

# New in / Nouveautés

## HEDBIB

### International Bibliographic Database on Higher Education

April 2015 / avril 2015

SELECTED THEMES	
Access	1221
Distance Learning	1318
Doctoral Degrees	438
Evaluation	3522
Finance	1684
Governance	482
Government University Relationship	1191
Intercultural Dialogue	366
Internationalization	2974
Lifelong Education	790
Policy	3914
Quality Control	2900
Student Mobility	442
Sustainable Development	337

COUNTRIES / REGIONS	
Africa	2264
Arab States	617
Asia / Pacific	4209
Europe / North America	18082
Latin America / Caribbean	3070

## HEDBIB

International Bibliographic Database on Higher Education

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

COLLECTIONS	
Monographs	14479
Periodicals	54
Periodical Articles	18982
<b>TOTAL</b>	<b>35440</b>

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SELECTED THEMES	
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Distance Learning	1318
Education Quality	438
Employment	352
Equity	1681
Internationalization	465
International University Rankings	1191
Intercultural Dialogue	306
Information and Communication Technologies	2254
Lifelong Education	790
Policy	2974
Quality Assurance	2988
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## Presentation

Welcome to the April 2015 edition of *New in HEDBIB*.

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

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

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

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

*New in HEDBIB* is produced five times a year. The next edition of *New in HEDBIB* will be released on June 1<sup>st</sup>, 2015.

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

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

SELECTED THEMES	
Access	1211
Distance Learning	1318
Regional Studies	438
Education	3321
Practices	3626
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Governance University Membership	1191
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Internationalization	2214
Linking Education	790
Policy	2914
Quality Control	4900
Student Mobility	442
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Evaluation	1622
Finance	1688
Gender	482
Government University Relationship	1191
International Dialogue	306
Internationalization	2974
Linking Education	790
Policy	2814
Quality Control	996
Student Mobility	482
Sustainable Development	337

## We recommend

**UNESCO Education Strategy 2014-2021** / UNESCO . - Paris : UNESCO, 2014 . - 62 p.

**Abstract** : UNESCO has set education for peace and sustainable development as its overarching mission in the UNESCO Education Strategy 2014-2021. Results are expected regarding equitable access to higher education under the first strategic objective of developing education systems to foster quality and inclusive lifelong learning for all.

**URL** : <http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Beirut/pdf/UNESCO-Education-Strategy2014-2021.pdf>

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**Global trends in support structures for community university research partnerships : survey results** / Crystal Tremblay, Budd Hall, Rajesh Tandon / UNESCO Chair in Community Based Research and Social Responsibility in Higher Education . - Victoria B.C, Canada, New Delhi, India : UNESCO Chair in CBR, 2014 . - 27 p.

**Abstract** : This document presents the main findings of a global survey (in 53 countries) on support structures for community university research partnerships, from the perspective of individuals working in higher education institutions, civil society, public policy and funding agencies.

**URL** : [http://unescochair-cbrsr.org/unesco/pdf/IDRC\\_Survey\\_Results\\_2014.pdf](http://unescochair-cbrsr.org/unesco/pdf/IDRC_Survey_Results_2014.pdf)

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**Guidelines for protecting schools and universities from military use during armed conflict = Lignes directrices pour la protection des écoles et des universités contre l'utilisation militaire durant les conflits armés; Directrices para prevenir el uso militar de escuelas y universidades en conflictos armados** / Global coalition to protect education from attack [GPCEA] . - New York : GPCEA, 2014 . - 1 p.

**Abstract** : This publication calls on armed forces and non-state armed groups to refrain from using education facilities for military purposes. GPCEA is encouraging states to champion the Guidelines.

**URL** : [http://protectingeducation.org/sites/default/files/documents/guidelines\\_en.pdf](http://protectingeducation.org/sites/default/files/documents/guidelines_en.pdf) (English)

[http://protectingeducation.org/sites/default/files/documents/guidelines\\_fr.pdf](http://protectingeducation.org/sites/default/files/documents/guidelines_fr.pdf) (French)

[http://protectingeducation.org/sites/default/files/documents/guidelines\\_es.pdf](http://protectingeducation.org/sites/default/files/documents/guidelines_es.pdf) (Spanish)

[http://protectingeducation.org/sites/default/files/documents/guidelines\\_ar.pdf](http://protectingeducation.org/sites/default/files/documents/guidelines_ar.pdf) (Arabic)

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Account	1221
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Quality Standard	386
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## IAU Themes

### ▪ Equitable Access and Success in Higher Education

#### Africa

**Towards a re-imagined notion of university education : in defence of a reconstituted ethics of care** / R. N.Waghid, Yusef Shanyanana . - In: South African Journal of Higher Education, v. 2\_, no. 4, pp. 1376-1397, 2014

ISSN 1011-3487

**Abstract :** This article argues that women on the African continent experience internal exclusion at higher education institutions (HEIs). Through a conceptual analysis of women's experiences of African higher education, the author forwards that internal exclusion can be attributed to a gendered view of equality, mostly generated in people's social, political and cultural practices. By examining the implications of a reconstituted ethics of care for university education, the article offers some ways in which exclusionary practices can be remedied. The article contends that, if African higher education were to halt internal exclusion and move towards a reconstituted ethics of care, then it offers a possibility of cultivating compassionate, imaginative and responsible citizens.

**French-speaking students' academic experiences at a private provider of higher education offering foundation programmes** / C. A. Adebajji, M. T. Gumbo . - In: South African Journal of Higher Education, v. 28, no. 4, pp. 1230-1248, 2014

ISSN 1011-3487

**Abstract :** This article is based on a case study of the academic experiences of French-speaking immigrant students at a private provider of higher education offering foundation programmes as a route to mainstream degree programmes. It was found that sociocultural factors played vital roles in the survival of French-speaking students at the academic institution. South African students spoke Sotho and Zulu both within and outside of the lecture rooms, a scenario which undermined the capacity of French-speaking students to adapt academically and socio-culturally to the academic institution. Unfriendliness on the part of South African students and introversion along with the French-speaking students frequent use of the French language challenged their academic survival. (Abstract adapted from publisher)

**'Joining the academic life' : South African students who succeed at university despite not meeting standard entry requirements** / L. Vincent, Idahosa G. E. . - In: South African Journal of Higher Education, v. 28, no. 4, pp. 1433-1447, 2014

ISSN 1011-3487

**Abstract :** This article interprets the experiences of participants whose school performance and therefore university 'entry points' were lower than the expected norm. Despite not meeting standard university entry requirements, these students succeeded at university, completing their degrees in the minimum time available and going on to higher degrees. The journey of these participants - from low entry points to academic success - suggests that points based on school performance are not necessarily the best way of identifying students' potential to succeed in the contemporary South African educational context. [Abstract adapted from publisher]

#### Asia and the Pacific

**Exploring anomalies in indigenous student engagement : findings from a national Australian survey of undergraduates** / Christine Asmar, Susan Page, Ali Radloff . - In: Higher Education Research and Development, v. 34, no. 1, pp. 15-29, February 2015

ISSN 0729-4360 . - Online ISSN 1469-8366

**Abstract :** Increases in participation by Aboriginal and Torres Strait Islander students in higher education across Australia continue to be promising. However, it is also known that Indigenous students' attrition, retention and completion rates

remain areas of concern. In this paper, the authors report findings from an analysis of Indigenous student responses to the 2009 Australasian Survey of Student Engagement. Overall, Indigenous Australian students express positive responses in relation to engagement, but are more likely than non-Indigenous students to be planning to depart. The authors suggest that much more needs to be known about our Indigenous students, including, for example, whom they may interact with at university; where they turn for support; and why they may decide to leave. (Abstract adapted from publisher)

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**Raised parental expectations towards higher education and the double bind** / Remy Yi Siang Low . - In: Higher Education Research and Development, v. 34, no. 1, pp. 205-218, February 2015  
ISSN 0729-4360 . - Online ISSN 1469-8366

**Abstract** : This paper examines the participation of students from low socio-economic status (SES) families and communities in Australian higher education. One means of achieving this, as purported by the Australian Government and various universities, is through the raising of family aspirations or expectations. This paper explores the effects of family aspirations as they are understood within the lived experiences of some secondary school students from a low SES context who intended to apply for university. Based on the interactions in four focus groups of eight participants and follow-up individual interviews, the author examines how certain forms of high expectations communicated by parents may have a deleterious effect on student aspiration and attainment insofar as it positions the latter in a 'double bind'. (Abstract adapted from publisher)

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## Europe and North America

**Opening doors : understanding and overcoming the barriers to university access** / The Russell Group [United Kingdom] . - London : Russell Group, 2015 . - 78 p.

**Abstract** : The first part of this report, 'The root causes of under-representation' highlights some of the key barriers to those from disadvantaged backgrounds in the United Kingdom: worse educational achievement at school, poor information and advice, and lower aspirations. The second part, 'How are Russell Group universities helping to tackle the access gap?' presents some examples of how Russell Group universities are working with schools and colleges to help raise attainment, aspirations, improve information, advice and guidance and support students.

URL : <http://www.russellgroup.org/Russell%20Group%20Opening%20doors%20Jan%202015%20-%20complete.pdf>

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**Indicators of higher education equity in the United States : 45 Year Trend Report** / Pell Institute for the Study of Opportunity in Higher Education [United States] . - Pell Institute, 2015 . - 56 p.

**Abstract** : This report draws on U.S. census statistics and educational data to investigate inequalities especially income-related inequities - in obtaining a college education and their evolution over the past 45 years. It identifies policies and practices that promote and hinder progress and illustrates the need for increased support of policies, programmes and practices that both improve overall attainment in higher education and create greater equity in higher education attainment.

URL : <http://www.pellinstitute.org/downloads/publications->

[Indicators of Higher Education Equity in the US 45 Year Trend Report.pdf](http://www.pellinstitute.org/downloads/publications-Indicators_of_Higher_Education_Equity_in_the_US_45_Year_Trend_Report.pdf)

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**Aiming low: estimating the scope and predictors of postsecondary undermatch** / Andrew S. Belasco, Michael S. Trivette . - In: The Journal of Higher Education, v. 86, no. 2, pp. 233-263, March/April 2015  
ISSN 0022-1546 . - Online ISSN 1538-4640

**Abstract** : This study examines 'postsecondary undermatch' - defined as when students do not enroll at a college or university that possesses a level of selectivity their academic credentials would permit them to attend. The authors used data provided by United States NCES's Educational Longitudinal Survey (ELS:2002/2006). Descriptive results show that postsecondary undermatch is a pervasive phenomenon, but not as widespread as previous studies have claimed; while multilevel analysis suggests that background, environment and college-related attitudes have significant influence on the likelihood of undermatch.

