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Presentation

Welcome to the April 2013 edition of *New in HEDBIB*.

New in HEDBIB provides references of monographs, documents, reports and periodical articles entered recently into HEDBIB, the International Bibliographic Database on Higher Education (<http://hedbib.iau-aiu.net>). HEDBIB has been managed by the International Association of Universities (IAU) since 1988, with contributions from UNESCO Headquarters; UNESCO International Institute for Educational Planning (IIEP); International Institute for Higher Education in Latin America (IESALC).

This issue of *New in HEDBIB* includes references from new Contributing Partners and IAU Member organisations: Agence universitaire de la Francophonie (AUF); Southern African Regional Universities Association (SARUA); Union de Universidades de América Latina (UDUAL); Higher Education South Africa (HESA); Associació Catalana d'Universitats Públiques (ACUP) and the Association of American Colleges & Universities.

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. 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).



Summary

We recommend	4
IAU Themes	5
■ Equitable Access and Success in Higher Education	5
Africa	5
Arab States	5
Europe and North America	6
■ Higher Education and Social Responsibility / EFA	7
Africa	7
■ Intercultural Dialogue	8
■ Internationalization	9
Arab States	9
Asia and the Pacific	9
Europe and North America	11
■ Research and Doctoral Education	13
Europe and North America	13
■ Sustainable Development	15
Asia and the Pacific	15
Europe and North America	16
Other themes	17



IAU Themes

■ Equitable Access and Success in Higher Education

Africa

Our university : ethnicity, higher education and the quest for State legitimacy in Kenya / Ishmael I. Munene / International Association of Universities [IAU] . - In: Higher Education Policy, v. 26, no. 1, pp. 43-63, March 2013
ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : In East Africa, no other country has witnessed as great a surge in university institutions as Kenya. This paper explores the persistence of the ethnic configurations in the surge of higher education in Kenya, within the context of the country's history. Major events in the country's history are used to contextualise the contemporary ethno-configurations of university developments. The thesis of the article is that the current development of universities along tribal and ethnic lines, though rationalised on a desire to meet increased demand and to provide high level manpower, has historical antecedents, and is informed by the state's quest for political legitimacy. By tolerating, albeit latently, ethnic patterns to inform university development, the state, which has suffered a legitimacy crisis since independence, opens an avenue to justify its *raison d'être* and sustain mass loyalty. Therefore, despite repeated calls to enact policies and strategies that would stem the tide of mushrooming universities along ethnic lines, the author posits that the state has only demonstrated a minimal political will to act.

URL : <http://www.palgrave-journals.com/hep/journal/v26/n1/index.html>

University access, inclusion and social justice / D. Hlalele, G. Alexander . - In: South African Journal of Higher Education, v. 26, no. 3, pp. 441-454, 2012
ISSN 1011-3487

Abstract : This article provides an analysis and critique of contemporary practices and debates concerning inclusion and university access programmes from a social justice perspective. The nature and context of access programmes in South African universities is described and appraised. According to the authors, unintended consequences of higher education access programmes include labeling and stigmatisation of students who may be treated as a separate group that accessed university somewhat "illegitimately". The authors contest that fair co-existence, duplication of resources, the attitude of teachers, curricula issues, and the interaction of students' as members of learning communities, continue to pose a challenge to create, develop and maintain learning organisations and programmes that embrace social justice. They conclude that strategies are needed for promoting inclusive and socially just practices.

URL : <http://www.sajhe.org.za/>

Arab States

Higher education and feminism in the Arab Gulf / Sally Finlow . - In: British Journal of Sociology of Education, v. 34, no. 1, pp.112-131, 2013
ISSN 0142-5692 . - Online ISSN 1465-3346

Abstract : This article explores how higher education is being conceptualized as part of a neo-liberal feminist social change project in the context of the Arab Gulf. Challenging the tendency to essentialised treatments of gender and women in Muslim countries, it makes visible the diverse experiences and views of a particular group of Gulf purposively sampled women students, graduates and academics as it explores how they are situating themselves against available feminist narratives, how they are seeing themselves as citizens and political actors, and how higher education's spaces and constraints are mediating these processes. A conflicted picture emerges, of mass higher education helping provide women with radical ideas and ambitions, and helping to make public demands and assert self-representation, while their freedoms to act are limited by underlying hegemonic structures that are still predominantly male and against which women variously rationalize their strategic conformity. (Abstract from Publisher)

URL : <http://www.tandfonline.com/doi/abs/10.1080/01425692.2012.699274>

Europe and North America

Creating opportunities in education for Aboriginal students / Association of Universities and Colleges of Canada [AUCC] . - Ottawa : AUCC, 2013 . - 9 p.

Abstract : Canadian universities are increasingly creating resources and programmes for Aboriginal students including courses, outreach and financial assistance, counselling and support. This report, based on a national survey, includes data on university programmes and services in Canada specifically tailored for Aboriginal students.

URL : <http://www.aucc.ca/wp-content/uploads/2013/01/aboriginal-students-report-2013.pdf>

ESU policy on the social dimension / European Student's Union [ESU] . - Brussels : ESU, 2013

Abstract : This document expresses ESUs view on the social dimension. It describes basic indicators (access, diversity, equality, social mobility, affordability, lifelong learning, active anti-discrimination measures) and highlights immediate areas of concern (social support, gender equality, disabilities, health and well-being, student as a learner, counseling and advising, students with children, intergenerational equality).

URL : <http://www.esu-online.org/news/article/6064/2012-Policy-Paper-ESU-Policy-on-Social-Dimension/>

Performances scolaires, orientation et inégalités sociales d'éducation : evolution en France en quatre décennies

/ Mathieu Ichou, Louis-André Vallet . - In: Education formations, no. 82, pp. 9-18, décembre 2012

ISSN 0294-0868

Abstract : This article presents the relative importance, in France between 1960 and 2006, of two components effecting educational outcomes : the gap in educational attainment between students from different socioeconomic backgrounds; and secondly by differences in decision of the educational direction taken by students of the same academic level in France. All levels of education, from primary to undergraduate, are discussed.

URL :

http://cache.media.education.gouv.fr/file/82/31/4/DEPP_EetF_2012_82_Performances_scolaires_orientation_237314.pdf

■ Higher Education and Social Responsibility / EFA

A reformed Islamic education : grounds for revisiting cosmopolitanism / N. Davids . - In: South African Journal of Higher Education, v. 26, no. 3, pp. 395-410, March 2013
ISSN 1011-3487

Abstract : This article proposes how and a reformed approach to Islamic education, with a renewed cosmopolitanism, including pluralism and citizenship education, can contribute to a democratic inclusion of women in Islamic society

Transformative partnerships at home and abroad [Whole issue] / AAC&U . - In: Diversity & Democracy, v. 16, no. 1, pp. 1-31, Winter 2013

Abstract : This issue of Diversity & Democracy presents examples of creative leadership and action related to advancing civic action through transformative partnerships. Drawing from an array of higher education institutions - including public and private; research universities and liberal arts institutions - across geopolitical and organisational boundaries, case studies of current partnerships are presented. Collaboration across international boundaries are described in two articles : cooperating across the Atlantic: helping realize higher education's democratic mission ; and Developing Sustainable partnerships for International community-based research which details a community partnership initiative with Belize.

URL : <http://www.aacu.org/diversitydemocracy/index.cfm>

Africa

The use of ICT in achieving the Millennium Development Goals (MDGs) in universities / L. M. Kaino . - In: South African Journal of Higher Education, v. 26, no. 3, pp. 503-514, 2012
ISSN 1011-3487

Abstract : The contribution of Information and Communication Technology (ICT) in achieving the Millennium Development Goals (MDGs) and the contribution of higher education institutions in achieving these are examined in this article. This study sought to find out the extent to which university-based research on ICTs, in universities in Zimbabwe, Namibia and Botswana, addressed and impacted the three MDGs of gender balance, education development and social and economic development in the target communities. The study used both qualitative and quantitative approaches in design using questionnaires, structured interviews and documentary schedules. The findings showed that sensitivity to gender balance was an incidental matter, ICT applications were a means to extend access to wider educational opportunities, information and communications, and these studies added value to primary local economic resources and productivity-related socioeconomic activities. It was concluded that the studies surveyed did make some positive contributions towards the MDGs agenda and the impact was generally not direct.

