-stakes policymaking instrument** / Dionysios Gouvas / International Association of Universities [IAU] . - In: Higher Education Policy, v. 25, no. 1, pp. 65-86, March 2012

ISSN 0952-8733 . - Online ISSN 1740-3863

**Abstract :** One of the main aims of the European Higher Education Area is the creation of a European framework for higher education qualifications and a network of quality assurance agencies. In this context, recent legislation in Greece on quality assurance and the operation and financing of HE institutions is being increasingly linked to the connection of HE to the labour market needs. This paper examines how and to what degree the new 'high-stakes' accountability system, which will evaluate HE institutions according to pre-determined and nationally standardised criteria of efficiency and/or effectiveness, raises issues of validity, academic freedom and evaluation of scientific knowledge, as well as sheds light on the power-balance between the state and the hitherto highly autonomous faculty. This analysis also stresses issues arising from the globalization of educational policymaking and of the homogenization of assessment practices

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**Quality's others? The politics of bordering and re-bordering our educational standards** / Crain Soudien / UNESCO Institute for Lifelong Learning . - In: International review of education, v. 57, no. 3-4, pp. 261-275, Nov. 2011  
ISSN 0020-8566 . - Online ISSN 1573-0638

**Abstract :** The 14th World Congress of the World Council of Comparative Education Societies (WCCES), held in Istanbul in June 2010, was entitled "Bordering, re-bordering and new possibilities for change in education and society". It opened

with this address, which explores how the idea of a norm works for education using key benchmarking mechanisms such as the UNESCO Global Monitoring Report (GMR). Aside from the issues of equality and access to education, the question of quality is at the heart of debates almost everywhere. From the very beginning of comparative education as a field right up to where we find ourselves today, an abiding concern has been how we might learn from the education systems of others to improve our own. Critical, for the purposes of this discussion, is the assumption that we have reached a point in educational development in these mechanisms, in what we value and for which we will hold each other accountable, where we give no status to hierarchy. The author is essentially interested in the question of whether we have a sufficiently robust universal understanding of "value" and quality.

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## ■ Educational reform

**Reforma a la ley de educación superior en Colombia, elementos de juicio** / University of Antioquia [Colombia] . - Antioquia, Colombia : University of Antioquia, 2011 . - 50 p.

URL : <http://www.ascun.org.co/index.php?idcategoria=3650>

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**Towards a future higher education landscape** / Higher Education Authority [Ireland] . - Dublin : HEA, 2012 . - 25 p.

**Abstract** : This paper sets out a roadmap to implement reform, following on from the recommendations of National Strategy for Higher Education. A key objective is the creation of a coherent system of higher education institutions. Close inter-institutional collaboration will be required.

URL : <http://www.heai.ie/files/TowardsaFutureHigherEducationLandscape.pdf>

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**Comparing higher education reforms in Finland and Portugal : different contexts, same solutions?** / Jaakko

Kauko, Sara Diogo / OECD Programme on Institutional Management in Higher Education [IMHE] . - In: Higher Education Management and Policy, v. 23, no. 3, pp. 115-133, 2011

ISSN 1682-3451 . - Online ISSN 1609-6924

**Abstract** : This article provides a comparative analysis of recent governance reforms in both Finnish and Portuguese higher education institutions (HEIs). While in the case of Finland the major problem was identified as being a lack of entrepreneurialism, Portugal was considered to lack effective, strategic higher education planning as well as innovative, flexible and responsive HEIs. The review teams pointed to common issues, despite different country contexts. As they recommended very similar solutions for reforming the legal status of universities, this encouraged national governments to undertake reforms according to their specific needs.

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## ■ Educational systems

**Australie** / Campus France . - Paris : Agence Campus France, 2011 . - 17 p. (Dossiers, no. 9)

ISSN 2117-8496

**Abstract** : Contents: 1. L'enseignement supérieur Australien; 2. La mobilité internationale des étudiants australiens ; 3. La mobilité étudiante internationale vers l'Australie ; 4. Perspectives: Orientations de la coopération universitaire franco-australienne; Projet d'ouverture d'un réseau CampusFrance en Australie

URL : <http://www.campusfrance.org/fr/ressource/les-dossiers-pays-campusfrance-australie>

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**Danish science, innovation and higher education : a global perspective** / Denmark. Ministry of Science, Innovation and Higher Education . - Copenhagen : Denmark. Ministry of Science, Innovation and Higher Education, 2012 . - 35 p.