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**Racial diversity in the medical profession : the impact of affirmative action bans on underrepresented student of color matriculation in medical schools** / Liliana M. Garces, David Mickey-Pabello . - In: The Journal of Higher Education, v. 86, no. 2, pp. 264-294, March/April 2015  
ISSN 0022-1546 . - Online ISSN 1538-4640

**Abstract** : This study examines the impact of affirmative action bans in six states in the USA (California, Washington, Florida, Texas, Michigan, and Nebraska) on the matriculation rates of historically underrepresented students of color in public medical schools. Findings show that affirmative action bans have led to about a 17% decline in the first-time matriculation of medical school students who are underrepresented students of color. The authors note that this decline is similar to drops in the enrolment of students of color that have taken place across other educational sectors, including the nation's most selective public undergraduate institutions, law schools, and various graduate fields of study, after bans on affirmative action were enacted in some of these states.

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## **Latin America and the Caribbean**

**Students with disabilities in higher education : a biographical-narrative approach to the role of lecturers** / Anabel Moriña Díez, Rosario Gavira López, Víctor M. Molina . - In: Higher Education Research and Development, v. 34, no. 1, pp. 147-159, February 2015  
ISSN 0729-4360 . - Online ISSN 1469-8366

**Abstract** : This article presents an analysis of how lecturers respond to students with disabilities at the University of Seville in Spain. It is based on a broader research project in Spain entitled 'Barriers and support that students with disabilities identify in the university'. This paper focuses specifically on the role that lecturers play in the inclusive education of students with disabilities in five disciplines: health sciences, experimental sciences, social sciences (law and education), engineering and technology and humanities. The findings are organized in four topic areas: lecturer attitudes, practices in the classroom, curricular adaptations and faculty training. The key findings are that faculty do not always display appropriate attitudes towards students with disabilities. Lecturers felt that curricular adaptations of any kind are a form of favoritism. Positive attitudes often depended entirely on the good will of faculty and although well received by students are rare. In addition, responses are more inclusive to students with visible disabilities rather than invisible disabilities. No differences were found for discipline of study.

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## ▪ Higher Education and Social Responsibility / EFA

**Towards indicators for a post-2015 education framework** / UNESCO Institute for Statistics [Canada] . - Montreal : UNESCO - UIS, 2014 . - 36 p.

**Abstract** : This was a contribution to the public consultation on suggested global education indicators on countries' progress towards meeting the 7 targets of the post-2015 education agenda proposed by the Education for All (EFA) Steering Committee and endorsed by the Muscat Agreement in May 2014 and the ten education targets proposed by the Open Working Group (OWG) of the United Nations General Assembly in its document published in July 2014. The overarching goal of the Agenda is to ensure equitable and inclusive quality education - including at university - and lifelong learning for all by 2030.

**URL** : <http://www.uis.unesco.org/Education/Documents/towards-indicators-for-post-2015-education-framework-nov2014.pdf>

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**Universities' contributions to social innovation : towards a theoretical framework** / Jorge Cunha, Paul Benneworth . - EURA conference, Enschede, The Netherlands, 3-6 July 2013 . - Enschede, Netherlands : University of Twente, 2013 . - 31 p.

**Abstract** : This paper examines the role of social innovation in contributing to societal development from the perspective of how universities can contribute to this process. A conceptual framework of the process of social innovation is proposed which incorporates the interaction between different stakeholders involved and their needs. To provide insights on the role of universities in social innovation, a case study, the Social General Practitioner project in Enschede, the Netherlands, is discussed.

**URL** : [http://doc.utwente.nl/87315/1/cunha\\_benneworth\\_conference\\_paper\\_full\\_paper\\_v1.pdf](http://doc.utwente.nl/87315/1/cunha_benneworth_conference_paper_full_paper_v1.pdf)

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## Africa

**Linking knowledge producers and marginalised communities** / Glenda Kross / Human Sciences Research Council [South Africa] . - Pretoria : HSRC, May 2014 . - 2 p. (Policy Brief)

**Abstract** : This Policy Brief draws on a workshop on Linking knowledge producers and marginalised communities that was held in 2013 in Cape Town, South Africa. It outlines a range of projects in South Africa in which universities cooperate to promote inclusive local development goals. One example is the Community University Partnership programme whereby universities are assigned key roles as knowledge partners, to partner with communities. Projects in urban as well as rural universities are described.

**URL** : <http://www.hsrc.ac.za/en/research-outputs/view/7014>

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**(Higher) education for social justice through sustainable development, economic development and equity /**

Yusef Waghid . - In: South African Journal of Higher Education, v. 28, no. 4, pp. 1448-1463, 2014

ISSN 1011-3487

**Abstract** : In this article, the author argues that (higher) education for social justice is an encounter, invoking both the capacities and cultural stock of individuals and groups. The author shows how (higher) education for social justice seems to be manifested in sustainable development, economic development and equity (not at the expense of equality, but rather as a shift in focus from striving towards equity in an equal manner). Drawing on the works of Bell, Hooks and Hackman, cultivating equal participation (through deliberation, self-reflexivity and openness), contesting dominance and privilege, and developing a critical understanding and awareness to enact social change respectively seem to be the ingredients for engendering an education for social justice in and beyond the university classroom. (Abstract adapted from publisher)

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## Arab States

**Sharm El Sheikh Statement : towards quality education and lifelong learning for all** / UNESCO office in Beirut . -

Beirut : UNESCO Office in Beirut, 2015 . - 4 p.

**Abstract** : This statement was adopted by the Arab Ministers of Education at the Arab Regional Conference for Education post-2015 which took place from 27 to 29 January 2015. It sets goals for Priority areas for the Arab States including the commitment to improve higher education and support research, and perspectives, enabling policies and mechanisms for the future education post-2015 agenda that will aim at ensuring equitable and inclusive quality education and lifelong learning for all by 2030.

**URL** : [http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Beirut/pdf/Sharm\\_El\\_Sheikh\\_Statement-FinalDraft.pdf](http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Beirut/pdf/Sharm_El_Sheikh_Statement-FinalDraft.pdf)

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## Europe and North America

**Favoriser l'émergence et la pérennisation des innovations sociales au Québec : synthèse des travaux de la communauté d'intérêt sur l'innovation sociale** / Université du Québec [Canada]. Réseau québécois en innovation sociale . - Québec : University of Québec, 2011 . - 101 p.

**Abstract** : This publication describes the key elements that stand out to facilitate the emergence and sustainability of social innovation projects. Case studies used to support this reflection are detailed.

Cette publication décrit les éléments clés qui ressortent pour faciliter l'émergence et la pérennisation de projets d'innovation sociale. Des cas ayant servi de support à cette réflexion sont détaillés.

**URL** : <http://www.rqis.org/wp-content/uploads/2014/08/Favoriser-l%C3%A9mergence-et-la-p%C3%A9rennisation-des-IS-au-Qc1.pdf>

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**Universités et territoires : un état des lieux des pratiques en termes de responsabilité sociétale des universités** / Observatoire de la Responsabilité Sociétale des Universités [ORSU][France] . - Paris : ORSU, 2013 . - 23 p.

**Abstract** : This report details a survey of the social responsibility of universities identifies the engagement of universities in regional and campus development in France. It examines the involvement of universities, regions, urban communities and cities in social responsibility. Nine university poles were selected: Albi / Rodez, Bordeaux, Dijon / Besançon, Lille, Lyon, Nanterre / Paris, Poitiers, Rennes and Valenciennes. Based on the survey findings, the authors state four recommendations for the development of social responsibility of universities in France.

Une enquête sur la responsabilité sociétale des universités qui a pour objectif identifier l'engagement des universités comme facteur de développement des territoires et des campus. Elle s'appuie sur le regard d'acteurs impliqués dans des actions participant de la RSU à différents niveaux : universités et pôles universitaires, régions, communautés d'agglomération, villes et autres acteurs de la vie étudiante; Neuf bassins universitaires ont été sélectionnés Albi / Rodez, Bordeaux, Dijon/Besançon, Lille, Lyon, Nanterre/Paris, Poitiers, Rennes et Valenciennes. A partir des renseignements du présent rapport, 4 recommandations pour le développement de la RSU en France sont formulées.

**URL** : [http://www.afev.fr/pdf/rsu/ORSU\\_Rapport\\_Mars2013\\_VF.pdf](http://www.afev.fr/pdf/rsu/ORSU_Rapport_Mars2013_VF.pdf)

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**Change agent : Ontario's universities : transforming Communities, transforming lives** / Council of Ontario Universities [Canada] . - Toronto : Council of Ontario Universities, 2014 . - 27 p.

ISBN 0-88799-511-X

**Abstract** : This report provides examples of university engagement and impact beyond the walls of the campus, through partnerships with the local community.

**URL** : <http://cou.on.ca/publications/reports/pdfs/community-transformation-final-report>

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**Character and impact of social innovation in higher education** / Geoffrey Elliott . - In: International Journal of Continuing Education and Lifelong Learning, v. 5, no. 2, pp. 71-84, May 2013

**Abstract** : This article offers a strategic multi-layered model for assessing the character and impact of social innovation in higher education connecting social and economic benefit. A case study of The Hive, the first combined University and Public library in Europe, is detailed as an example of a strategic approach to social innovation in higher education that is bringing current and potential social and economic benefit to the community in which it is located. A measure of impact is proposed that reflects the range of qualitative and quantitative impacts of social innovation. This paper has value to all those concerned to identify, plan and maximise the beneficial impact of social innovation in higher education institutions both on their economies and their communities.