URL : <http://www.saije.org.za/>

Uncommon knowledge : World Bank policy and the unmaking of the knowledge economy in Africa / Milton O. Obamba / International Association of Universities [IAU] . - In: Higher Education Policy, v. 26, no. 1, pp. 83-108, March 2013

ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : In recent decades, the World Bank and other agencies have invested in revitalizing and restructuring the development of education in Africa. A growing body of critique has emerged that articulates the failures of the revitalization mission, framing these exchange relationships as representing nothing but new patterns of embedded neocolonialism, dependency, and geopolitical asymmetry. The aim of this paper is to contribute to these unfolding debates by examining how a set of theoretical paradigms have shaped the World Bank's priorities and approaches to education and development policy in developing countries at different times. The paper argues that the Bank embraced the neoliberal economic ideology and a narrowly defined interpretation of the rates of return calculations to promote higher investment in basic education while systematically marginalizing higher education. The paper asserts that this polarized policy paradigm persisted within the Bank at least until the 1990s and has partly fuelled the preponderance of the critiques of neo-colonial dependency and hegemony. This paper opens a new analytic territory by examining the two recent and increasingly significant World Bank policy paradigms: the innovation systems and global partnership approaches.

URL : <http://www.palgrave-journals.com/hep/journal/v26/n1/index.html>

■ Intercultural Dialogue

Dialogue of the East and the West : searching for new perspectives . - In: Comparative Education, v. 49, no. 1, February 2013

ISSN 0305-0068

Abstract : Contents : The study of East and West in comparative education : towards a rationale (SoongHee Han, Peter Jarvis); Learning to be a person East and West (Peter Jarvis); A historical comparison of intellectual renaissance in the East and the West (Ki-Seok Kim, Sung Sik Kim); Learning as sociocultural practice: Chinese immigrant professionals negotiating differences and identities in the Canadian labour market (Hongxia Shan, Shibao Guo); Changing grassroots communities and lifelong learning in Japan (Atsushi Makino); Confucian states and learning life: making scholar-officials and social learning a political contestation (SoongHee Han); Bridging East and West educational divides in Singapore (Prem Kumar); Educational practice in India and its foundations in Indian heritage: a synthesis of the East and West? (Madhu Singh); ASEM the modern Silk Road: travelling ideas for education reforms and partnerships between Asia and Europe (Que Anh Dang).

URL : <http://www.tandfonline.com/toc/cced20/current#>

■ Internationalization

Approaches to internationalisation and their implications for strategic management and institutional practice / Organisation for Economic Cooperation and Development [OECD]. Higher Education Programme [IMHE] . - Paris : OECD Publishing, 2012 . - 47 p.

Abstract : An outcome of the OECD's Higher Education Programme (IMHE) project 'Managing Internationalisation', this report explores the relationships between the internationalisation strategies of governments and higher education institutions. Factors, instruments, approaches and reference points that have an impact on, or are affected by, internationalisation are identified. Sections cover policy; off-shore campuses; dual and joint programmes; international networks; ICT in internationalisation; ethics; and intellectual property. The report concludes with some pointers for what governments can do to promote and support internationalisation and what higher education institutions can do to manage internationalisation more effectively.

Classmark : INT-6 OECD

URL : <http://www.oecd.org/edu/imhe/Approaches%20to%20internationalisation%20-%20final%20-%20web.pdf>

The birth of academic subalterns : how do foreign students embody the global hegemony of American universities? / Jongyoung Kim . - In: Journal of Studies in International Education, v. 16, no. 5, pp. 455-476, November 2012

ISSN 1028-3153

Abstract : This study analyses the learning and cultural experiences of Korean graduate students in the United States, based on 50 qualitative interviews with graduate students over a five year period (1999 to 2005) in a research university in the United States. The focus of the interviews was the motivation behind the decision to study abroad and the adaptation process. Findings showed that Korean students' learning experience in the United States depends on their prior learning experiences in Korea because their perceptions of U.S. graduate schools are constantly formed through their transnational or comparative perspective of the two educational systems and their desire to pursue a U.S. degree. Another finding was that many of the students interviewed viewed Korean universities (where they had undertaken undergraduate studies) as being sexist and being composed of "academic cliques"; Many interviewees also stated that gaining a graduate degree from an American university cancelled the "Kakbeol" system - the importance of the status of the (Korean) university they had attended. Furthermore, although almost all the graduate students surveyed graduated from prestigious universities in Korea, in the changed setting of American Graduate Schools, these same students started to perceive themselves as inferior. Difficulties encountered by these students mostly related to language issues.

URL : <http://jsi.sagepub.com/content/16/5/455.short>

Arab States

Student choice in higher education : motivations for choosing to study at an international branch campus / Stephen Wilkins, Melodena Stephens Balakrishnan, Jeroen Huisman . - In: Journal of Studies in International Education, v. 16, no. 5, pp. 413-433, November 2012

ISSN 1028-3153

Abstract : Although there exists a fairly substantial body of literature that has sought to identify the motivations or choice criteria used by international students to select countries and institutions, there has to date been little research on student motivations for studying at an international branch campus. This quantitative study, involved 320 undergraduate and postgraduate students studying at branch campuses in the United Arab Emirates (UAE). It was found that the main motivations of students who choose to study at an international branch campus are different to those students who choose to study at home campuses. The authors propose a revised model of international student destination choice, which incorporates two distinct sets of push and pull factors - one that applies to the home campuses of Western universities and one that applies to international branch campuses. The authors suggest that in addition to developing the theory on international student choice, their findings may be used by higher education institutions to better understand both their existing and potential students.

URL : <http://jsi.sagepub.com/content/16/5/413.abstract>

Asia and the Pacific

The satisfaction of international students in New Zealand universities and institutes of technology and polytechnics / New Zealand. Ministry of education . - Wellington : Ministry of Education, 2013 . - 106 p.

Abstract : This report presents the results of a study on the satisfaction of over 7000 international students in New

Zealand higher education institutions regarding their learning, living and support service experience by nationality. International students from China, Malaysia and Indonesia are a particular focus of the report.

URL : http://www.educationcounts.govt.nz/data/assets/pdf_file/0019/115507/The-Satisfaction-of-International-Students-in-NZ-Unis-and-ITPS.pdf

U.S. students in China : meeting the goals of the 100,000 Strong initiative / Institute for International Education [IIE][USA] . - New York : IIE, 2013 . - 48 p.

Abstract : This pilot study analyses U.S. student participation in education abroad activities in China.

URL : <http://www.iie.org/~media/Files/Corporate/Publications/US-Students-in-China.ashx>

International student security and English language proficiency / Erlenawati Sawir, Simon Marginson, Helen Forbes-Mewett, Chris Nyland, Gaby Ramia . - In: Journal of Studies in International Education, v. 16, no. 5, pp. 434-454, November 2012

ISSN 1028-3153

Abstract : "International student security" refers to the international student's maintenance of a stable capacity for self-determining human agency. The article focuses on the role of English-language proficiency in the security of students from English as Foreign Language countries, drawing on evidence from a program of semi-structured interviews with 200 international students in Australian higher education,. The results show that language proficiency is a pervasive factor in the human security of the international students in all domains inside and outside the classroom. There is a strong link between language proficiency and the capacity for active human agency. Both findings confirm prior research literature. The article concludes with implications for practice and for further research.

URL : <http://jsi.sagepub.com/content/16/5/434.short>

International students in an Indian Technical university : faculty counselors' preparedness and perspectives / Nandini Karky . - In: Journal of Studies in International Education, v. 17, no. 1, pp. 39-54, March 2013

ISSN 1028-3153

Abstract : This paper presents the results of a qualitative study of international students at an Indian Technical University, through the voices of the faculty, who are appointed as international students' counselors. A case study methodology was employed with document analysis and interviews to perceive how technical faculty managed students from varying cultural backgrounds. The focus of counseling turned out to be largely on academic performance and related parameters like class attendance. Besides this, the majority of the international student population were the culturally similar students of Indian origin, with nonresident-Indian parents or relatives, living and working in Western and Middle East countries. These factors were the prime reasons that the faculty perceived themselves as well prepared to handle the role of international-students' counselors. A limitation of the study was the low volume of international students and fact that the majority of international student population turned out to be the culturally similar students of Indian origin. Although cultural differences were few in such a case, there were inherent differences between the Indian education system and the educational systems of the origin countries, which provided the necessary focus. Perspectives on the impact of travel abroad, the reasons of internationalization in Indian universities, and the various problems international students face in a different education system were explored. The faculty counselors expressed their view that the university needed many preparatory reforms before it could confidently welcome a large number of international students from various countries.

URL : <http://jsi.sagepub.com/content/17/1/39.abstract>

Language anxiety experiences of Chinese graduate students at U.S. higher institutions / Rui Cheng, Antony Erben . - In: Journal of Studies in International Education, v. 16, no. 5, pp. 477-497, November 2012

ISSN 1028-3153

Abstract : It is very common for Chinese graduate students to experience language anxiety in U.S. higher institutions, yet the literature on this topic is limited. This research study focused on the influence of the length of stay in U.S. higher institutions, gender, and acculturation process on Chinese graduate students' language anxiety levels on 156 students in a public university in the United States. Mixed methods were applied and the results showed that students who stayed longer and were in art-related majors had the lowest anxiety. This study also revealed that gender and acculturation played a role in language anxiety levels. The educational implications of these findings are also discussed.