**Abstract** : This publication presents the science, innovation and higher education system in Denmark and includes statistics on international students, both in and from Denmark, and financing of higher education.

URL : <http://en.fivu.dk/publications/2012/danish-science-innovation-education/danish-science-innovation-education.pdf>

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**Educación Superior en Iberoamérica : Informe 2011** / José Joaquín Brunner, Rocío Ferrada Hurtado, Eds. / Centro Interuniversitario de Desarrollo [CINDA][Chile] . - Providencia, Santiago : CINDA, 2011 . - 431 p.

ISBN 978-956-7106-58-5

**Abstract** : This report provides a comparative study of major issues in higher education such as access, governance, educational finance, quality assurance in 21 countries of the Iberoamerican region.

URL : <http://www.cinda.cl/download/Brunner2011-EducacionSuperior.pdf>

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**Institutional diversity in UK higher education** / Brian Ramsden / Higher Education Policy Institute [HEPI][UK] . - Oxford : HEPI, 2012 . - 28 p.

**Abstract** : Considering changes over broadly a 16 year period, this report examines the characteristics of the UK higher education system from a number of different dimensions, looking particularly at whether there has been a reduction in institutional diversity. It concludes that, whereas there may have been some minor convergence in some respects, the system remains extremely diverse.

URL : <http://www.hepi.ac.uk/files/Institutional%20diversity%20in%20UK%20Higher%20Education%20final.pdf>

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**National report on the status and development of education of the Republic of Kazakhstan** / Kazakhstan. Ministry of Education. National Centre for Education Quality Assessment . - Kazakhstan Centre for Education Quality Assessment, 2011

**Abstract** : This report compares the characteristics of the country's educational system to international standards and analyses the impact of socio-economic factors on its development; studies the implementation of educational policy within the state programme for the development of higher education over the period 2005-2010; reviews the results of the Programme for International Students Assessment (PISA) 2009 that compares the level and abilities of national students with OECD standards; presents the latest innovations; and replaces the educational system of Kazakhstan in a regional context.

URL : [http://quality.edu.kz/index.php?Option=com\\_content&view=article&id=144%3a2011-11-27-19-28-44&catid=15%3a-2011-&itemid=27&lang=en](http://quality.edu.kz/index.php?Option=com_content&view=article&id=144%3a2011-11-27-19-28-44&catid=15%3a-2011-&itemid=27&lang=en)

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**Tanzania education sector analysis: beyond primary education, the quest for balanced and efficient policy choices for human development and economic growth: executive summary** / UNESCO Office Dakar and Regional Bureau for Education in Africa; UNESCO Office Dar es Salaam; Tanzania UR. Ministry of Education and Vocational Training . - Dakar, BREDA, 2012 . - 44 p., illus., maps

**Abstract** : This report covers all levels of education, including higher education in which enrollment has particularly increased in the last decade, allowing Tanzania to rapidly catch up with the levels of comparable developing countries.

URL : <http://unesdoc.unesco.org/images/0021/002152/215247e.pdf>

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**Your guide to higher education** / United Arab Emirates. Ministry of Higher Education and Scientific Research . - Abu Dhabi, 2011 . - 67 p.

**Abstract** : This document provides information on public and private higher education institutions, admission requirements, scholarships and equivalences in the United Arab Emirates.

URL : <https://www.mohe.gov.ae/en/Documents/napo1.pdf>

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**The French evolution : France and the Europeanisation of higher education** / Marc Pilkington / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - In: Journal of Higher Education Policy and Management, v. 34, no.1, pp. 39-50, February 2012  
ISSN 1360-080X . - Online ISSN 1469-9508

**Abstract** : In this paper, the salient characteristics of the French higher education system are examined in the light of its recent evolution and in the context of overwhelming Europeanisation trends. In spite of major weaknesses still hindering the performance of French universities, it is argued that following the recent wave of reforms, the country is well-equipped to face the numerous challenges of the global knowledge economy.

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## ■ Educational trends

**Futures for higher education : analysing trends** / Universities UK . - London : Universities UK, 2012 . - 30 p.  
ISBN 978-18-4-036268-8

**Abstract** : This publication analyses the futures of higher education in the UK within the framework of present political, cultural, economic, and technological changes. Also contains statistics on the growth of HE; sources of income; domestic and international students.