**URL** :

[https://eprints.worc.ac.uk/2187/2/Social\\_innovation\\_Revised\\_Nov\\_13\\_2012\\_Rex\\_GE\\_revisions\\_121118\\_clean.pdf](https://eprints.worc.ac.uk/2187/2/Social_innovation_Revised_Nov_13_2012_Rex_GE_revisions_121118_clean.pdf)

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**El Índice cívico de los universitarios : sus conocimientos, actitudes y habilidades de participación social** / Charo Reparaz Abaitua, Elena Arbués Radigales, Concepción Naval Durán, Carolina Ugarte Artal / Instituto Europeo de Iniciativas Educativas [IEIE][Spain] . - In: Revista española de pedagogía, v. 73, no. 260, pp. 23-51, enero-abril 2015 ISSN 0034-9461

**Abstract** : This study focuses on the social and civic dimensions of higher education; its aim is to measure the index of civic commitment among university students. The authors carried out a study on a sample of 1,250 students from different faculties of the one university from the north of Spain, within the context of training in competences. The main variable and object of analysis was civic competence. In order to evaluate this, a specially created 3-part tool with 39

indicators was applied. It was composed of a civic education test, an attitudinal scale of civic commitment and a questionnaire on social participation. The results showed that students' attitudes considering were the central element of the civic commitment index and indeed found that their mean values were the highest. However, the highest correlation was with knowledge, followed by participative skills and attitudes. In view of the results the authors consider it would be appropriate for university education to emphasise the cross-curricular civic training of its students. (Abstract from publisher)

El estudio que presentamos se centra en la dimensión social y cívica de la educación superior; pretende medir el índice de compromiso cívico de los estudiantes. Presentamos un estudio de campo de carácter cuasi-experimental, sobre una muestra de 1.250 alumnos de las diferentes facultades de una universidad del norte de España, en el contexto de la formación en competencias. Así, la principal variable objeto de análisis ha sido la competencia cívica. Para su evaluación se aplicó un instrumento creado al respecto y constituido por: una prueba de conocimientos sobre educación cívica, una escala de actitudes de compromiso cívico y un cuestionario de habilidades de participación social. La fiabilidad de la escala de actitudes compuesta por 39 ítems fue de .78. Entre otras de las hipótesis contrastadas, partíamos de considerar que las actitudes eran el elemento central del índice de compromiso cívico y observamos que efectivamente sus valores medios eran los más elevados. Sin embargo, comprobamos que lo que más correlaciona con dicho índice son los conocimientos, seguido de las habilidades de participación y en tercer lugar de las actitudes. Entre otras conclusiones planteamos la conveniencia de que en la educación universitaria se incida de modo transversal en la formación cívica de los alumnos. (Abstract from publisher)

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**Knowledge mobilization, collaboration, and social innovation : leveraging investments in higher education /** Naomi Nichols, David J. Phipps, Johanne Allyson Hewitt Provençal . - In: Canadian Journal of Nonprofit and Social Economy Research = Revue canadienne de recherche sur les OBSL et l'économie social, v. 4, no. 1, pp. 25 – 42, Spring 2013

**Abstract :** This article is a qualitative literature synthesis in the areas of community-campus collaborations, knowledge mobilization and social innovation. The article aims to be useful to people who work in academic settings, community organizations, public institutions, and government. The review indicates considerable interplay between community-campus collaborations, knowledge mobilization and social innovation. The article concludes with recommendations based on this review of the literature.

Cet article se fonde sur une synthèse littéraire qualitative portant sur les collaborations communautaires/académiques, la mobilisation du savoir et l'innovation sociale. Il se veut utile pour toute personne travaillant dans un milieu académique, un organisme communautaire ou une institution publique. Cette évaluation indique qu'il y a beaucoup d'influences réciproques entre les collaborations communautaires /académiques, la Cet article se termine par des recommandations provenant de notre analyse documentaire.

URL :

<http://yorkspace.library.yorku.ca/xmlui/bitstream/handle/10315/24291/Nicols%20Phipps%20Provençal%20Hewitt%20KMb%20Soc%20Innov%20HERD%20CDN%20J%20Nonprofit%20Soc%20Econ%20Res%202013.pdf?sequence=1>

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## Latin America and the Caribbean

**An assessment model for responsible social innovation (RUSI) : summarised version /** Aurelia Villa, Ed. . - Bilbao : Duesto University Press, 2014 . - 96 p.

**Abstract :** This study was conducted on 14 universities in Latin America and two in Europe (Spain and Denmark) as part of the second phase of the Tuning Latin America initiative. The model presented, Responsible University Social Innovation (RUSI), is holistic and is defined on the basis of all university action. It has six dimensions: curricular and pedagogic; organisations; research, development and innovation; relationship with the context; and internationalization. Results showed that the most developed area in the universities who took part in the study corresponded to curricular and pedagogic design, with the largest number of activities and projects. The results also showed a lack of assessment culture at universities, often there was no data or evidence regarding outcomes and achievements. University strategic plans were found to be important as a key element to discovering the emphasis placed by universities on social innovation activities.

URL : [http://www.tuningal.org/en/publicaciones/doc\\_details/140-an-assessment-model-for-responsible-university-social-innovation-rusi-english-version](http://www.tuningal.org/en/publicaciones/doc_details/140-an-assessment-model-for-responsible-university-social-innovation-rusi-english-version)

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**Social innovation in a developing country : invention and diffusion of the Brazilian cooperative incubator /** Mariza Almeida, Mariza Carvalho De Mello, Henry Etzkowitz . - In: International Journal of Technology and

Globalisation, v. 6, no. 3, pp. 206 - 224, 2012

Abstract : The Brazilian cooperative incubator is a creative reinterpretation of the business incubator model to advance social innovation. It addresses issues of social exclusion, poverty and unemployment by empowering favela residents to create their own jobs. This paper employs a triple helix dynamic model, including government (local, regional and national), academic (different types of universities, industry (firms of varying scale and sector, industry associations) and NGOs (non-governmental organizations) to explain the diffusion and expansion of this innovation in social entrepreneurship.

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## ▪ Information and Communication Technologies (ICTs)

**Technologies in higher education : mapping the terrain** / Neil Butcher / UNESCO Institute for Information Technologies in Education [IITE] . - Moscow : IITE, 2015 . - 12 p.

**Abstract** : This policy brief sums up the messages of a series produced to guide policy-makers, educational leaders, and educational practitioners to make more effective use of ICT. It discusses opportunities, implications and challenges raised by integrating ICT in higher education regarding: curriculum; assessment; open learning; inclusion of the disabled; online learning platforms and mobile learning; Open Educational Resources (OER); Massive Open Online Courses (MOOCs); the role of educators; and learning analytics.

URL : <http://iite.unesco.org/pics/publications/en/files/3214737.pdf>

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## Europe and North America

**Une stratégie numérique pour l'enseignement supérieur** / Agence universitaire de la Francophonie [AUF] . - Paris : AUF, 2014 . - 48 p.

**Abstract** : This digital strategy for French-speaking higher education offers a review of the field and suggests a strategy that is in line with its values and missions.

URL : [http://www.auf.org/media/adminfiles/StrategieNumerique\\_Web.pdf](http://www.auf.org/media/adminfiles/StrategieNumerique_Web.pdf)

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**Opening the curriculum : open educational resources in U.S. Higher Education, 2014** / I. Elaine Allen, Jeff Seaman / Babson Survey Research Group [United States] . - Babson Park, Mass. : Babson Survey Research Group, 2014 . - 48 p.

ISBN 978-0-9840288-5-6

**Abstract** : This present survey findings on attitudes and use of Open Educational Resources (OER) among teaching faculty in U.S. higher education.

URL : <http://www.onlinelearningsurvey.com/reports/openingthecurriculum2014.pdf>

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## ▪ Internationalization

**Global opportunities and challenges for higher education leaders : briefs on key themes** / Laura E. Rumbley, Robin Matross Helms, Patti McGill Peterson, Philip G. Altbach, Eds. - Rotterdam, Netherlands : Sense Publishers, 2014 . - ix, 251 p. (Global Perspectives on Higher Education, 31)  
ISBN 978-94-6209-861-9

**Abstract** : This book aims to assist higher education leaders in developing international strategies. It is based on the joint American Council on Education (ACE) and Boston College Center for International Higher Education (CIHE) series entitled 'International Briefs for Higher Education Leaders'. The first section, 'Global Engagement - new modalities' examines how global engagement is defined and where it fits into institutions' missions and ethos. It looks at how global engagement plays out across various types of institutions in the United States (Research universities, Community Colleges, Liberal Arts institutions) examining both successful as well as unsuccessful cases of international engagement. The subsequent three sections focus on China, India and the 'southern cone' of Latin America - Argentina, Brazil and Chile, countries and regions with rapidly developing higher education systems. Issues covered include current higher education trends, government policies related to internationalization, student and scholar mobility and strategies for institutions seeking to engage with partners in these countries.

**Classmark** : INT-61 RUM

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**The globalization of higher education** / Roger King, Simon Marginson, Rajani Naidoo, Eds. . - Cheltenham, Northampton, Mass : Edward Elgar, 2013 . - 762 p.  
ISBN 978-1-78100-169-1

**Abstract** : This book brings together a large set of key papers originally published from 1998 to 2011 on the globalisation of higher education. Taken together, the papers, by leading scholars in this field, chart both the underlying concepts, trends and developments that are reshaping the structure of higher education. They shed some light on the interrelation between "massification," internationalization and globalisation in higher education.

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**Applying a world-city network approach to globalizing higher education : conceptualization, data collection and the lists of world cities** / Alice S. Y. Chow, Becky P. Y. Loo / International Association of Universities [IAU] . - In: Higher Education Policy, v. 28, no. 1, pp. 107-126, March 2015  
ISSN 0952-8733 . - Online ISSN 1740-3863

**Abstract** : Both the commercial and education sectors experience an increase in inter-city exchanges in the forms of goods, capital, commands, people and information/knowledge under globalization. The quantification of flows and structural relations among cities in globalizing education are under-researched compared to the well-established world/global cities literature emphasizing economic linkages. In this paper, the city's global education networks are examined through the Globalizing Education Index system, which consists of place power and network power indicators. The study finds that many more cities worldwide participate in global networks, suggesting decentralized knowledge flows under globalization. Meanwhile, concentration is attested by the presence of traditional education powers at the top of city hierarchy.

**URL** : <http://www.palgrave-journals.com/hep/journal/v28/n1/full/hep201431a.html>

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## Asia and the Pacific

**Selection for the FY 2014 Top Global University Project** / Japan. Ministry of Education, Culture, Sports, Science and Technology (MEXT) . - Tokyo : MEXT, 2014 . - 5 p.

**Abstract** : This document is aimed at enhancing international compatibility and competitiveness of higher education in Japan through the provision of prioritised support for world-class and innovative universities that will lead Japanese university internationalization.

**URL** : [http://www.mext.go.jp/b\\_menu/houdou/26/09/\\_icsFiles/afieldfile/2014/10/07/1352218\\_02.pdf](http://www.mext.go.jp/b_menu/houdou/26/09/_icsFiles/afieldfile/2014/10/07/1352218_02.pdf)

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**Revisiting the notion of Hong Kong as a regional education hub** / William Yat Wai Lo / International Association of Universities [IAU] . - In: Higher Education Policy, v. 28, no. 1, pp. 55-68, March 2015  
ISSN 0952-8733 . - Online ISSN 1740-3863

**Abstract** : Hong Kong has tried to develop itself as a regional education hub for a decade. However, the policy is being criticized because Hong Kong has neither diversified its student population ethnically and culturally nor expanded its share in the global higher education market. This paper explores this context to examine the significance of the

education hub concept in the development of higher education in Hong Kong. Based on an analysis of the concept of education hub the paper argues that the purposes of building an education hub need to be defined. It also argues that an instrumentalist interpretation of internationalization of higher education is not enough to understand the importance of the education hub notion to the higher education development in the city. An idealistic and educational approach in this respect is a relevant idea for the prospect of Hong Kong as an education hub.

URL : <http://www.palgrave-journals.com/hep/journal/v28/n1/full/hep201428a.html>

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## Europe and North America

**Investir dans l'internationalisation de l'enseignement supérieur** / Nicholas Charles, Quentin Delpech / France. France Stratégie . - Paris : France Stratégie, 2015 . - 203 p.