URL : <http://jsi.sagepub.com/content/16/5/477.short>

Visitor or inhabitant? Addressing the needs of undergraduate transnational medical students / Jennifer Lindley, Louise McCall, Adela Abu-Arab . - In: Journal of Studies in International Education, v. 17, no. 1, pp. 79-96, March 2013

ISSN 1028-3153

Abstract : This study was conducted to identify key issues for students in an undergraduate medical course with cross border delivery, in Australia and Malaysia, and the impact of these issues on the students' ability to learn. Data relating to the student experience and perceived student needs were collected from transnational students and teaching staff from Australia and Malaysia. The results highlight the complexities of migration from one learning environment to another and suggest the need for a cohesive institutional approach to support medical student movement between culturally diverse settings as well as the translation of medical curriculum from one cultural context to another.

URL : <http://jsi.sagepub.com/content/17/1/79.short>

Europe and North America

Broadening horizons breaking through the barriers to overseas study / British Council . - London : British Council, 2013 . - 56 p.

Abstract : This report presents and analyses the results of a survey conducted among over 10,000 UK and US students via an online self-completion survey. The findings show that there is a considerable demand from both UK and US students for overseas study and that respondents see overseas study as a way to develop necessary skills for the global employment market. Barriers to overseas study perceived by students are also examined and a breakdown of study abroad destinations by UK and US students is shown.

URL : <http://ihe.britishcouncil.org/educationintelligence/broadening-horizons>

Open doors 2012 : Report on international educational exchange / Institute of International Education [IEE][USA] . - New York : Institute of International Education, 2012 . - 112 p.. - ISBN 978-0-87206-353-2

Abstract : The Open Doors 2012 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 nearly 6% in 2011/12. The largest increase came from China - the top place of origin of international students, with 25% of the U.S. total. International undergraduate student enrolment now exceeds international postgraduate enrolment in the US. There has been a steady increase over the past decade has increased, although the number of U.S. students studying abroad remains low.

Class mark : US-444 BHA

URL : <http://www.iie.org/en/Research-and-Publications/Publications-and-Reports/IIE-Bookstore/Open-Doors-2012>

Data tables available online at: www.iie.org/opendoors

Tuition fees for international students in Finland : where to go from here? / Yuzhuo Cai, Jussi Kivistö . - In: Journal of Studies in International Education, v. 17, no. 1, pp. 55-78, February 2013

ISSN 1028-3153

Abstract : Recent Finnish policies have encouraged Finnish higher education institutions to develop a market-oriented approach to international higher education by implementing fee-based educational programmes for students from outside the European Union (EU) and the European Economic Area (EEA). From the Finnish government's perspective, higher education is no longer merely a public service but it is also a private good, as the government is starting to consider international higher education as a means of generating extra revenue. Although the intention of the reforms in this area is apparent, concrete implementation strategies remain unclear. This article discusses what the Finnish government, higher education institutions, and other stakeholders should take into account when considering strategies for implementing tuition fee policies, based on international experience. It also provides a picture of one aspect of the recent reform of international higher education in Finland as well as other challenges related to the reform.

URL : <http://jsi.sagepub.com/content/17/1/55.short>

"Brits abroad" : the perceived support needs of U.K. learners studying in higher education overseas / Brendan Bartram . - In: Journal of Studies in International Education, v. 17, no. 1, pp. 5-18, February 2013

ISSN 1028-3153

Abstract : In the context of international growth in higher education exchanges and recent expansion in U.K. mobility rates after a period of some decline , this article examines the perspectives of U.K. students who have decided to spend part of their degree at universities abroad. Based on an analysis of data generated by a cross-institutional survey of "credit-mobile" U.K. students, the article explores their views, evaluations, and priorities with regard to one particular aspect of the study abroad experience— student support. The findings reveal a blend of academic, practical, and socio-emotional needs, alongside a predominant reliance on self-direction and proactive social participation as strategies for addressing them. Finally, a number of recommendations for home and host institutional practice and student preparation

- in the United Kingdom and other (English-speaking) countries - are considered.

URL : <http://jsi.sagepub.com/content/early/2012/03/02/1028315311436085.abstract>

More aware of everything : exploring the returnee experience in American higher education / David Haines . - In:

Journal of Studies in International Education, v. 17, no. 1, pp. 19-38, March 2013

ISSN 1028-3153

Abstract : At the intersection of the topics of migration and diversity in higher education lies the experience of people who grow up overseas, or who go overseas for education or military service, and then return as university students. This article addresses their experience, drawing from a series of exploratory interviews conducted as part of a broader distributed research process on diversity at one particularly diverse American university. The overseas experience, as would be expected, generally broadens student perspectives but also individuates them by first removing people from existing personal networks and established cognitive routines, then inserting them into new networks and cognitive patterns overseas, and finally reinserting them back into a "home" situation in the United States that is both familiar and now newly alien. The legacies of return thus include a resorting and reconfiguration of notions of self and identity as well as those of family, community, and nation. Overall, the process suggests a parallel between the student as traveller and the traveller as student.

URL : <http://jsi.sagepub.com/content/17/1/19.abstract>

■ Research and Doctoral Education

Africa

Research management in African universities: from awareness raising to developing structures / John Kirkland, Patrice Ajai-Ajabe / Association of Commonwealth Universities [ACU] . - London : ACU, 2013 . - 15 p.

Abstract : This report details the implementation and the results of a ACU project with five African universities in Uganda, Tanzania, Ghana and Nigeria, to develop their organisational structures for research management, including supporting the establishment of a central facility with oversight of research management and forming or revising institutional research policies and strategies.

Classmark : AFR- 62 ACU

URL : <https://www.acu.ac.uk/publications/>

Leading from the front : exploring the professional and personal nature of research leadership / B. A. Damonse, M. Nkomo . - In: South African Journal of Higher Education, v. 26, no. 3, pp. 441-454, 2012

ISSN 1011-3487

Abstract : Research is a key indicator of university performance and research leadership is a critical variable in achieving research excellence. This qualitative research study examined the "research stories" of ten research performing academics and the reported research and mentoring experiences of a sample of 30 of their postgraduate mentees to gain a more nuanced understanding of the nature of research leadership, with special attention to how this influences research performance. This article discusses one of the salient features common to the research trajectories in this study, namely, leadership by example of personal scholarship. The authors conclude that academic role models, who are themselves performing scientists and scholars, are essential in influencing the intellectual development of the next generation of researchers.

URL : <http://www.sajhe.org.za/>

Europe and North America

Les universités : notre avenir à tous, la contribution des universités à la société québécoise / Conférence des recteurs et des principaux des universités du Québec [CREPUQ] . - Montreal : CREPUQ, 2013 . - 36 p.

Abstract : This paper summarises university contributions to Quebec society with a specific focus on academic research.

URL : http://www.universites-avenir.ca/wp-content/uploads/2013/01/DEVELOPPEMENT_Contribution_CREPUQ.pdf

Strategic research: principles and instruments / Danish Council for Research Policy . - Copenhagen : Danish Council for Research Policy, 2013 . - 12 p.

Abstract : outlines overall values and general guidelines for allocation of funds for strategic research. The new paper was adopted by the board of the Danish Council for Strategic Research on 1 January 2013.

URL : <http://fivu.dk/en/publications/2013/files-2013/strategic-research-principles-and-instruments-1-january-2013.pdf>

Is there a need for a European institutional research? / Charles F. Mathies, Jussi Valimaa . - In: Tertiary Education and Management, v. 19, no. 1, pp. 85-96, March 2013

ISSN 0135-3883 . - Online ISSN 1573-1936

Abstract : Recent changes in European higher education have accompanied a strong desire and need by national ministries to have comparable data across institutions and a growing recognition from campus leaders that effective planning and decision-making requires reliable institutional data and analyses. This has induced changes and restructuring of duties and roles of administration, administrative staff and academic staff. In North America, internal institutional data analysis is often referred to as institutional research. We examine the roles and functions of institutional research within North America and how the changes within European higher education have created a purpose for institutional research. Specifically, we explore the topical areas of institutional assessment, data management, institutional governance, as well as the changing identity of academic professionals within European universities. The authors explore in-depth Finland's higher education system to demonstrate how history, culture and legislative changes manifest into a need for institutional research.