URL : <http://www.universitiesuk.ac.uk/Publications/Documents/FuturesForHigherEducation.pdf>

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**Higher education across Asia : an overview of issues and strategies** / Asian Development Bank [Philippines] . - Mandaluyong City, Philippines : Asian Development Bank, 2011 . - 55 p.



ISBN 978-92-9092-512-5

**Abstract :** This report reflects on the reasons for investing in higher education, discusses problems faced and governmental strategies for strengthening higher education systems across Asia and suggests a set of recommendations.

**URL :** <http://beta.adb.org/sites/default/files/higher-education-across-asia.pdf>

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## ■ Enterprise education

**The Triple Helix in the economic development of cities, regions and countries** [Special issue] . - In: Industry and Higher Education, v. 25, no. 6, December 2011  
ISSN 0950-4222

**Abstract :** Contents: Enterprise education and university entrepreneurship (Rae, David; McGowan, Pauric); The questions we care about: paradigms and progression in entrepreneurship education (Blenker, Per; Korsgaard, Steffen; Neergaard, Helle; Thrane, Claus); A model of entrepreneurial capability based on a holistic review of the literature from three academic domains (Lewis, Hilary); Emergent issues in enterprise education: the educator's perspective (Carey, Charlotte; Matlay, Harry); The efficacy of entrepreneurship education : Perspectives of Irish graduate entrepreneurs (Fenton, Mary; Barry, Almar); Learning based on 'entrepreneurial volunteering': Using enterprise education to explore social responsibility (Clarke, Julia; Underwood, Sarah); The development of human capital in young entrepreneurs (Hickie, James); University enterprise: the growth and impact of university-related companies in London (Chapman, Dave; Smith, Helen Lawton; Wood, Peter; Barnes, Timothy; Romeo, Saverio).

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## ■ Ethics

**Professors behaving badly : faculty misconduct in graduate education** / John M. Braxton, Eve Proper, Alan E. Bayer . - Baltimore : John Hopkins University Press, 2011 . - 224 p.  
ISBN 978-1-4214-0219-2

**Abstract :** Analysing data collected through faculty surveys, the authors describe behaviours associated with graduate teaching which are considered inappropriate and in violation of good teaching practices. They derive a normative structure that consists of five inviolable and eight admonitory proscriptive criteria. They also discuss the ways in which faculty members acquire the norms of teaching and mentoring, including disciplinary codes of ethics. and track how these norms are understood and interpreted across academic disciplines and are influenced by factors such as gender, citizenship, age, academic rank, tenure, research activity, and administrative experience.

**Classmark :** INT-73 BRA

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**Fighting against academic corruption : a critique of recent policy developments in China** / Kai Ren / International Association of Universities [IAU] . - In: Higher Education Policy, v. 25, no. 1, pp. 19-38, March 2012  
ISSN 0952-8733 . - Online ISSN 1740-3863

**Abstract :** Academic corruption in China's higher education institutions has become a serious issue in the last decade. This paper provides a critical discussion of the Chinese Ministry of Education's policy developments aimed to strengthen academic ethics and control academic corruption. It suggests that while the reactions of policy-makers to the apparent deterioration of academic ethics have been cautious and relatively slow, they are headed in the right direction. A comparative study of the policy documents demonstrates that significant progress has been made, and that the policy has undergone a change from what Anderson (1979) and Prunty (1984) described as symbolic to material. Meanwhile, findings generated by qualitative interviews provide some insights into real-world academic corruption in China and indicate the complexity of the problem. Finally, policy interventions are suggested that might be effective in reducing academic corruption

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## ■ Exchange programmes

**Partnerships in Higher Education : a project of academic exchange 2006-2011 - Project Report** / Scotland-Malawi Partnership . - Edinburgh : Scotland-Malawi Partnership, 2011 . - 53 p.

**Abstract :** The aim of the project was to facilitate the exchange of knowledge and expertise between higher education practitioners (lecturers and administrators) of both countries in order to deliver quality higher education through mutual support and solidarity.