**Abstract** : La France est le troisième pays d'accueil des étudiants internationaux en 2012 . Ce rapport présente une analyse détaillée des tendances actuelles et des expériences internationales. Il montre que coexistent aujourd'hui différents modèles d'internationalisation de l'enseignement supérieur et qu'il est temps que la France détermine dans quelle direction elle entend faire évoluer le sien. Il clarifie les options et propose des perspectives. Ce rapport se fonde sur la conviction qu'une stratégie bien pensée d'internationalisation peut être une solution, le vecteur d'une amélioration durable de la qualité du système d'enseignement supérieur. Il propose à cette fin de retenir un principe de tarification des études au coût complet pour les étudiants non européens (à l'exception des doctorants) et de fixer l'allocation de la ressource correspondante. Celle-ci serait réinvestie dans le financement de trois grands objectifs : l'équité par l'augmentation des bourses à destination des étudiants étrangers, notamment ceux en provenance des pays francophones; une amélioration des services aux étudiants internationaux et le renforcement de la qualité du système.

France is the third largest recipient of international students (2012). This report presents a detailed analysis of current trends and international experiences. It describes different models of internationalization of higher education. It proposes that different options and perspectives to determine in which direction it the higher education system will evolve. The report is based on the belief that a well thought out strategy of internationalization can lead to a sustainable improvement in the quality of the higher education system. It therefore proposes retaining a full cost fees for non-European students (except doctoral students) and to make available corresponding financial resources. This would be reinvested to fund three main objectives: fairness by increasing scholarships for foreign students, especially those from French-speaking countries; improved services for international students and enhancing the quality of the system.

**Classmark** : FR-6 CHA

URL :

[http://www.strategie.gouv.fr/sites/strategie.gouv.fr/files/atoms/files/fs\\_rapport\\_internationalisation\\_enseignement\\_120220\\_15\\_web.pdf](http://www.strategie.gouv.fr/sites/strategie.gouv.fr/files/atoms/files/fs_rapport_internationalisation_enseignement_120220_15_web.pdf)

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**Internationalization statement of principles for Canadian educational institutions developed by the Internationalization Leaders Network (ILN) = Principes d'internationalisation pour les établissements d'enseignement canadiens** / Canadian Bureau for International Education . - Ontario : CBIE, 2015

**Abstract** : These guidelines for expanding the internationalisation of Canadian education calls upon all educational institutions in Canada to incorporate seven principles reflecting the core values of quality, equity, inclusion and partnership in their approach.

URL : <http://www.cbie-bcei.ca/internationalization-statement-of-principles-for-canadian-educational-institutions/> (English);

<http://www.cbie-bcei.ca/fr/principes-dinternationalisation-pour-les-etablissements-denseignement-canadiens/> (French)

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**Higher education partnerships : a global review of standards and practices** / American Council of Education [ACE] . - Washington D.C. : ACE, 2015 . - 42 p. (CIGE Insights)

**Abstract** : This paper analyses good practices for international higher education partnerships set forth by various organizations in the United States and around the world to identify areas of convergence, and issues and strategies to address them effectively.

URL : <http://www.acenet.edu/news-room/Documents/CIGE-Insights-Intl-Higher-Ed-Partnerships.pdf>

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## ▪ Research and Doctoral Education

**Dualisms in higher education : a critique of their influence and effect** / Bruce Macfarlane / Society for Research into Higher Education [SRHE][UK] . - In: Higher Education Quarterly, v. 69, no. 1, pp. 101-118, January 2015  
ISSN 0951-5224 . - Online ISSN 1468-2273

**Abstract** : This paper explores nine commonly occurring dualisms: collegiality / managerialism, student-centred / teacher-centred, deep learning / surface learning, academics / non-academics; research / teaching, old universities / new universities, liberal / vocational, public universities / private universities and higher education / further education. Illustrated by reference to a range of international contexts, it is argued that over-reliance on dualisms among higher education scholars has adverse effects including narrowing the possibilities of research design and inhibiting intellectual advancement within the field.

URL : <http://onlinelibrary.wiley.com/doi/10.1111/hequ.12046/epdf>

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## Africa

**Postgraduate students' attitudes towards research, their research self-efficacy and their knowledge of research** / S. Van der Westhuizen . - In: South African Journal of Higher Education, v. 28, no. 4, pp. 1414-1415, 2014  
ISSN 1011-3487

**Abstract** : This study researched the degree to which an online module influenced students' attitudes towards research, their research self-efficacy and their research knowledge at a distance education institution in South Africa. Results revealed that in general, students' positive attitudes towards research, their research self-efficacy and their knowledge of research increased from the onset to the completion of the module. However, students' perceptions of the usefulness of research for their careers declined and their research anxiety and self-efficacy with regard to data analysis remained unchanged on completion of the module. The authors suggest that addressing students' perceptions of the usefulness of research for their careers and their research anxiety should be considered as a process that is independent of addressing students' research self-efficacy and their research knowledge.

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**Research capacity development in a South African higher education institution through a north-south collaboration** . - In: South African Journal of Higher Education, v. 28, no. 4, pp. 1216-1229, 2014  
ISSN 1011-3487

**Abstract** : This study reports on a ten year north-south collaboration between a group of Belgian (Flemish) universities and a higher education institution in South Africa with the specific goal of improving productivity, quality and capacity amongst researchers. Document analysis was conducted of annual reports, monitoring and evaluation reports, curriculum vitae of participating members, and progress reports of students and supervisors during this time. The findings illustrate the extent to which research capacity objectives can be achieved through a north-south partnership. Members of the collaboration were able to develop intra- and inter-disciplinary partnerships that resulted in maximising the capacity-building efforts, enhancing both individual and institutional research capacity. (Abstract adapted from publisher)

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## Asia and the Pacific

**A mighty web : how research collaborations can foster growth in South Asia : analysing the potential in Afghanistan, Bangladesh, India, Nepal, Pakistan and Sri Lanka** / British Council; Economist Intelligence Unit . - British Council, 2015 . - 9 p.

**Abstract** : This report, produced for the British Council by the Economist Intelligence Unit, examines the barriers that prevent South Asian experts from linking up with research colleagues across the globe to create opportunities for collaborative research, and recommends actions to address them.

URL : [http://www.britishcouncil.org/sites/britishcouncil.uk2/files/research\\_networks\\_jan2015\\_print.pdf](http://www.britishcouncil.org/sites/britishcouncil.uk2/files/research_networks_jan2015_print.pdf)

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**Why start a higher degree by research? An exploratory factor analysis of motivations to undertake doctoral studies** / Cally Guerina, Asangi Jayatilaka, Damith Ranasinghe . - In: Higher Education Research and Development, v. 34, no. 1, pp. 89-104, February 2015  
ISSN 0729-4360 . - Online ISSN 1469-8366

**Abstract** : What are the factors that motivate students to embark on research degrees? This article investigates the motivations of students in all faculties embarking on higher degrees by research (included PhD, professional doctorate)



at an Australian university. A survey of 405 students was subjected to a factor analysis. Five factors emerged: family and friends, intrinsic motivation, lecturer influence, research experience, and career progression.

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## Europe and North America

**Building the knowledge economy in Europe : new constellations in European research and higher education governance** / Meng-Hsuan Chou, Åse Gornitzka, Eds. - Cheltenham, Northampton, Mass : Edward Elgar, 2014 . - ix, 249 p. (New Horizons in European Politics)  
ISBN 978-1-78254-528-6

**Abstract** : This comparative volume examines two central pillars of the 'Europe of Knowledge' European research and higher education policies. It investigates the integration of emerging knowledge policy domains on the European political agenda, and the dynamics of this in relation to knowledge policies and governance. Case studies from researchers in different national arenas address the development of the European Research Area, sustainability of the Bologna Process, institution building, the application of the European Charter for Researchers, the impact of quality agencies on institutional quality assurance practice, and the national impact of EU level initiatives.

**Classmark** : EUR-711.2 CHO

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**European Research Area : Facts and Figures 2014** / European Commission . - Luxembourg : Publications Office of the European Union, 2015 . - 89 p.  
ISBN 978-92-79-37905-5

**Abstract** : This progress report overviews the state of play in the European Research Area. It presents individual country reports that give a snapshot of the implementation of ERA actions at national level, notably by research funding and research-performing organisations.

**URL** : [http://ec.europa.eu/research/era/pdf/era\\_progress\\_report2014/era\\_facts&figures\\_2014.pdf](http://ec.europa.eu/research/era/pdf/era_progress_report2014/era_facts&figures_2014.pdf)

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**Suomalaisen yliopistotutkimuksen tuottavuus ja vaikuttavuus Opetus- ja kulttuuriministeriön profiiliryhmän raportti = Productivity and impact of Finnish university research : Report by the profile working group of the Ministry of Education and Culture** / Finland. Ministry of Education and Culture . - Helsinki : Ministry of Education and Culture, 2014 . - 56 p.  
Online ISBN 978-952-263-333-0

**Abstract** : This report describes the current state of scientific research in Finnish universities and provides universities with material to use for improving collaboration and the division of labour in their academic disciplines. It provides an analysis of the volume, productivity and scientific impact of university research and provides comparisons between universities by individual disciplines.

**URL** : <http://www.minedu.fi/export/sites/default/OPM/Julkaisut/2015/liitteet/okm05.pdf?lang=en> ;  
<http://www.minedu.fi/OPM/Julkaisut/2015/yliopistotutkimus.html?lang=en>

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**The impact of doctoral careers : final report** / Research Councils UK; CFE Research . - Swindon : Research Councils UK, 2014 . - 128

**Abstract** : Based on survey responses from HESA surveys of 1800 doctoral researchers who graduated from a UK institution in 2003-4 or 2005-6, this report states that over three quarters of employers believe that the loss of doctoral graduates would have a major impact on their business and one in five see doctoral graduates as 'business critical'.