URL : <http://www.tandfonline.com/doi/full/10.1080/13583883.2012.747558>

Research experiences of staff within a specialist UK higher education institution : challenges, opportunities and priorities / Brian Hemmings, Doug Hill, John Sharp . - In: Tertiary Education and Management, v. 19, no. 1, pp. 52-67, March 2013

ISSN 0135-3883 . - Online ISSN 1573-1936

Abstract : The study discussed here is based on a collective case approach involving a specialist UK higher education institution. Six individual interviews were carried out with a cross-sectional sample of the institutions' staff members. Additional information was gained through observations and examination of relevant documents. These data were interrogated with the purpose of exploring how the institution had made the transition from a teacher training college to a teaching-led higher education institution with a particular commitment to developing research capacity. This analysis yielded a number of key findings: first, the institution had experienced a cultural shift, with research forming a more noticeable profile; second, practitioner-oriented research was the dominant research endeavour; and third, there appeared to be an incomplete understanding of the potential of research to change a staff member's career and teaching practice. The article concludes by giving consideration to the implications of the findings.

URL : <http://www.tandfonline.com/doi/full/10.1080/13583883.2012.742924>

Socialization experiences resulting from doctoral engineering teaching assistantships / Irene B. Mena, Heidi A. Diefes-Dux, Brenda M. Capobianco . - In: The Journal of Higher Education, v. 84, no. 2, pp. 189-212, March / April 2013
ISSN 0022-1546 . - Online ISSN 1538-4640

Abstract : The purpose of this study was to explore and characterize the types of socialization experiences that result from engineering teaching assistantships. Using situated learning and communities of practice as the theoretical framework, this study highlights the experiences of 28 engineering doctoral students at a USA research intensive institution who worked as engineering teaching assistants.

Successful women researchers in the Social Sciences : a case study of Catalan public universities / Georgette Ion, Maria del Mar Duran Belloch . - In: Tertiary Education and Management, v. 19, no. 1, pp. 68-84, March 2013
ISSN 0135-3883 . - Online ISSN 1573-1936

Abstract : This article examines the factors which contribute to the success of female academics engaging in research in social sciences. The data were obtained through a series of interviews carried out at public universities in Catalonia with women, all of whom were the heads of research groups recognized by the Generalitat de Catalunya (Catalan Government). These results reveal several aspects relevant for women academics, at both the individual and institutional levels, in terms of employment opportunities, management of research programmes, development of teaching strategies and individual time management. This should assist the development of institutional policies and practices within higher education to help women build successful research careers.

URL : <http://www.tandfonline.com/doi/full/10.1080/13583883.2012.746729>

The impacts of postdoctoral training on scientists' academic employment / Su Xuhong . - In: The Journal of Higher Education, v. 84, no. 2, pp. 239-265, March / April 2013
ISSN 0022-1546 . - Online ISSN 1538-4640

Abstract : This article examines the dynamics of postdoctoral training affecting scientists academic employment, focusing on timing and prestige dimensions. Postdoctoral training proves beneficial to academic employment, more so in less prestigious departments than in top ones. Postdoctoral duration is subject to diminishing returns. The benefits of training vary across scientists with different demographic characteristics.

URL : http://muse.jhu.edu/login?auth=0&type=summary&url=/journals/journal_of_higher_education/v084/84.2.su.html

The meaning of money in the socialization of science and engineering doctoral students : nurturing the next generation of academic capitalists? / Katalin Szélényi . - In: The Journal of Higher Education, v. 84, no. 2, pp. 266-294, March / April 2013
ISSN 0022-1546 . - Online ISSN 1538-4640

Abstract : Based on ethnographic interviews with 48 doctoral students and 22 faculty members in science and engineering in a university in the United States, this study examines the ways in which doctoral students and faculty make market, symbolic, and social meaning of the presence or absence of money in doctoral student socialization and of funding from governmental and industrial sources. Findings indicate that the culture of science and engineering doctoral education often gives rise to the training of the next generation of academic capitalists, a process that is sometimes contested by students and faculty. Implications are presented for universities, departments, and funding agencies.

URL :

http://muse.jhu.edu/login?auth=0&type=summary&url=/journals/journal_of_higher_education/v084/84.2.szelenyi.html

■ Sustainable Development

Rethinking the Talloires Declaration / William Adlong . - In: International Journal of Sustainability in Higher Education, v. 14, no. 1, pp. 56-70, 2013
ISSN 1467-6370

Abstract : This article provides an analysis of the Talloires Declaration with a focus on social and cultural elements that shape action. The action and change the Talloires Declaration seeks to achieve is considered against a backdrop of selected social theory and education for sustainability literature. This literature provides insights on the social change that is part of bringing about environmental improvement. The author concludes that while the Talloires Declaration has been significant and successful in a number of ways, it does not make clearly visible the social conditioning that beyond information and knowledge about issues has such a determining influence on action and environmental literacy. He proposes that this foundational document for university commitments to sustainability needs to be rethought with the benefit of passing time and in view of a wider, and largely subsequent, literature.

URL : www.emeraldinsight.com/journals.htm?issn=1467-6370&volume=14&issue=1&articleid=17072977

Sustainability accounting courses, Talloires Declaration and academic research / Tehmina Khan . - In: International Journal of Sustainability in Higher Education, v. 14, no. 1, pp. 42-55, 2013
ISSN 1467-6370

Abstract : This article aims to identify the offering and nature (scope) of sustainability accounting courses at universities that have signed the Talloires Declaration and also at universities with prominent sustainability accounting researchers' affiliations. Talloires Declaration signatories' universities' web site content analysis for sustainability accounting courses was conducted for universities in the USA, Australia, UK and Canada. A search was also conducted for the profile of prominent sustainability accounting researchers to collect data on involvement in sustainability accounting education by these researchers. The findings regarding the offering of a sustainability accounting course and its nature and scope (if found on the web sites) are presented in this article. It was found that less than 30 per cent of the Talloires Declaration universities' web sites in Canada, USA, United Kingdom and Australia have information on sustainability accounting education in various forms including stand alone subjects (all electives) and sustainability accounting embedded in other accounting and non accounting courses, with limited scope. The probability of sustainability accounting education being offered at the post-graduate level (specifically as a PhD programme) is much higher at universities that have a prominent research profile in the area. It is also found that sustainability accounting education is not offered in majority of the cases, at the undergraduate level at universities where prominent sustainability accounting researchers are based. The focus is on post-graduate and research education rather than on undergraduate and course work education.

URL : www.emeraldinsight.com/journals.htm?issn=1467-6370&volume=14&issue=1&articleid=17072976

Asia and the Pacific

Addressing the business-sustainability nexus in postgraduate education / Wendy Stubbs . - In: International Journal of Sustainability in Higher Education, v. 14, no. 1, pp. 25-41, 2013
ISSN 1467-6370

Abstract : The purpose of this paper is to present a pedagogical approach for designing a coursework curriculum that aims to meet the growing need for skilled professionals that have competencies in both business and sustainability, and that understand the nexus between the two. The Knowledge-Skills-Attitudes (KSA) framework used in this study focuses on developing students' knowledge, skills and attitudes (behaviours) in sustainability. The Master of Corporate Environment Sustainability Management (MCESM) at Monash University, Australia is discussed as a case study.

URL : <http://www.emeraldinsight.com/journals.htm?issn=1467-6370&volume=14&issue=1&articleid=17072975>

Malaysian teacher trainees' practices on science and the relevance of science education for sustainability / Subadrah Madhawa Nair, Abdul Rashid Mohamed, Nagamah Marimuthu . - In: International Journal of Sustainability in Higher Education, v. 14, no. 1, pp. 71-89, 2013
ISSN 1467-6370

Abstract : This paper investigates the practice of teacher trainees on science teaching and its relevance to understanding science education in a sample of 80 teacher trainees, majoring in Science Education, from a teachers training institute in Malaysia. The teacher trainees were asked to complete a set of questionnaires on the relevance of their content knowledge of science to Science Education; the application of student's home culture in classroom science; and in ethical education in classroom lessons. The results showed gender differences between the teacher trainees; the female

trainees' practice of science and Relevance of Science Education (ROSE) are significantly higher than their male counterparts. However, there was no significant difference between the male and female trainees on their practices of students' home culture applied in classroom science and applying ethical education in teaching science. The authors suggest that there is a need to bring in students' home culture into the teaching and learning of science.

URL : <http://www.emeraldinsight.com/journals.htm?issn=1467-6370&volume=14&issue=1&articleid=17072978>

Europe and North America

Let's get personal : making sustainability tangible to students / Ann E. Savageau . - In: International Journal of Sustainability in Higher Education, v. 14, no. 1, pp. 15-24, 2013
ISSN 1467-6370

Abstract : The aim of this paper is to describe the results of a case study that comprises a self-audit and self-reflection by students in the development of intrinsic motivation for living sustainably. As part of an integrated course, Introduction to Sustainable Design, undergraduate students participated in the creation and use of a personal Resource Consumption and Waste Audit that makes tangible their resource consumption and waste generation and that forms the basis for self-reflection throughout the course. The results showed that students generally express surprise and dismay at their levels of consumption and waste, and state that they are motivated to change behaviours. Many called the audit "life-changing" and added that everyone should do a similar audit if our society is to become more sustainable. The author notes that the audit provides a novel, simple and cost-effective way for students to assess their own resource consumption and waste generation, and it lays the groundwork for behavioral change based on self-reflection around these issues. It has the additional advantages of requiring no special technology, being adaptable to different courses and majors, and providing a basis for development of quantitative and longitudinal studies.