**URL :** <http://www.scotland-malawipartnership.org/documents/30-SMPHigherEducationProjectFinalReport.pdf>

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## ■ Governance

**A European perspective on new modes of university governance and actorhood** / Georg Krücken / University of California [USA]. Center for Studies in Higher Education . - Berkeley : CSHE, 2011 . - 11 p. (Research & Occasional Paper Series.; 17.11)

**Abstract** : This report analyses the current trends in European higher education systems and institutions in areas such as accreditation, evaluation and governance and proposes an agenda for comparative research between Europe, the U.S. and other parts of the world.

URL : <http://cshe.berkeley.edu/publications/docs/ROPS.Kruecken.EuroView.12.13.11.pdf>

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## ■ Industry and education

**Renforcement des liens entre l'industrie, le secteur productif et les établissements d'enseignement supérieur en Afrique** / Association of Universities and Colleges of Canada [AUCC]; Association of African Universities [AAU] . - AUCC, AAU, 2011 . - 44 p.

**Abstract** : Based on a survey carried out at African higher education institutions listed in the 5th edition of the IAU/AAU Guide to Higher Education in Africa, this report analyses the link between universities and industry and proposes recommendations to improve this relationship.

URL : [http://www.aau.org/aau\\_fr/sites/default/files/aucc/AAU-AUCC%20Study\\_univ\\_ind\\_link\\_fr\\_dec\\_2011.pdf](http://www.aau.org/aau_fr/sites/default/files/aucc/AAU-AUCC%20Study_univ_ind_link_fr_dec_2011.pdf)

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**University enterprise : the growth and impact of university-related companies in London** / Dave Chapman, Helen Lawton Smith, Peter Wood, Timoth Barnes, Saverio Romeo . - In: Industry and Higher Education, v. 25, no. 6, pp. 483-492, December 2011  
ISSN 0950-4222

**Abstract** : Over the last decade policies framing the enterprise agenda for UK higher education institutions (HEIs) have consistently emphasized the potential impact of successful universities on both regional and national economies. Such policies have been backed by significant public funding to ensure that the UK HEI sector is able to compete globally in the creation and exploitation of cutting-edge science. Collectively, these initiatives have led to the development of a 'third mission' for universities - increasing the pace and impact of knowledge-exchange activities - while simultaneously maintaining and improving their more traditional research and teaching activities. Previous studies have demonstrated the contribution of universities to the growth of high-technology clusters as well as to knowledge exchange activities more generally. However, the extent to which these activities, particularly the formation of new university-related companies, deliver benefits to particular regions and cities is imperfectly understood. As a consequence, the economic and social impact of companies originating in universities in the UK is generally under-reported by official surveys, which frequently fail to capture details of the trajectories of such companies after formation. These considerations form the context for this paper, which presents the results from a detailed study of the impact of science and technology based academic spin-offs from a cross-section of London's HEIs.

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## ■ Information and communication technologies

**S3IT 2013 : Schéma Stratégique des Systèmes d'Information TIC = 2013 : Strategic scheme for ICTs and information systems** / France. Ministère de l'éducation nationale de l'enseignement supérieur et de la recherche . - Paris : Ministère de l'éducation nationale de l'enseignement supérieur et de la recherche, 2011 . - 31 p.

**Abstract** : This report contains ten strategic axes which focus on support to training, research and innovation policies, the development of the uses of digital means to facilitate learning in French universities.

URL : [http://media.enseignementsup-recherche.gouv.fr/file/Strategie/17/6/S3IT-2013-MESR\\_VF\\_199176.pdf](http://media.enseignementsup-recherche.gouv.fr/file/Strategie/17/6/S3IT-2013-MESR_VF_199176.pdf)

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## ■ Open educational resources

**Open educational resources in Brazil : state-of-the-art, challenges and prospects for development and innovation** / Andreia Inamorato dos Santos / UNESCO Institute for Information Technologies in Education [IITE] . - Moscow : IITE, 2011 . - 67 p.

Incl. bibl. . - ISBN 978-5-905175-06-0

**Abstract** : This review serves as a reference point for those wishing to understand the Brazilian situation with regard to digital-content repository initiatives and Open Educational Resources (OER) at all levels of education, including higher education. It briefly outlines the structure of the Brazilian education system and suggests how OER could be beneficial



within the context of the national priorities for education. It also includes presentation of relevant examples of international collaboration in OER.

URL : <http://unesdoc.unesco.org/images/0021/002149/214975e.pdf>

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## ■ Rankings

**Times Higher Education World Reputation Rankings 2012** / Times Higher Education [UK] . - London : Times Higher Education, 2012 . - 26 p.