**URL** : <http://www.rcuk.ac.uk/RCUK-prod/assets/documents/skills/timodcfullreport.pdf>

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**Breaking the silence : the unionization of postdoctoral workers at the University of California** / Sayil Camacho, Robert A. Rhoads . - In: The Journal of Higher Education, v. 86, no. 2, pp. 295-325, March/April 2015  
ISSN 0022-1546 . - Online ISSN 1538-4640

**Abstract** : This paper examines the postdoctoral unionisation movement at the University of California (UC) by analysis of key documents and semi-structured interviews with postdoctoral union organisers. The study is situated within the broader context of neoliberal influences and the corporatisation of the contemporary United States research university. The findings focus on three key issues: 1) conditions of workplace vulnerability; 2) challenges of organising a postdoctoral union and negotiating a contract; and 3) outcomes of the unionisation process. [Abstract adapted from publisher]

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**Managing the teaching-research nexus : ideals and practice in research-oriented universities** / Lars Geschwind, Anders Broström . - In: Higher Education Research and Development, v. 34, no. 1, pp. 60-73, February 2015  
ISSN 0729-4360 . - Online ISSN 1469-8366

**Abstract :** This paper demonstrates that while ideals of close linkages between research and teaching are widely embraced in research-oriented universities, a practice of division of labour between teaching-oriented and research-oriented staff persists. In an investigation of how the research teaching nexus is managed at three Swedish universities, the authors identified a perceived misalignment between institutional incentives for individual academic staff and the needs of teaching. Under pressure from such tensions, managers are forced to deploy pragmatic strategies for the staffing of undergraduate education tasks, including allowing research needs and agendas to take priority over teaching needs. While managers seek to secure the participation of senior researchers in education, they often actively prefer to delegate the bulk of teaching activities to less research-active staff. Such strategies seem to reinforce existing patterns of division of labour among academic staff. (Abstract from publisher)

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**Adaptive research supervision: exploring expert thesis supervisors' practical knowledge** / Renske A. M. de Kleijn, Paulien C. Meijer, Mieke Brekelmans, Albert Pilot . - In: Higher Education Research and Development, v. 34, no. 1, pp. 117-130, February 2015

ISSN 0729-4360 . - Online ISSN 1469-8366

**Abstract :** This study examines Masters thesis supervisors experiences in of supervision in the Netherlands. In particular, the practice of adaptivity is explored by interviewing expert thesis supervisors about diagnosing student characteristics in order to determine students' needs and concurrent adaptive support strategies. The findings suggest that next to competence, supervisors also diagnose elements of students' determination and context. It is suggested that supervisors adapt to student needs in terms of explaining standards, quality or consequences, division of responsibilities, providing more/less critical feedback and sympathising.

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**Pedagogic relations and professional change : a sociocultural analysis of students' learning in a professional doctorate** / Nick Pratt, Michael Tedder, Ruth Boyask, Peter Kelly / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 40, no. 1, pp. 43-59, February 2015

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

**Abstract :** The Professional Doctorate has become an increasingly popular doctoral route. Research has tended to focus on outcomes and 'impact' or on the epistemological nature of programmes and resulting student identities compared to other routes. This paper takes a different focus, examining the process through which students come to know about their professional practice via a Professional Doctorate in Education programme. This study uses two cases, drawn from a wider, interpretive study of students' learning experiences in the United Kingdom, to illustrate the complex and differing pedagogic relations that students develop across multiple spaces. The analysis uses activity theory and elements of community of practice theory to understand the various practices of students, their interrelationship with the programme and the many factors that affect the way they can engage in 'professional' doctoral study. The paper concludes with a discussion of potential implications for the organisation of Professional Doctorates as they relate to pedagogy.

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## ▪ Sustainable Development

**Developing skills for future leaders : 2015 sustainable campus best practices from ISCN and GULF Schools /** International Sustainable Campus Network [ISCN] . - Boston : ISCN, 2015 . - 67 p.

**Abstract :** This looks at best practice cases from 15 countries in 5 continents to develop a concrete sustainability skill set for future leaders. It includes chapters on Buildings that teach; Campus as a laboratory; teaching by example; Cross-curricular integration; and Holistic approaches to sustainability topics.

**URL :** <http://www.international-sustainable-campus-network.org/resources/iscn-sustainable-campus-best-practices.html>

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**Regenerative sustainable development of universities and cities : the Role of Living Laboratories /** Ariane König, E . - Cheltenham, Northampton, Mass : Edward Elgar, 2014 . - xxii, 321 p.  
ISBN 978-1-78100-363-3

**Abstract :** This book brings together diverse examples of how universities from around the world are establishing "living laboratories" for sustainable development. Living laboratories, it is argued, have the potential to integrate research, curricula, pedagogical method and community engagement. Part one of the book presents seven case studies of universities developing the campus as a site of knowledge production and sustainability initiatives across disciplinary boundaries. The role of these initiatives in institutional culture change as a starting point for mainstreaming sustainable goals and strategy within the university are detailed. Part two of the book presents case studies in which universities are engaging in joint knowledge production, research and sustainable transformation beyond the campus, in the community, within the city or region. The case studies are from mainly urban universities in Canada, Japan, Sweden, Australia, Hong Kong, Luxembourg, United States, Denmark and Croatia.

**Classmark :** INT-73 KON

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**Responsible living : concepts, education and future perspectives /** Robert J. Didham, Declan Doyle, Jørgen Klein, Victoria W. Thoresen . - Heidelberg, New York, Dordrecht, London : Springer International Publishing, 2015 . - 283 p.  
ISBN 978-3-319-15305-6

**Abstract :** Focusing on the challenges of the transition to responsible, sustainable lifestyles, this book examines developments over the last decade, and specifically in the context of global development agendas: Education for Sustainable Development (ESD); Education for All (EFA) and the forthcoming Sustainable Development Goals (SDGs). Contributors focus on the creation and implementation of relevant teaching methods and materials and examples of ESD projects with teacher education in Southern Africa and Southern Asia; the development of responsible interdisciplinary 'Living Curricula'; policies on education for sustainable consumption and lifestyles; and global processes for education on sustainable development. The book also looks at the roles that central actors such as PERL (The Partnership for Education and Research about Responsible Living) play in this process.

**Classmark :** INT-71 THO

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**Quest for a sustainable university : a review /** Luís P. Amaral , Nelson Martins, Joaquim B. Gouveia . - In: International Journal of Sustainability in Higher Education, v. 16, no. 2, pp. 155-172, 2015  
ISSN 1467-6370

**Abstract :** The paper provides a detailed review of the methods used to pursue the concept of a "sustainable university". A literature and web review was conducted of sustainability implementation methods and assessment and report tools. The results found that due to flaws in traditional sustainability environmental sustainability initiatives, more recent tools have been developed to help manage sustainability. Two university sustainability management systems are outlined on this paper. They both emphasise the use of resources, especially energy, on campus buildings; the social responsibility of the institution; and educational and research sustainability activities.

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## Europe and North America

**An exploratory study of sustainable development in Italian universities /** Emidia Vagnoni, Caterina Cavicchi . - In: International Journal of Sustainability in Higher Education, v. 16, no. 2, 2015  
ISSN 1467-6370

**Abstract :** This paper aimed to outline the current status of the implementation of sustainability practices in Italian public universities. Based on a qualitative approach, the study uses the Deming Cycle (Glavic and Lukman, 2007) as a framework for the implementation of sustainability in universities. Information on university research and publications, academic programmes, published documents and plans, sustainability reports and charters from 67 Italian public

universities were collected from their websites and analysed. The results of this exploratory study depicts that while many universities in Italy show a strong commitment to sustainability, this is approached in a fragmented way. Although there is a general lack of environmental management systems, the trend emerging is to formalise objectives of sustainability associated with the use of sustainability-related planning and reporting documents. Regarding curriculum, most sustainability training is found in second cycle (Masters) education and is relatively weak among undergraduate degrees. The study confirms university commitment to sustainable research (over 90 per cent of universities are or have recently been engaged in research activity on sustainability) and the organisation of sustainability events.

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**Assessing students' motivation to engage in sustainable engineering** / Mary McCormick, Angela R. Bielefeldt, Christopher W. Swan, Kurtis G. Paterson . - In: *International Journal of Sustainability in Higher Education*, v. 16, no. 2, pp. 136-154, 2015  
ISSN 1467-6370

**Abstract** : This study designed and used an assessment instrument to evaluate students' attitudes toward sustainable engineering (SE). The survey was undertaken at three diverse universities in the United States with 515 responses from undergraduate and graduate students. The survey instrument was validated and internal reliability was established. The results indicate that participation in more experiential, enriching learning experiences correlated to higher sustainable engineering self-efficacy, value and affect. A number of other variables were linked positively to sustainability beliefs, interest and affective relationship. These include extracurricular club involvement; participation in undergraduate research; participating in internships; volunteering; and academic rank. Female students possessed higher sustainability value and affect than male students, but self-efficacy was not significantly different.

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**Barriers to energy efficiency and the uptake of green revolving funds in Canadian universities** / John Maiorano, Beth Savan . - In: *International Journal of Sustainability in Higher Education*, v. 16, no. 2, pp. 200-2016, 2015  
ISSN 1467-6370

**Abstract** : This paper investigate the financial and economic barriers to the implementation of energy efficiency projects in Canadian universities. Methods to address these barriers were investigated, including evaluating the efficacy of revolving funds. Senior administrators responsible for investment in energy efficiency of 15 Canadian universities were interviewed. The results showed that 'access to capital' was the largest barrier to energy efficiency and respondents agreed that green revolving funds are both an effective method to address these constraints and to implement energy conservation projects at their university. However, only 2 out of the 15 interviewees and 7 out of the 98 universities in Canada currently make use of a green revolving fund. The authors suggest that a reluctance to formalise processes to prioritise energy efficiency limits the associated benefits of mechanisms such as revolving funds to implement energy efficiency projects at Canadian universities.

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**Determining factors of environmental education in Spanish universities** / Manuel Larrán, Javier Andrades . - In: *International Journal of Sustainability in Higher Education*, v. 16, no. 2, pp. 251-271, 2015  
ISSN 1467-6370

**Abstract** : This paper analyses environmental integration in curricula in Spanish universities. The authors conducted web content analysis and statistics of the curricula of undergraduate management degrees at all universities in Spain. One of the main findings is that public universities in Spain are more likely to require an environmental course than private universities. Other factors, such as size, political orientation or chairs/research institutes are not statistically explanatory of environmental education. Another finding is that environmental training in management courses offered by Spanish universities is still relatively underdeveloped. Comparatively, the authors found that the most common method of teaching environmental issues in Spain is by means of embedded subjects (horizontal integration) in comparison with stand-alone subjects (vertical integration). From this perspective, the main topics covered in curriculum are environmental management, sustainable tourism, environmental economy and environmental impact.

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**Reviewing the incidence and status of sustainability in degree programmes at Plymouth University** / Lynne Wyness, Stephen Sterling . - In: *International Journal of Sustainability in Higher Education*, v. 16, no. 2, pp. 237-250, 2015  
ISSN 1467-6370

**Abstract** : This paper presents an overview of the design and implementation of a curriculum review undertaken at Plymouth University, UK, to gauge the incidence and status of sustainability in degree programmes across the curriculum. A top-down approach was avoided, by placing the emphasis on self-evaluation of how the degree programmes were implementing sustainability in a number of broad areas, such as curriculum content, pedagogical approaches and student engagement. A review tool was created and distributed to all undergraduate and postgraduate

degree programmes in the university. In particular, the review was designed to contribute the institutional annual submissions to the university's Learning in Future Environments index. The review recognised good practices that exist and, since its completion, the approaches are being used to promote the ongoing development of sustainability in the university.

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## Other themes

### ▪ Academic teaching personnel

**La condition et la carrière des universitaires : analyse comparée à partir de quelques cas de l'Afrique francophone** / Wafeu Toko, Patrick . – Paris : L'Harmattan, 2015. – 524 p. (Coll. Etudes africaines, série Education)  
ISSN 978-2\_336-37104-7

**Abstract** : Cet ouvrage décrit le statut des enseignants au sein des universités publiques à partir de l'observation de quelque Etats de l'Afrique francophone.