URL : <http://www.emeraldinsight.com/journals.htm?issn=1467-6370&volume=14&issue=1&articleid=17072974>

The importance of teaching ethics of sustainability / Kelly Biedenweg, Martha, C. Monroe, Annie Oxarart . - In: International Journal of Sustainability in Higher Education, v. 14, no. 1, pp. 6-14, 2013
ISSN 1467-6370

Abstract : The purpose of this paper is to describe the importance of a focus on ethics in sustainability education and present results from a pilot graduate-level course titled the Ethics of Sustainability. This is a case study presenting a qualitative evaluation from a pilot 14-week Ethics of Sustainability course. Data are based on observations, surveys and interviews with students. Findings showed that students from diverse fields found the ethical concepts new, stimulating and crucial for their careers. Ethical concepts provide a framework for thinking about sustainable practices in their personal and professional lives. According to the authors, this study suggests that a course on ethical principles related to sustainability is a useful and potentially critical component to any curriculum intending to prepare future professionals to be effective contributors to a sustainable society. Higher education may adopt the course concepts and learning tools to enhance their curriculum and businesses and corporations will benefit from entry-level professionals with a solid ethical foundation for making more sustainability-oriented decisions.

URL : <http://www.emeraldinsight.com/journals.htm?articleid=17072973>

Other themes

■ Academic teaching personnel

The professionalisation of academics as teachers in higher education / European Science Foundation [France] . - Strasbourg : European Science Foundation, 2013 . - 32 p.
ISBN 978-2-918428-88-6

Abstract : This position paper presents the state-of-the-art in the field and communicates the research issues that are still open. It discusses educational development and significant learning and good teaching and proposes recommendations.
URL : <http://www.esf.org/publications.html>

Departmental cultures and non-tenure track faculty : willingness, capacity, and opportunity to perform at four-year institutions / Adrianna Kezar . - In: The Journal of Higher Education, v. 84, no. 2, pp. 153-188, March / April 2013
ISSN 0022-1546 . - Online ISSN 1538-4640

Abstract : This article reports on a case study of 25 departments comparing those that have put policies and practices in place to support non-tenure-track faculty to those that have not to determine whether this impacts faculty willingness, capacity, and opportunity to perform. Four departmental cultures emerged related to differential outcomes.
URL : http://muse.jhu.edu/login?auth=0&type=summary&url=/journals/journal_of_higher_education/v084/84.2.kezar.pdf

Gendered universities and the wage gap : case study of a pay equity audit in an Australian university / Jan Currie, Beverley Hill / International Association of Universities [IAU] . - In: Higher Education Policy, v. 26, no. 1, pp. 65-82, March 2013
ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : Studies worldwide have found that women's pay lags behind men's in academia. This article describes pay equity policies in Australia and overseas and the use of a pay equity audit as a strategic tool to reduce gender inequities at The University of Western Australia (UWA), a research-intensive university. Based on the average annual salaries in 2008, UWA's pay equity audit found a gender pay gap of 15% for academics and 12% for professionals. Discretionary allowances revealed additional pay differences with academic men. This article concludes with the micropolitics of how key players reacted to these findings and how the university may act to reduce gender differences in allowances.
URL : <http://www.palgrave-journals.com/hep/journal/v26/n1/index.html>

■ AIDS education

Exploring the possibilities and limitations of service-learning : a critical analysis of college student narratives about HIV/AIDS . - In: The Journal of Higher Education, v. 84, no. 2, pp. 213-238, March / April 2013
ISSN 0022-1546 . - Online ISSN 1538-4640

Abstract : This article reports a qualitative study that explored the possibilities of service-learning by deconstructing students' narratives about HIV/AIDS. The study focused on students who participated in a week long social issue programme in a US institution where students directly experienced a US inner city AIDS service, staff and patients. The study employed a critical approach, examining participants' conceptualisations of HIV/AIDS and examined social justice implications. Results suggest that students' learning about and commitments to HIV/AIDS activism mirrored larger socio-cultural narratives of the stigma and discrimination surrounding HIV/AIDS. However, students' interactions with patients did prompt participants to think differently about HIV/ AIDS. Results of a follow up one year after the study are also provided.

URL : http://muse.jhu.edu/login?auth=0&type=summary&url=/journals/journal_of_higher_education/v084/84.2.jones.pdf

■ Education and employment

Futuretrack Stage 4 : Transitions into employment, further study and other outcomes / University of Warwick. Warwick Institute of Employment Research . - Warwick : University of Warwick, 2013 . - 219 p.

Abstract : This report examines 2006 graduates' experiences of the labour market and further study five-and-a-half years after they first applied to higher education. It analyses questions such as: Does it still make sense to talk about 'graduate jobs' and 'non-graduate jobs'? Has this cohort of graduates been integrated into the labour market to the same degree as their recent predecessor course-leavers were? What has been the impact of higher education choices and performance on relative earnings? And has higher education expansion led to increased under-employment and how

far, and where, has the graduate premium increased, remained stable or declined?

URL : http://www2.warwick.ac.uk/fac/soc/ier/futuretrack/news1/stage_4_report_final_06_03_2013.pdf

Moving on up : what young people earn after their tertiary Education / New Zealand. Ministry of Education . -

Wellington : Ministry of Education, 2013 . - 77 p.

Online ISBN 978-0-478-40620-7

Abstract : This report presents the results of a study on employment outcomes - principally measured in terms of earnings and employment rates of students in relation to the level of education completed.

URL : http://www.educationcounts.govt.nz/_data/assets/pdf_file/0014/115430/moving-on-up-what-young-people-earn-after-their-tertiary-education.pdf

National survey of employers' views of Irish higher education outcomes . - Dublin : IBEC, 2013 . - 97 p.

Abstract : Published at the request of and in collaboration with the Irish Higher Education Authority, this report details findings of research on the views on higher education outcomes of a diversified range of businesses. The key survey findings were that companies, while generally satisfied with the graduates' range of skills and relevant knowledge, they had lower satisfaction levels of graduates' written communication, business awareness and entrepreneurship skills. Results are also detailed for Masters and PhD graduate recruitment.

URL : [http://www.ibec.ie/IBEC/DFB.nsf/vPages/Education_and_training~Key_issues~national-employer-survey-14-01-2013/\\$file/Survey%20report%20Final.pdf](http://www.ibec.ie/IBEC/DFB.nsf/vPages/Education_and_training~Key_issues~national-employer-survey-14-01-2013/$file/Survey%20report%20Final.pdf)

■ Educational autonomy

The transnational idea of university autonomy and the reform of the Finnish Universities Act / Ossi Piironen /

International Association of Universities [IAU] . - In: Higher Education Policy, v. 26, no. 1, pp. 127-146, March 2013

ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : In 2009, the Finnish parliament passed a new Universities Act that aimed to strengthen the institutional autonomy of the country's universities. But why and how did the idea of autonomy come to frame the reform agenda in the overt way it did? In analysing a sample of authoritative policy and strategy papers by the key stakeholders in the higher education policy fields at the European level and in Finland, the author argues that a conceptual shift took place at the turn of the millennium. This was based on managerial values and top-down organization that emphasized the potential of universities to operate on the education market as would any enterprise. But the Finnish higher education policy agenda was not simply downloaded from supranational actors; parts of the Finnish Higher Education establishment had long been active in promoting the novel idea of autonomy at both national and European forums, thereby making the process of ideological transformation truly transnational.

URL : <http://www.palgrave-journals.com/hep/journal/v26/n1/index.html>

■ Educational cooperation

In Focus : IAU 14th General Conference : Higher education and the global agenda - Alternative paths to the future = Dossier thématique : 14e Conférence Générale de l'AIU : L'enseignement supérieur et l'agenda global - orientations alternatives pour l'avenir / International Association of Universities [IAU] . - In: IAU Horizons / AIU

Horizons, v. 18, no. 3, pp. 3-11, March 2013

ISSN 2076-2194 . - Online ISSN 2076-2208

Abstract : This issue of IAU Horizons focuses on the outcomes of the IAU 14th General Conference held at the Interamerican University of Puerto Rico in November 2012. The conference sessions are reported on and a selection of short papers written by experts on the theme of Higher education and the Global Future - the theme of the conference - are included.