URL : <http://www.timeshighereducation.co.uk/world-university-rankings/2011-2012/reputation-rankings.html>

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**Mirror, mirror on the wall: a closer look at the top ten in university rankings** / Kay Cheng Soh . - In: European Journal of Higher Education, v. 1, no. 1, pp. 77-83, March 2011

ISSN 2156-8235

**Abstract** : Notwithstanding criticisms and discussions on methodological grounds, much attention has been and still will be paid to university rankings. The present paper uses published information of the 10 top-ranking universities of the world and demonstrates the problem of spurious precision. In view of the problem of measurement error inherent in highly fallible educational data, grouping is suggested as an alternative to ranking to avoid precision which is more imagined than real.

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**Why does the USA dominate university league tables?** / Mei Li, Sriram Shankar, Kam Ki Tang / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 36, no. 8, pp. 923-937, December 2011

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

**Abstract** : According to the Academic Ranking of World Universities, the world's top 500 universities are located in only 38 countries, with the USA alone having 157 of them. This article investigates the socioeconomic determinants of the wide performance gap between countries, and whether the USA's dominance is largely due to its economic power. A large amount of cross-country variation in university performance can be explained by just four socioeconomic factors: income, population size, research and development spending, and the national language. Conditional on the resources that it has, the USA is actually underperforming by about 4-10%. On the contrary, an emerging economic power, China, is rising fast in the league table as well as outperforming countries with similar levels of resources.

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## ■ Regional development

**Beyond bricks and mortar boards : universities and the future of regional economic development** / Katie Schmucker, Will Cook / Universities UK; Institute for Public Policy Research North [UK] . - London : Universities UK, 2012 . - 46 p.

**Abstract** : This report is based on work to understand better the impact of recent changes to regional and local structures in the UK and the emerging relations between universities and regions. Attention is drawn in the report to the diversity of the sector and the varying roles that institutions can play within their region.

URL : <http://www.universitiesuk.ac.uk/Publications/Documents/BeyondBricksAndMortarBoards.pdf>

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## ■ Science education

**STEM and non-STEM First Year Students** / Universities Australia . - Canberra : Universities Australia, 2012 . - 144 p.

**Abstract** : This report presents the methodology and findings of a study on the way first year university students perceive the science, technology, engineering and mathematics (STEM) disciplines and which factors affect aspirations for a scientific career. It also reflects and makes recommendations to curb the declining enrolment in these disciplines.

URL : <http://www.universitiesaustralia.edu.au/resources/680/1319>

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## ■ Teacher education

**Is teacher education higher education? The politics of teacher education in Israel, 1970-2010** / Amos Hofman, Doron Niederland / International Association of Universities [IAU] . - In: Higher Education Policy, v. 25, no. 1, pp. 87-106, March 2012

ISSN 0952-8733 . - Online ISSN 1740-3863

**Abstract** : During the past 30 years, teacher training in Israel has undergone a revolution: the teaching profession has become academic, and since the mid-1980s all teachers were required to attend either an academic college of education or a university in order to acquire a bachelor's degree and a teacher's license. Yet, despite this process of academization, the teaching profession has found it difficult to establish itself as an academic field, and teachers constantly have to prove — to themselves, as well as to public opinion — that they are worthy of an academic status. This paper analyses the process of academization of teacher education in Israel, with special emphasis on the policies of the two chief actors in the field — the Ministry of Education and the Council for Higher Education — showing that they traditionally held contradictory perceptions of teachers and of the teaching profession, and that this source of conflict has slowed down the academization process and weakened the profession, thus preventing it from reaching its ultimate goal - the upgrading of the teaching profession.

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## ■ Teaching methods

**Student centred learning and Bologna Process : a student view** / Robert Santa . - In: Internationalisation of European Higher Education . - Stuttgart : RAABE, 2011 . - 19 p.

**Abstract** : The present article reflects on the way in which student centred learning is viewed by European student representatives. It is the result of a comprehensive research and intense political debate at the level of the European Students' Union and Education International, bringing together students and staff. The article also tries to link the concept of student centred learning to various aspects of the Bologna Process, and some considerations with regards in how we see the topic and its future evolution, with both potential highlights and potential pitfalls.

**Classmark** : INT-3 EUA

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