This book describes the status of teachers in public universities. It is based on the study of several French-speaking African countries.

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**Professional life in modern British higher education** / Bryan Cunningham . - London : IOE Press, 2015 . - 160 p.  
ISBN 978-0-85473-999-8

**Abstract** : This book explores the impacts of recent changes in higher education in the United Kingdom on the professional lives of academic teaching staff. Contributors examine the challenges of the Research Excellence Framework (REF); how both teachers and students approach 'quality' in the academy; the development of pedagogic skills of higher education teachers; the place of teacher educators in professional development; and developing a curriculum for diversity.

**Classmark** : GB-431 CUN

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**Changing knowledge and the academic profession in Portugal** / Rui Santiago, Teresa Carvalho, LAndreia Ferreira / Society for Research into Higher Education [SRHE][UK] . - In: Higher Education Quarterly, v. 69, no. 1, pp. 79-100, January 2015

ISSN 0951-5224 . - Online ISSN 1468-2273

**Abstract** : The paper analyses Portuguese academics' perceptions about changes in their research activities and modes of knowledge production. Quantitative data from an on-line national survey were used to develop this analysis. Results reveal that the majority of academics declared that they were not involved in knowledge and technology transfer and that their research activities were not influenced by external sponsors or clients. However, they did recognise that were strong external pressures to reconfigure the epistemologies, ontologies and the institutional conditions under which knowledge is produced.

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**Impairment effects as a career boundary : a case study of disabled academics** / Jannine Williams, Sharon Mavin / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 40, no. 1, pp. 123-141, February 2015

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

**Abstract** : This UK study researches eight disabled academics' narrative accounts of their careers. The study focuses on impairment effects, rather than the social model of disability. The detailed interviews indicate that disabled academics may seek modifications to work remits or arrangements, at times limiting career choices and opportunities. The authors conclude that this research affirms that disabled academics strategise and negotiate their career context in relation to their disabilities.

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**LeaD-In : a cultural change model for peer review of teaching in higher education** / A. Barnard, R. Nash, K. McEvoy, S. Shannon, C. Waters, S. Rochester, S. Bolt . - In: Higher Education Research and Development, v. 34, no. 1, pp. 30-44, February 2015

ISSN 0729-4360 . - Online ISSN 1469-8366

**Abstract** : This paper advances and analyses a conceptual model to highlight conditions and strategies necessary for the implementation of sustainable peer review in higher education institutions. The model highlights leadership, development and implementation, which are critical to the success and formation of a culture of peer review of teaching. The work arises from collaborative research funded by the Australian government to advance a culture of peer review of teaching across several universities in Australia.

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**McUniversities revisited : a comparison of university and McDonald's casual employee experiences in Australia** / Andrew Nadolny, Suzanne Ryan / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v.40, no. 1, pp. 142-157, February 2015

**Abstract :** The McDonaldization of higher education refers to the transformation of universities from knowledge generators to rational service organisations or 'McUniversities', reflected in the growing dependence on a casualised academic workforce. The article compares the experiences of casual academic staff in Australia with those of McDonald's employees. Survey and interview findings from an Australian university are compared with Gould's research on McDonald's casual employees in Australia. The authors found that aside from their employment status, the two groups have nothing in common. McDonald's employees experience routine work organisation with good management and career prospects while casual academics experience stimulating work within a context of poor management and lack of career paths. (Abstract adapted from publisher)

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## ▪ Curriculum

**'Close to the bone'? : catalysts for integrating HIV and AIDS into the academic curriculum** / N. de Lange, L. van Laren, P. Tanga . - In: South African Journal of Higher Education, v. 28, no. 4, pp. 1173-1193, 2014  
ISSN 1011-3487

**Abstract :** Integrating HIV and AIDS into the academic curriculum remains a challenge which, for various reasons, is not fully taken up by academics at universities. This qualitative study used individual interviews as well as drawings, to elicit responses from selected male and female academics in faculties of Education and Social Sciences in three South African universities. The themes that emerged are: It's here, it's not somewhere out there; People matter; Buying into the idea; and 'It's a directive. Based on the findings, the authors conclude that the vigour of integrating HIV and AIDS is linked to how close to the bone the pandemic is experienced, not only at personal but also at community level. They outline the implications for working with academics to integrate HIV and AIDS into the curriculum.

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**Currere's active force and the Africanisation of the university curriculum** / L. Le Grange . - In: South African Journal of Higher Education, v. 28, no. 4, pp. 1283-1294, 2014  
ISSN 1011-3487

**Abstract :** In this article, the author discusses the Africanisation of the university curriculum by drawing on insights from the sociology of knowledge, indigenous knowledge and a different reading of the knowledge economy. The author argues that Africanisation of the university curriculum is dependent on understanding the term '*currere*', thinking of curriculum as an active conceptual force. He suggests possibilities for the radical rethinking of disciplines and the incorporation into the curriculum of indigenous knowledge through transdisciplinary knowledge and epistemologies.

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## ▪ Economics of education

**Academic capitalism in the age of globalization** / Brendan Cantwell, Ilkka Kauppinen, Eds. . - Baltimore : John Hopkins University Press, 2014 . - 277 p.  
ISBN 978-1-4214-1538-3

**Abstract :** This book examines contemporary social, economic and political changes in higher education through the lens of academic capitalism, a theory of the increasing engagement of higher education and the market which was first introduced by Slaughter and Leslie (1997). In part one, the contributors, including Slaughter, revisit academic capitalism, building upon the theory, extending and refining it. Two specific arenas are examined: commercialising intellectual property and changes in the academic profession. In part two, this book explores the (inter)relationship between academic capitalism and the globalization of higher education. Chapters include the development of the "risk university" in transnational higher education; a comparative study of academic capitalism in developing countries; and an examination of the shift towards academic capitalism in greater China.

**Classmark :** INT-6-CAN

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## ▪ Education and development

**African Higher Education Summit : revitalising higher education for Africa's Future** / Trust Africa [Senegal] . - Dakar : Trust Africa, 2015 . - 15 p.

**Abstract :** This document published in conjunction with the African Higher Education Summit 2015 held in Dakar presents several issues concerning the state of higher education in Africa and includes proposals to enhance quality higher education in the region.

**URL :** <http://cdn.mg.co.za/content/documents/2015/03/06/african-higher-education-summit.pdf>

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## ▪ Education and employment

**Higher education and graduate employment in China : challenges for sustainable development** / Wing Kit Chan / International Association of Universities [IAU] . - In: Higher Education Policy, v. 28, no. 1, pp. 35-53, March 2015  
ISSN 0952-8733 . - Online ISSN 1740-3863

**Abstract** : In the summer of 2013, the number of Chinese university graduates who did not know where to go after graduation reached an unprecedented 2 million. These graduates are not illegible to claim any benefits from social insurance schemes that based on formal employment. When away from home, neither do they have access to other supplementary benefits based on household registration status (hukou) financed and provided by the local governments of host cities. To address the issue of massive unemployment among graduates, the Chinese government has introduced a range of policy measures with an emphasis on 'flexible employment, an umbrella for several types of atypical jobs, while leaving the basic structure of social protection intact. This study reviews the development of the Chinese graduate employment policy with emphasis on the changes in the forefront of massive unemployment among graduates. By evaluating the effectiveness of policy measures, this study argues for a thorough reform of the higher education system.

URL : <http://www.palgrave-journals.com/hep/journal/v28/n1/full/hep201429a.html>

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## ▪ Educational administration

**Trustees versus Directors, whom do they serve? Boards, for-profits and the public good in the United States** / Bonnie Fox Garrity / Society for Research into Higher Education [SRHE][UK] . - In: Higher Education Quarterly, v. 69, no. 1, pp. 37-57, January 2015  
ISSN 0951-5224 . - Online ISSN 1468-2273

**Abstract** : Postsecondary education in the United States is provided by public, not-for-profit and for-profit institutions. Public and not-for-profit institutions are expected to serve the public good due to state control or chartering requirements; for-profit institutions are not. Therefore, the decision to serve the public good is vested in the board. The for-profit director's role as representative of shareholders' interests does not ensure deference to the public good. Currently, national priorities are aligned with shareholder interests creating an environment ripe for expansion of for-profit education. However, there are implications as national priorities shift to positions that do not complement shareholder interests. Most critically, continued growth of for-profit postsecondary education may lead to a reduction of service of the public good by all institutions. Private institutions (not-for-profit or for-profit) exist in every large country; therefore, a thorough analysis of the legal distinctions among sectors is encouraged to understand the implications of growth. (Abstract from publisher)

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## ▪ Educational evaluation

**2013 Tertiary Education Performance Report** / New Zealand. Tertiary Education Commission=Te Amorangi Mtauranga Matua . - Wellington : Tertiary Education Commission, 2014 . - 143 p.  
ISSN 2253-2099 (Print) ISSN 2253-2102 (Online)

**Abstract** : This report provides information and analyses on enrolment and performance against Tertiary Education Strategy (TES) priorities for each category of institution (universities, wananga and Institutes of Technology and polytechnics) and then offers a snapshot of the responsiveness, effectiveness, and financial performance of each institution individually.

URL : <http://pr2013.publications.tec.govt.nz/uploads/TEC-Tertiary-Education-Performance-Report-2013.pdf>

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**Evaluations of ten higher education institutions in Montenegro : cross-cutting summary report** / European University Association [EUA] . - Brussels : EUA, 2014 . - 31 p.

**Abstract** : This report highlights shared issues and challenges at system level and provides 21 recommendations that aim to contribute to capacity building and the improvement of the Montenegrin higher education.

URL : [http://www.eua.be/news/15-01-](http://www.eua.be/news/15-01-22/IEP_concludes_evaluations_of_higher_education_institutions_in_Montenegro_and_presents_system_review_report.aspx)

[22/IEP concludes evaluations of higher education institutions in Montenegro and presents system review report.aspx](http://www.eua.be/news/15-01-22/IEP_concludes_evaluations_of_higher_education_institutions_in_Montenegro_and_presents_system_review_report.aspx)

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**The self-evaluation process : recommendations and guidelines** / Israel. Council for Higher Education . - Jerusalem : Council for Higher Education, 2015 . - 2 vol. (14, 15 p.).  
Vol 1. First round of evaluation; vol 2. Second round of evaluation



**Abstract :** These recommendations and guidelines for higher education institutions detail all steps and information to provide for conducting the first and second round of the self-evaluation process.

**URL :** <http://che.org.il/wp-content/uploads/2012/04/Recommendations-and-Guidelines-First-Round-of-Evaluation.pdf> ;  
<http://che.org.il/wp-content/uploads/2012/04/Second-Round-of-Evaluation-Recommendations-and-Guidelines.pdf>

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## ▪ **Educational finance**

**Funding for United States study: a guide for international students and professionals : 2014 Edition** / Institute for International Education [IIE][USA] . - IIE : New York, 2014 . - 326 p.