■ Educational evaluation

Assessment of higher education learning outcomes feasibility study report : volume 2 – Data analysis and national experiences / Organisation for Economic Cooperation and Development [OECD] . - Paris : OECD Publishing, 2013 . - 194 p.

Abstract : In 2008, the OECD launched the AHELO feasibility study, an initiative with the objective to assess whether it is possible to develop international measures of learning outcomes in higher education. This second report details the data analysis and national experiences of the AHELO feasibility study in the 17 participating countries. In most cases this was at national level, however a number of systems who participated were at regional, provincial or state levels. Results showed that all three evaluation instruments used achieved reliable results. Inter-scorer reliability was considered “fair” to “good” in all three instruments. The feasibility study demonstrated scientific feasibility of developing instruments with reliable and valid results across different countries, languages, cultures and institutional settings. Feedback from each participating country / region is also provided in the report, country by country. Participating countries are : Korea, Egypt, Kuwait, Mexico, Canada, Colombia, Italy; Norway, Australia, Belgium, Finland, Netherlands, United States of America, Japan, Russian Federation and the Slovak Republic.

Class mark : INT-533 OECD

URL : <http://www.oecd.org/education/skills-beyond-school/testingstudentanduniversityperformancegloballyoecdshahelo.htm>

■ Educational finance

Financially sustainable universities : full costing: progress and practice / Thomas Estermann, Anna-Lena Claeys-Kulik / European University Association [EUA] . - Brussels : EUA, 2013 . - 53 p.
ISBN 978-9-078997-382

Abstract : This publication aims to assist university practitioners in implementing full costing, with examples of good practice, whilst at the same time providing important information for policy makers and funders.

URL : <http://www.eua.be/News/13-02->

[11/EUA_report_looks_at_progress_in_developing_full_costing_in_universities.aspx](http://www.eua.be/News/13-02-11/EUA_report_looks_at_progress_in_developing_full_costing_in_universities.aspx)

Funding for United States study: a guide for international students and professionals : 2013 Edition / Institute for International Education [IIE][USA] . - New York : IIE, 2012 . - 306 p.

ISBN 978-0-87206-350-1

Classmark : US-12 IIE

URL : <http://www.iie.org/Research-and-Publications/Publications-and-Reports/IIE-Bookstore/Funding-for-United-States-Study>

Financing higher education in Ethiopia : analysis of cost-sharing policy and its implementation / Sewale Abate Ayalew / International Association of Universities [IAU] . - In: Higher Education Policy, v. 26, no. 1, pp. 109-126, March 2013

ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : Cost-sharing as a policy in Ethiopian higher education institutions (HEIs) has been adopted since 2003 to achieve a set of objectives such as supplementing revenue as an alternative non-governmental source, maintaining and enhancing access to higher education, addressing equity in terms of opportunity in higher education and making students ‘customer-like. This article tries to identify some of the basic challenges the government is facing in achieving the objectives of cost-sharing in general. These challenges are lack of policy awareness, limited (or lack of) immediate non-governmental revenue, difficulty in implementing the concept of students-as-customers, the large amount of government subsidy, inefficient / weak collection capacity, high default rate, and there is no direct flow of money to HEIs from cost-sharing.

URL : <http://www.palgrave-journals.com/hep/journal/v26/n1/index.html>

■ Educational forecasting

Designing creative spaces for idea generation and start-up experiments : the role of university ecosystems / Martin Curley, Piero Formica . - In: Industry and Higher Education, v. 27, no. 1, pp 9-14, February 2013
ISSN 0950-4222

Abstract : The role of universities is changing. In the last century the primary focus of universities was on education and research, with the key goals of creating and diffusing information and knowledge. A third and equally important role is

now emerging, with its accompanying expectations and responsibilities - that of value creation. 'Value' in this context refers to both business value and societal value. With tertiary sector funding coming under increasing scrutiny, governments and the public alike are demanding more accountability and proof of added value from universities. A 'university ecosystem' approach can unleash much of the potential energy in universities and transform it into kinetic energy, with graduates emerging not just in a state of readiness to be employees, but often as highly motivated entrepreneurs with business or social innovation initiatives in flight. An ecosystem can be defined in this context as a network of interdependent organizations or people in a specific environment with partly shared perspectives, resources, aspirations and directions. [Abstract from publisher]

URL : <http://www.ingentaconnect.com/content/ip/ihe/2013/00000027/00000001/art00002>

■ Educational institutions

Chinese Universities and Colleges / China Education Association for International Exchange . - 5th edition . - Beijing : Higher Education Press, 2008 . - 1703 p.

Accompanying CD contains information in book . - ISBN 978-7-04-022939-4 ; CD : 978-7-89489-766-4

Abstract : This edition contains information on 1,845 higher education institutions recognised by the Ministry of Education in mainland China. Listings are arranged by province, municipality and region. Information provided for each higher education institutions includes contact and website details; university departments and research institutions; number of students and academic staff; publications and founding date.

Classmark : CN-12 CEAIE

URL : http://en.ceaie.edu.cn/en_news_detail.php?id=4966

■ Educational management

Informing institutional management: institutional strategies and student retention / Elisabeth Hovdhaugen, Nicoline Frolich, Per Olaf Aamodt . - In: European Journal of Education, v. 48, no. 1, pp. 165-177, March 2013
ISSN 0141-8211 . - Online ISSN 1465 3435

Abstract : European universities are facing demands for better student retention, especially in countries where state funding is no longer based on the number of students, but on the number of graduates. An extensive literature on retention focuses on the characteristics of students who leave higher education without a degree. Much less is known about the measures taken by higher education institutions to encourage study progress. This article examines whether retention strategies are incorporated into the institutions' overall strategies and the policies and activities developed by universities to foster study progress and enhance retention rates. The results suggest that the universities' overall strategies and retention activities are loosely coupled and that the universities tend to use blanket measures addressing retention, regardless of why students are leaving.

URL : <http://onlinelibrary.wiley.com/doi/10.1111/ejed.12002/abstract>

Middle-level academic management : a case study on the roles of the Heads of Department at a Vietnamese university / Thi Lan Huong Nguyen . - In: Tertiary Education and Management, v. 19, no. 1, pp. 1-15, March 2013
ISSN 0135-3883 . - Online ISSN 1573-1936

Abstract : This study examines the roles of Heads of Department in a newly established university in Vietnam. Through 24 interviews and document analysis, the study finds that the main task areas of the Heads of Department centre on programme management, academic staff management and facilities management. Other areas such as strategic management and budget management appear to be neglected. The paper supports the findings of the existing literature that Heads of Departments' responsibilities vary in detail and the roles demanded are governed in large measure by departmental contexts. The study concludes that the Heads of Department enjoy a low level of autonomy and also act more as managers than as leaders. It is recommended that an enhanced leadership role should be given to the Heads of Department so that they can perform to the best of their ability, hence improving university performance.

URL : <http://www.tandfonline.com/doi/full/10.1080/13583883.2012.724704>

■ Educational policy

Students as consumer : the implications of the Consumer Protection Act for higher education institutions in South Africa / K. Reddy . - In: South African Journal of Higher Education, v. 26, no. 3, pp. 586-605, 2012
ISSN 1011-3487

Abstract : This article considers the application of the Consumer Protection Act (CPA) in South Africa on higher education. The CPA lays the basis for the protection of consumer rights in South Africa and comprehensively sets out

obligations for "suppliers". There have been differing views expressed as to whether a student should be seen as a consumer. It is clear, however, that this Act applies to HEIs. This article, firstly, explores the concept of a student as "a customer/consumer". Secondly, it examines specific aspects of the CPA which will have an impact on HEIs as service providers in the education sector. It also directs that HEIs must take into account the provisions of this Act, particularly with respect to the rights to: equality, generally and with regard to access; disclosure and information; fair and equal marketing practices; and fair and reasonable terms and conditions, as well as fair value and good quality. Higher education institutions are advised to scrutinise their current practices, policies, terms and conditions, in order to ensure that they comply with the Act.

URL : <http://www.sajhe.org.za/>

Higher Education Policy [Whole issue], v. 26, no. 1, pp. 1 - 146, March 2013

ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : Higher Education Policy: Celebrating 25 years (Jeroen Huisman) ; Higher Education Reform in Portugal: A Historical and Comparative Perspective of the New Legal Framework for Public Universities (Alberto Amaral, Orlanda Tavares and Cristina Santos) ; The Decline of Private Higher Education (Daniel C Levy) ; Our University: Ethnicity, Higher Education and the Quest for State Legitimacy in Kenya (Ishmael I Munene) ; Gendered Universities and the Wage Gap: Case Study of a Pay Equity Audit in an Australian University (Jan Currie and Beverley Hill) ; Uncommon Knowledge: World Bank Policy and the Unmaking of the Knowledge Economy in Africa (Milton O Obamba) ; Financing Higher Education in Ethiopia: Analysis of Cost-Sharing Policy and its Implementation (Sewale Abate Ayalew) ; The Transnational Idea of University Autonomy and the Reform of the Finnish Universities Act (Ossi Piironen).