ISBN 978-0-87206-373-0

**Classmark :** US-12 IIE

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**Efficiency, costs, rankings and heterogeneity : the case of US higher education** / v Agasisti, Geraint Johnes / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 40, no. 1, pp. 60-82, February 2015

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

**Abstract :** This paper evaluated costs in US higher education institutions. Analysis of the IPEDS dataset from the National Center for Education and Statistics for 2003-2006 showed two main findings First, on public policy, the estimates suggest that global economies could be achieved by a reduction in the number of institutions providing undergraduate instruction, while increasing the number of institutions engaged in postgraduate activity. Second, the current existing rankings turn out as coherent with ratings provided by the calculation of efficiency scores. (Abstract adapted from publisher)

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## ▪ **Educational management**

**The hallmark university : distinctiveness in higher education management** / Paul Temple . - London : IOE Press, 2014 . - 133 p.

ISBN 978-0-85473-888-5

**Abstract :** What is special about university management? Is there something about them, a hallmark, that makes the management task in higher education distinctive? This book argues that effective university management needs to take account of the hallmark. It needs to consider the multiple purposes that the modern university is required to serve for example, academic excellence and widened participation; economic growth and social justice and its distinctive role as a vital part of a local and regional community but also a part of a global knowledge-based network. The author asserts that university management should be 'integrative', reflecting the diverse academic compositions of most universities and the decision-making issues that arise from this.

**Classmark :** GB-42 TEM

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**Women in higher education leadership in South Asia : rejection, refusal, reluctance, revisioning** / Louise Morley, Barbara Crossouard / British Council . - British Council, 2014 . - 85 p.

**Abstract :** This report, commissioned by the British Council in Pakistan, looks at the role of women in South Asia (Afghanistan, Bangladesh, India, Nepal, Pakistan and Sri Lanka) in respect to higher education and leadership and provides recommendations about what specific future actions and interventions for change could be implemented.

**URL :** [http://www.britishcouncil.org/sites/britishcouncil.uk2/files/morley\\_crossouard\\_final\\_report\\_22\\_dec2014.pdf](http://www.britishcouncil.org/sites/britishcouncil.uk2/files/morley_crossouard_final_report_22_dec2014.pdf)

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## ▪ **Educational policy**

**Better skills, better jobs, better lives : a strategic approach to education and skills policies for the United Arab Emirates** / Organisation for Economic Cooperation and Development [OECD] . - Paris : OECD, 2015 . - 101 p.

**Abstract :** This report puts forward international evidence and research, policy lessons and practical examples to guide the country's future skills policy development and discusses the way forward. Three policy levers are explored: developing relevant skills; activating skills supply; putting skills to effective use. It recommends investing in knowledge exchange and cross-border higher education partnerships and fostering entrepreneurship teaching at universities.

**URL :** <http://www.oecd.org/education/skills-beyond-school/A-Strategic-Approach-to-Education-and%20Skills-Policies-for-the-United-Arab-Emirates.pdf>

**Policy on Higher Education Vision 2030** / Cambodia. Ministry of Education, Youth and Sport . - Phnom Penh : Ministry



of Education, Youth and Sport, 2014 . - 7 p.

**Abstract :** This sets objectives, strategies and the action plan to develop a good governance system and higher education mechanisms and ensures equity and access to quality higher education programmes that respond to the needs of socio-economic development and the labour market.

**URL :** <https://docs.google.com/file/d/0B1ekqZE5ZIUJSVhjN2E2UFJBQVU/edit?pli=1>

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**Higher education transformations for global competitiveness : policy responses, social consequences and impact on the academic profession in Asia** / Mok Ho Ka / International Association of Universities [IAU] . - **In:** Higher Education Policy, v. 28, no. 1, pp. 1-15, March 2015  
ISSN 0952-8733 . - Online ISSN 1740-3863

**Abstract :** After the Asian financial crisis in 1997, Asian governments implemented comprehensive reforms to their higher education systems to enhance their global competitiveness. Confronted with increasing pressure for global university ranking, governments and universities in Asia have adopted different strategies in terms of special funding schemes, and different forms of measures in shaping teaching, learning and research activities to enhance their global ranking. This article sets out against this context to highlight major higher education transformations for global competitiveness, with particular reference to discuss policy responses, social consequences, and impact on the academic profession in Asia especially when major attention is geared towards the quest for global university ranking among universities in Asia.

**URL :** <http://www.palgrave-journals.com/hep/journal/v28/n1/full/hep201427a.html>

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**Meritocratic epistemic communities : an alternative policy paradigm for higher education** / Seungchan Choi / Society for Research into Higher Education [SRHE][UK] . - **In:** Higher Education Quarterly, v. 69, no. 1, pp. 58-78, January 2015

ISSN 0951-5224 . - Online ISSN 1468-2273

**Abstract :** This paper attempts to propose an alternative policy frame for higher education policy by demonstrating the limitations of the market approach adopted by the 2011 English higher education policy in addressing the economic and social agenda, and by reframing higher education as a mechanism that selects and distributes talents to vocational sectors in a way that achieves socially optimal outcomes. The paper suggests that government control is more appropriate than market mechanisms in managing higher education costs, how effective screening and distribution of talents can be achieved through deliberation among epistemic community members and how the alternative policy frame supports a social justice agenda. (Abstract adapted from publisher)

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## ▪ Educational publications

**"How we know what we know" : a systematic comparison of research methods employed in higher education journals, 1996-2000 v. 2006-2010** / Ryan S. Wells, Ethan A. Kolek, Elizabeth A. Williams, Daniel B. Saunders . - **In:** The Journal of Higher Education, v. 86, no. 2, pp. 171-198, March/April 2015

ISSN 0022-1546 . - Online ISSN 1538-4640

**Abstract :** This study replicates and extends a content analysis of three major higher education journals: *The Journal of Higher Education*, *Research in Higher Education*, and *Review of Higher Education*. It examines article content from 2006 to 2010 and compares this to the previous study's findings a decade earlier. The findings reveal that research published in these journals continues to be dominated by quantitative methods and is increasingly using more advanced statistical techniques. The authors discuss the implications in terms of educational policy, training of graduate students, professionals, and policymakers as well as implications for publishing and researching other aspects of knowledge production in higher education.

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**Studies in Higher Education 1976-2013 : a retrospective using citation network analysis** / Angelito Calma, Martin Davies / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 40, no. 1, pp. 4-21, February 2015

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

**Abstract :** This paper provides a citation network analysis of the publications in the journal *Studies in Higher Education* from 1976 to 2013, representing the entire history of the journal to date. It analyses the most published authors, most cited authors and most discussed topics using keywords. The results are compared with other higher education citation analyses published elsewhere a small, but growing area of research.

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## ▪ Educational qualifications

**Promoting genuine qualifications in Africa through effective verification** / South African Qualifications Authority . - Pretoria : SAQA, 2015 . - 3 p.

**Abstract** : This report of a two-day seminar held at the University of Pretoria in November 2014 addressed the issue of the promotion of genuine qualifications in Africa through effective verification.

**URL** : [http://www.saqa.org.za/docs/news/2015/Post%20seminar%20article\\_v2%20final%20approved.pdf](http://www.saqa.org.za/docs/news/2015/Post%20seminar%20article_v2%20final%20approved.pdf)

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**Titulaciones dobles y carreras compartidas en América Latina : un estado del arte exploratorio en Argentina, Colombia y Ecuador** / Sylvie Didou Aupetit, Marisa Carina Fazi, Eds. . - Caracas : UNESCO-IESALC, 2014 . - 182 p. ISBN 978-980-7175-20-3

**Abstract** : This publication explores double and joint degree offerings, norms and changes in Argentina, Colombia and Ecuador.

El libro ofrece un análisis de una faceta de la internacionalización que es sumamente positiva. La internacionalización de la educación superior universitaria se constituye en una estrategia de integración educativa. Su principal fin es la movilidad y su efectivo cumplimiento requiere la conformación y trabajo en redes interinstitucionales e interdisciplinarias, la evaluación continua de los procesos de integración, canales eficaces de comunicación y difusión y, además, políticas claras para su desarrollo desde la política educativa nacional, regional e internacional.

**URL** : [http://www.iesalc.unesco.org.ve/index.php?option=com\\_fabrik&view=details&formid=2&rowid=171&lang=es](http://www.iesalc.unesco.org.ve/index.php?option=com_fabrik&view=details&formid=2&rowid=171&lang=es) (Spanish)

[http://www.iesalc.unesco.org.ve/index.php?option=com\\_fabrik&view=details&formid=2&rowid=171&lang=en](http://www.iesalc.unesco.org.ve/index.php?option=com_fabrik&view=details&formid=2&rowid=171&lang=en) (English)

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## ▪ Educational quality

**Is the Asian quality assurance system for higher education going glonacal? Assessing the impact of three types of program accreditation on Taiwanese universities** / Yung-Chi Hou, Angela, Robert Morse, Martin Ince, Chiang, Chung-Lin Hui-Jung Chen, Ying Chan / Society for Research into Higher Education [SRHE][UK] . - **In**: Studies in higher education, v. 40, no. 1, pp. 83-105, February 2015

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

**Abstract** : This paper assesses the impact of the 'glonacal' (global+national+local) quality assurance system of Asian higher education through a case study of the effects of three programme accreditations on higher education institutions in Taiwan (Higher Education Evaluation & Accreditation Council of Taiwan [HEEACT], Association to Advance Collegiate Schools of Business International [AACSB International] and Institute of Engineering Education Taiwan [IEET]). The results indicated that the three accreditation systems have a large impact on learning outcomes-based teaching, self-enhancement mechanisms and internationalization in Taiwan's higher education institutions. Yet it was also found that the increased efforts by staff and faculty has resulted in resistance to all three programme accreditations.

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**Professional bodies and quality assurance of higher education programmes in South Africa : towards an appropriate framework** / Y. Balim, S. Mabizela, J. C. Mubangizi . - **In**: South African Journal of Higher Education, v. 28, no. 4, pp. 1140-1155, 2014

ISSN 1011-3487

**Abstract** : This paper explores the role that professional bodies play in the quality assurance and accreditation of the higher education programmes and highlights the legal framework governing them. A critique of the said role is then undertaken against the backdrop of views and opinions from academics involved in professional programmes at some South African universities, including the thorny issue of who should meet the costs of accreditation. The article concludes with suggestions on the principles that should underpin a revised framework, under the custodianship of the Council for Higher Education (CHE), to govern the relationship between universities and professional bodies. (Abstract adapted from publisher)

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## ▪ Educational development

**Nye veje og høje mål Kvalitetsudvalgets samlede forslag til reform af de videregående uddannelse = New roads and higher ambitions** / Denmark. Ministry of Education. Quality commission . - Copenhagen : Denmark Quality Commission, 2014 . - 52 p.