URL : <http://www.palgrave-journals.com/hep/journal/v26/n1/index.html>

■ Educational qualifications

The devil in the detail : contradictory national requirements and Bologna master degrees / Cristina Sin . - In:

Tertiary Education and Management, v. 19, no. 1, pp. 16-31, March 2013

ISSN 0135-3883 . - Online ISSN 1573-1936

Abstract : This article compares the national-level requirements for master degree provision in England, Denmark and Portugal following the implementation of the Bologna Process, and ponders upon the reconcilability of these requirements in cross-national initiatives (e.g. joint degrees). In all three countries, master degrees have to comply with the national qualification frameworks, which have been verified against the Framework for Qualifications of the European Higher Education Area. Other regulations apply, however. In Denmark and Portugal, higher education degrees are tightly regulated by legislation, while the Academic Infrastructure developed by the Quality Assurance Agency in the UK acts as a broad reference for degree design, giving English institutions a high degree of freedom. Findings reveal the existence of contradictory requirements which have arisen further to policy adaptations, made possible by the non-legally binding character of Bologna and its loose policy mechanisms.

URL : <http://www.tandfonline.com/doi/full/10.1080/13583883.2012.738241>

■ Educational quality

Quality assurance in higher education in Chile / Organisation for Economic Cooperation and Development [OECD];

World Bank . - Paris : OECD Publishing, 2013 . - 96 p. (Reviews of national policies for education)

ISBN 978-92-64-19058-0 . - Online ISBN 978-92-64-19059-7

Abstract : In the past two decades Chilean higher education has experienced a dramatic increase in student numbers, and rapid growth in the range of institutions and the programmes they offer. However, according to this report, the quality of the academic, technical and professional programmes on offer is uneven. The establishment of a culture of quality in higher education which goes beyond accreditation, and the provision of accurate and reliable information, have become issues of concern not only to institutions, students and employers but to a wider public. This report on the Chilean Quality Assurance System in Higher Education aims at providing a set of core principles based on international practice on the basis of which Chile can improve the existing quality assurance arrangements.

URL : http://www.oecd-ilibrary.org/reviews-of-national-policies-for-education-quality-assurance-in-higher-education-in-chile-2013_5k8x6kfq6833.pdf

■ Educational reform

Latin America's new knowledge economy : higher education, government, and international collaboration / Jorge Balán, Ed. . - New York : IIE, 2013 . - 154 p. (Global Education Research Reports, 7)
ISBN 978-0-87206-358-7

Abstract : This book chronicles the rapid economic growth and social changes that have taken place across Latin America in recent years, and examines these developments through the lens of higher education. Academics and researchers from Latin America and the U.S. explore factors that have been catalysts for higher education reforms in the region such as increased access and equity, emphasis on international study, and investment by foreign universities and corporations. Analyses show how learning, research, institution-building, and community engagement have become priorities for many governments across Latin America. Chapters examine the following topics: governance structure; higher education and workforce development; the role of national study abroad scholarship programs; increasing access and equity; trends in student and academic mobility; new roles for U.S. universities in the Latin American higher education system; academic exchanges; research universities in Brazil; and scientific mobility.

Classmark : LAT-23-IIE

Higher education reform in Portugal : a historical and comparative perspective of the new legal framework for public universities / Alberto Amaral, Orlanda Tavares, Cristina Santos / International Association of Universities [IAU] . - In: Higher Education Policy, v. 26, no. 1, pp. 5 - 24, March 2013

ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : The 1988 University Autonomy Act conferred Portuguese universities with a considerable degree of autonomy and designed a governance system based on collegiality. Strong participation of academic and non-academic staffs and students in decisions became the rule and democratic elections of all individual or collective governance bodies were the basis for legitimacy. More recently, a new reform has changed the legal framework. This reform was publicly presented as the implementation of New Public Management (NPM) in the Portuguese higher education system. In this paper, the authors analyse the new legal framework to understand how far it can be seen as an application of NPM and compare the Portuguese reform with those taking place in several European countries to determine how far there is convergence with the European modernisation agenda.

URL : <http://www.palgrave-journals.com/hep/journal/v26/n1/index.html>

Roadmap for public higher education reform / Philippines. Commission on Higher Education . - Manilla : CHED, 2013 . - 20 p.

Abstract : The roadmap presents a vision for the higher education sector and the rationale for reform, it describes the reform's objectives, major targets and milestones, action plan to 2016, and budgetary requirements.

URL : <http://www.ched.gov.ph/chedwww/index.php/eng/Information/SUCs-Roadmap>

■ Educational statistics

Repères et références statistiques sur les enseignements, la formation et la recherche: RERS 2012 / France.

Ministère de l'éducation nationale . - Paris : France Ministère de l'éducation, 2012 . - 423 p.

ISSN 1635 9089 . - ISBN 978-2-11-099368-7

Abstract : Cette publication annuelle fournit, en un seul volume, toute l'information statistique disponible sur le fonctionnement et les résultats du système éducatif en France (Métropole et Outre-Mer). Elle comprend également un aperçu synthétique des principales données sur la recherche française.

This annual publication collates, in a single volume, all the available statistical information on the functioning and outcomes of the French educational system (for mainland and overseas France). It also contains an overview of the main data on French research.

URL : http://media.education.gouv.fr/file/2012/36/9/DEPP-RERS-2012_223369.pdf

■ Educational systems

Politics and higher education in East Africa (from the 1920s to 1970) / Bhekithemba Richard Mngomezulu . - Stellenbosch (South Africa) : African Sun Media, 2012 . - 288 p.

ISBN 978-1-920382-11-7

Abstract : In East Africa, the development of higher education reached its apogee in 1963 with the establishment of the Federal University of East Africa. This occurred within the broader political context of political independence, subsequent to British colonial government. The East African political and academic leadership vowed to Africanise the higher education sector, epitomised by the Federal University. They called for the Africanisation of academic and administrative staff, the curriculum, as well as teaching and research methods. The development of higher education in East Africa happened both as part of British hegemony in the region and as a result of African agitation for higher education. Britain wanted to insulate Africans from potential politicisation. East Africans on the other hand needed higher education facilities that would produce manpower needed to consolidate political independence and ensure economic independence from Britain. In both instances, the motivating factor behind the development of higher education was political. Once political independence was achieved, national interests prevailed over regional interests. In the process, the development of higher education was negatively affected. Therefore, the demise of the Federal University in 1970 did not come as a surprise. It was accompanied by many challenges from its inception to its eventual collapse in 1970. (Abstract from Publisher).

Tertiary education in Colombia . - Paris : OECD Publishing, 2012 . - 316 p. (Reviews of national policies for education) ISBN 978-92-64-18068-0 . - Online ISBN 978-92-64-18069-7

Abstract : The joint OECD / World Bank report gives an analysis of the achievements of the last decade and the challenges that Colombia faces in the quest of providing a world class system for its citizens in light of the economic, social and political context of the country. The review offers an in-depth study and recommendations on access and equity; the relevance of the system; its governance and management; research and development; and, financing. Other recommendations include a reform to the legal framework; greater focus on measurement of learning; and an integration of all actors, both university and non-university, into the system. They also emphasised increased funding for equity and an improved targeting system; strengthening quality assurance mechanisms; and further efforts to promote international integration, and research and innovation

URL : http://www.oecd-ilibrary.org/reviews-of-national-policies-for-education-tertiary-education-in-colombia-2012_5k94cqvc71q2.pdf?contentType=/ns/Book&itemId=/content/book/9789264180697-en&containerItemId=/content/serial/19900198&accessItemIds=/content/serial/19900198&mimeType=application/pdf

■ Industry and education

Industry and Higher Education [Whole issue], v. 27, no. 1, pp. 5-75, February 2012
ISSN 0950-4222

Abstract : Contents: Designing creative spaces for idea generation and start-up experiments: The role of university ecosystems pp. 9-14 (Curley, Martin; Formica, Piero); Scientific team effectiveness and the external CEO: A study of biotechnology university spin-offs pp. 15-25 (van der Steen, Marianne; Englis, Paula Danskin; Englis, Basil G.); Individual and institutional drivers of technology transfer in open innovation pp. 27-39 (Lauto, Giancarlo; Bau', Massimo; Compagno, Cristiana); A university-industry collaborative response to the growing global demand for student talent: Using interpretive phenomenology to discover life-world knowledge pp. 41-54 (Vauterin, Johanna Julia; Linnanen, Lassi; Michelsen, Karl-Erik); Impact of industry guest speakers on business students' perceptions of employability skills development pp. 55-66 (Riebe, L.; Sibson, R.; Roepen, D.; Meakins, K.); Developing transferable management skills through action learning pp. 67-75 (Yeadon-Lee, Annie; Hall, Roger).

A university-industry collaborative response to the growing global demand for student talent : Using interpretive phenomenology to discover life-world knowledge / Johanna Julia Vauterin, Lassi Linnanen, Karl-Eric Michelsen . -
In: Industry and Higher Education, v. 27, no. 1, pp. 41-54, February 2013
ISSN 0950-4222

Abstract : Set in the context of a rapidly growing international student market, knowledge transfer between academia and business through global student talent supply is an emerging practice. This paper introduces the philosophical and methodological viewpoints and arguments underlying a forthcoming study of university-industry partnering in the global context for higher education. As such, the authors are not seeking answers to the question, but rather reflecting on how answers may be obtained. They propose an interpretive phenomenological approach to explore the nature, meaning and value of university-industry partnering in attracting and retaining the best student talent from around the world.

URL : <http://www.ingentaconnect.com/content/ip/ihe/2013/00000027/00000001/art00005>

■ Information and Communication Technologies / Open access

Open educational resources and the transformation of education / Ilke Tuomi . - In: European Journal of Education, v. 48, no. 1, pp. 58-78, March 2013

ISSN 0141-8211 . - Online ISSN 1465 3435

Abstract : In the context of the rapid expansion of open educational resources (OER), this article develops a conceptual background to study this development. An introduction to OER and the OER movement is provided and a new theoretical framework is described which encompasses four types of OER. Examples of open courseware are provided for each of these four categories. OER is also examined within the context of learning models, and the development of the knowledge society.

URL : <http://onlinelibrary.wiley.com/doi/10.1111/ejed.12019/abstract>

■ Knowledge transfer

Innovation and Knowledge transfer in Africa : a practical guide = Innovation et transfert de connaissances en Afrique ; Innovacion y transferencia de conocimientos en Africa / Associacio Catalan d'Universitats Publiques [ACUP][Spain] . - Barcelona : ACUP, 2013 . - 59 p.

ISBN 978-84-615-9053-7

Abstract : This guide, prepared by ACUP within the context of its university cooperation programme with Africa, aims to be a useful tool to contribute to the development of knowledge-based societies in Africa. Its objective is to highlight the role of universities as the driving force behind social and economic development, offering practical tools and methodologies to enhance university-industry partnerships and foster knowledge transfer from higher education institutions to society.

Classmark : AFR-62 ACUP

URL : <http://www.acup.cat/en/publicacio/technipedia-guide-innovation-and-knowledge-transfer-africa>

■ Management education

Developing transferable management skills through action learning / Annie Yeadon-Lee, Roger Hall . - In: Industry and Higher Education, v. 27, no. 1, pp. 67-75, February 2013

ISSN 0950-4222

Abstract : There has been increasing criticism of the relevance of the Master of Business Administration (MBA) degree in developing skills and competencies. This paper provides an insight into one university's attempt, in the United Kingdom, to integrate action learning into the curriculum of a MBA course. Sixty-five part-time students were questioned at two points in their final year about their action learning experience and the enhancement of relevant managerial skills and competencies. The results showed a mixed picture. Strong confirmation of the importance of selected skills and competencies contrasted with weaker agreement about the extent to which these were developed by action learning. There was, nonetheless, a firm belief in the positive impact on the learning process. The authors conclude that action learning is not a panacea but has an important role in a repertoire of educational approaches to develop relevant skills and competencies.

URL : <http://www.ingentaconnect.com/content/ip/ihe/2013/00000027/00000001/art00007>

■ Private education

Private higher education : The global surge and Indian concerns / N. V. Varghese . - In: India infrastructure report 2012 : Private sector in education . - London, New Delhi : Routledge, 2012 . - pp. 145-156

ISBN 978-0-415-83721-7

Abstract : This paper analyses the move towards the private sector in higher education globally and in India. The author notes that countries such as India follow a dual policy of relying on public universities in core areas of research and development and on private institutions to meet the expanding social demand for higher education, especially the market-friendly study programmes such as technical and professional education. The author analyses the emerging typology of private higher education institutions globally and in India and highlights some of the issues arising out of private institutions and their effect on the quality of private higher education in India.

URL : <http://www.idfc.com/pdf/report/IIR-2012.pdf>

The decline of private higher education / Daniel C. Levy / International Association of Universities [IAU] . - In: Higher Education Policy, v. 26, no. 1, pp. 25-42, March 2013
ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : Private higher education has soared to nearly a third of the world's total higher education enrolment. But while private growth continues to be the dominant trend, important declines in private shares have emerged. What is private decline depends partly on definition. For the most part declines occur in private enrolment shares, rarely in absolute numbers. Declines also sometimes occur in private subsectors rather than in the private sector overall. Some declines are merely transitory. Short of actual decline, the slowing of private growth rates is also notable. After citing historical examples, the authors focus on contemporary social and political causes of private decline. The social causes are mainly two: diminution of social distinctiveness or groups that have fuelled private growth; demographic changes that fall hard on private sectors. Three political causes are analysed: government policy, ranging from hostile regimes to regulation; hefty expansion of the public sector of higher education; competitive partial privatization within public higher education. None of these dynamics reverses the continued dominant tendency of private growth but they do provide counter-tendencies important to grasp and with potential to accelerate.

URL : <http://www.palgrave-journals.com/hep/journal/v26/n1/index.html>

■ Regional development

Higher education in regional and city development : Wroclaw, Poland / Organisation for Economic Cooperation and Development [OECD] . - Paris : OECD Publishing, 2013 . - 271 p. (Higher education in regional and city development)
Online ISBN 978-92-64-18891-4

Abstract : The review of Wroclaw, the first of its kind in Poland, has taken place at a critical stage in the evolution of higher education in Wroclaw, in the development of the city and region and in the links between higher education and the city. The principal objective of the OECD review is to examine the links between the higher education institutions and the city of Wroclaw and the wider region, and to strengthen these links to the benefit of both. The two key questions in this respect are: How can the city and the wider region benefit from a stronger higher education system? In what ways can higher education institutions individually and collectively contribute to the economic, social and cultural development of Wroclaw and Lower Silesia.

URL : http://www.oecd-ilibrary.org/fr/education/higher-education-in-regional-and-city-development-wroclaw-poland_9789264188914-en;jsessionid=di6ea2m6k0n9s.x-oecd-live-01

■ Students

Rites of passage : does adaptation to university mean severing connections? / Charles Bélanger . - In: Tertiary Education and Management, v. 19, no. 1, pp. 32-51, March 2013
ISSN 0135-3883 . - Online ISSN 1573-1936

Abstract : Many factors go into the decision of selecting a university, ranging from the overall costs and the programme of study to the institute's reputation; however, accommodation while at university and proximity of the university to one's permanent abode also play important roles in this decision-making process. Thus, first-year students experience different stages of separation from their prior networks depending on their individual situations. The results of this Ontario (Canada) 2012 study add to prior research by indicating that separation of students' living arrangements and distance from home impact on transition and incorporation variables, which influenced students' adaptation to university.

URL : <http://www.tandfonline.com/doi/full/10.1080/13583883.2012.742557>

■ Teaching

Frontiers of faculty work : embracing innovation and high-impact practices [Whole issue] / Association of American Colleges and Universities [AACU] . - In: Peer review, v. 14, no. 3, pp.2-31, Summer 2012
ISSN 1541-1389

Abstract : This issue features faculty authors across an array of disciplines who are working with high-impact practices to optimise student engagement and to encourage students to become active partners in their learning.
Contents: Seeking High-Quality, High-Impact Learning: The Imperative of Faculty Development and Curricular Intentionality (Tia Brown McNair and Susan Albertine) ; Empathy and Engagement: Using Avatars to Bring Students into History (Steven S. Volk); Interdisciplinary Teaching through Learning Communities : A Perspective from a Part-Time Faculty Member (Jillian Abbott); Intensive Study Abroad for First-Generation College Students (George J. Sanchez) ;

Embracing Innovation and Broadening Student Engagement for STEM Majors (Saundra F. DeLauder and Gail P. Hollowell); Teaching with High Impact within a Splintered Culture (David Reinhart) ; Faculty Perceptions of General Education and the Use of High-Impact Practices(Karen Paulson) ; AAC&U Work on High-Impact Practices, Student Learning, and Engagement ; Toward High-Impact Non-Tenure-Track Faculty (Adrianna Kezar).

URL : <http://www.aacu.org/peerreview/pr-su12/index.cfm>