**Abstract** : This publication lists 11 challenges and 10 proposals that include a new structure in higher education; fewer student places in fields with high unemployment; a new admission system; stronger leadership; students should study

full-time; good teaching should have a more prominent place; less bureaucracy in education planning; and a new census system. It also proposes a reduction in places in disciplines of high graduate unemployment over the last 10 years, notably some courses in the humanities.

URL : <http://ufm.dk/publikationer/2015/nye-veje-og-hoje-mal/nye-veje-og-hoje-mal-kvalitetsudvalgets-samlede-forslag-til-reform-af-de-videregaende-uddannelser.pdf> (Danish)

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## ▪ Professional Higher Education

**Profile of Professional Higher Education (PHE) in Europe** / European Association of Institutions in Higher Education [EURASHE] . - Brussels : EURASHE, 2015 . - 52 p.

Online ISBN 978-1-63041-763-5

**Abstract** : The first part provides a survey of PHE to date and national profiles of 15 EU-member states (Belgium (Flanders), Croatia, the Czech Republic, Denmark, Estonia, Finland, France, Germany, Ireland, Lithuania, Malta, the Netherlands, Poland, Portugal, Slovenia). The second part proposes cross-country comparisons and identifies similarities and proposes a typology for the classification of the different systems.

URL : [http://www.eurashe.eu/library/mission-phe/Profile\\_of\\_Professional\\_Higher\\_Education\\_in\\_Europe%282%29.pdf](http://www.eurashe.eu/library/mission-phe/Profile_of_Professional_Higher_Education_in_Europe%282%29.pdf)

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## ▪ Educational Systems

**New directions for education in China** / Steven Cowan, Tinghe Jin, Lucia Johnstone Cowan, Zimeng Pan . - London : IOE Press . - 211 p.

ISBN 978-1-78277-103-6

**Abstract** : This book examines contemporary issues in Chinese education. An example of cross-cultural collaboration, contributions from Chinese and British researchers demonstrate a range of research and research methodologies. Chapters include teachers' perspectives of English-language learning in Chinese universities; the role of the state in Chinese education; a life-history study of working class students in elite higher education institutions in China; an examination of educational research at a leading Chinese university; and research on Chinese students' civic learning in the digital age. The book also contains a detailed research bibliography.

**Classmark** : CN-12 COW

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**Tertiary education in Colombia** / Organisation for Economic Cooperation and Development [OECD]; World Bank . - 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** : This publication describes Colombian education system, how Colombia fares in international comparisons and key aspects of its tertiary education system, including institutions, students enrolled, the returns from education, access and admission, quality and relevance, financing, academic staff, research and the government's future plans for the tertiary sector.

URL : [http://www-](http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2013/02/21/000442464_20130221115626/Rendered/PDF/754720WP0Highe00Box374332B00PUBLIC0.pdf)

[wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2013/02/21/000442464\\_20130221115626/Rendered/PDF/754720WP0Highe00Box374332B00PUBLIC0.pdf](http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2013/02/21/000442464_20130221115626/Rendered/PDF/754720WP0Highe00Box374332B00PUBLIC0.pdf);

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**Republic of Tajikistan : higher education sector study** / World Bank . - Washington D.C. : World Bank, 2014 . - 110 p.

**Abstract** : This report analyses the Tajik higher education sector and identifies priority reforms needed to both turn it into a source of economic growth and allow the country's integration in the European Higher Education Area. The recommendations focus on quality and relevance, governance, access and equity, and funding.

URL : [http://www-](http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2014/12/25/000333037_20141225215858/Rendered/PDF/ACS103830WPOP100sector0study0final.pdf)

[wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2014/12/25/000333037\\_20141225215858/Rendered/PDF/ACS103830WPOP100sector0study0final.pdf](http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2014/12/25/000333037_20141225215858/Rendered/PDF/ACS103830WPOP100sector0study0final.pdf)

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**How different are higher education institutions in the UK, US and Australia? The significance of government involvement** / Gavin Moodie / Society for Research into Higher Education [SRHE][UK] . - In: Higher Education Quarterly, v. 69, no. 1, pp. 3-36, January 2015

ISSN 0951-5224 . - Online ISSN 1468-2273

**Abstract** : This study examines institutions' enrolment size and proportions of postgraduate, fulltime and international students amongst higher education institutions in the UK, US and Australia. The results show that there is less variety

amongst all higher education institutions in the UK than in Australia, which in turn has much less variety than the US. The author suggests that the extent of government involvement in higher education is less important for institutional variety as the form which it takes.

URL : <http://onlinelibrary.wiley.com/doi/10.1111/hequ.12052/pdf>

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**Massification of higher education in Taiwan : shifting pressure from admission to employment** / Sheng-Ju Chan, Liang-Wen Lin / International Association of Universities [IAU] . - In: Higher Education Policy, v. 28, no. 1, pp. 17-33, March 2015

ISSN 0952-8733 . - Online ISSN 1740-3863

**Abstract** : Educational authorities in Taiwan have been expanding the higher education sector since the 1990s to meet the demands of economic transformation and to meet cultural expectations. Consequently, the higher education system of Taiwan has evolved from an elite system to a universal one. The rapid expansion of higher education is also characterised by the increase of higher degrees, an enlarged private sector, and diminishing numbers of junior college institutions and students. This study explores whether these changes have brought challenges to the labour market. The findings reveal that intensified competition for employment caused by the increased number of graduates has incurred extra monetary cost and uncertain wage prospects at the individual level. Disadvantaged students might suffer the most from the massification in light of increased financial investments and low(er) rates of return to higher education.

URL : <http://www.palgrave-journals.com/hep/journal/v28/n1/full/hep201433a.html>

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## ▪ **Ethics**

**Combating plagiarism using a community of practice approach** / T. Morton McKay . - In: South African Journal of Higher Education, v. 28, no. 4, pp. 1315-1331, 2014

ISSN 1011-3487

**Abstract** : This article describes a teaching intervention, informed by a community of practice approach, undertaken to manage a plagiarism problem at a university in South Africa. In particular, many final year students were submitting assignments which were, to a large extent, plagiarised. As this problem posed a threat to the integrity of the academic programme, an intervention was necessary. A prevention-and-development approach was adopted which took the form of an action research project using critical reflection as a methodology. The intervention was successful, although incidents of plagiarism were not completely eliminated. The teaching intervention proved to be both time and labour intensive. Formal training for students on what plagiarism is; how to correctly cite and references; and how to write in an academically appropriate manner, was found to be necessary if plagiarism in higher education is to be dealt with within a developmental framework. It was further found that a prevention-and-development approach cannot be effective without a detection-and-enforcement system being in place. (Abstract adapted from publisher)

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## ▪ **Industry and education**

**Regional synergies in triple helix regions : the case of local economic development policies in Oxfordshire, UK** / Helen Lawton Smith, Rupert Waterstone . - In: Industry and Higher Education, v. 29, no. 1, pp. 25-35, February 2015

ISSN 0950-4222

**Abstract** : This paper examines the role of universities in delivering and formulating regional/local policy. It explores the incentives for universities to act. Two examples are the availability of government funding designed to foster university–industry interaction and the existence of specific local agenda that are of mutual interest to both universities and local policy makers. The paper also highlights that converse policy might follow from the observed actions of the impact of universities' excellence (for example, the formation of university spin-offs). The authors consider how both translate into active involvement in local policy making using the case of the Oxfordshire high-tech economy.

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**Success factors in cluster initiative management : mapping out the 'big five'** / Magnus Klofsten, Dzamila Bienkowska, Inessa Laur, Ingela Sölvell . - In: Industry and Higher Education, v. 29, no. 1, pp. 65-77, February 2015

ISSN 0950-4222

**Abstract** : This paper is based on a literature review and five Swedish case studies of cluster initiatives - intermediate organisations which aim to develop a local or regional cluster. The paper maps out the five qualitative success factors in cluster initiative management: the idea; driving forces and commitment; activities; critical mass; and organization. The proposed framework enables the assessment of performance and sustainability over time, and can be used for both everyday management operations and policy programmes designed to support cluster initiatives.

**The quest for global competitiveness : promotion of innovation and entrepreneurial universities in Singapore** /

Ka Ho Mok / International Association of Universities [IAU] . - In: Higher Education Policy, v. 28, no. 1, pp. 91-106, March 2015

ISSN 0952-8733 . - Online ISSN 1740-3863

**Abstract :** This article critically reviews the policies and reform measures adopted by the Singapore government in the last two decades. These measures were employed to transform its university sector and drive them to engage in the promotion of innovation and entrepreneurship through partnership with the industry and business for innovation and technological advancement. The analysis reveals the uniqueness of the Singapore model in strengthening university–enterprise cooperation to achieve the national goal of promoting innovation and entrepreneurship.

URL : <http://www.palgrave-journals.com/hep/journal/v28/n1/full/hep201430a.html>

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**University-industry collaboration in a triple helix setting on a US medical campus /** Chang Ho Lee, Sharmistha Bagchi-Sen, Jessie Poon . - In: Industry and Higher Education, v. 29, no. 1, pp. 37-49, January 2015

ISSN 0950-4222

**Abstract :** This paper examines university and industry collaboration practices in the context of the research environment at the Buffalo Niagara Medical Campus (BNMC) and at the State University of New York at Buffalo. The findings highlight the importance of funding opportunities and networks. Collaboration predominantly assumes the form of consultancy, contract research and joint research. The benefits of consulting and contract research are increased knowledge production through publications, grant applications and patenting activities among BNMC scientists. Collaboration with industry through joint research is more likely to lead to entrepreneurial outcomes than any other effort to engage industry. (Abstract adapted from publisher)

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## ▪ **Regional development**

**Declaracion de Campinas : pasos afirmativos para la construcción del Espacio Común de Educación Superior en América Latina y el Caribe /** Unión de Universidades de América Latina y el Caribe [UDUAL][Mexico] . - México, D.F. : UDUAL, 2015 . - 1 p.

**Abstract :** The meeting of the Executive Council of UDUAL took place in February 2015 at UNICAMP, Campinas, Brazil. Its theme was the creation of a system of evaluation and accreditation of the Latin American and Caribbean higher education institutions. The construction of a Latin American Area of Higher Education was at the heart of the discussions. It led to the Campinas Declaration.

URL : <http://www.udual.org/pdf/Declaracion%20de%20Campinas%202015.pdf> (Spanish)

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**Síntesis de Guadalajara = Statement : Synthesis of Guadalajara /** University of Guadalajara [Mexico]; Foro Académico Permanente ALC-UE; Asociación Mexicana para la Educación Internacional [AMPEI]; Centro Latinoamericano para las Relaciones con Europa [CELARE]; Institut des Amériques [IdA Francia]; Comité Belga organizador de la II Cumbre Académica ALC-UE; Fundación EU-LAC. . - Guadalajara, Mexico : University of Guadalajara, 2014 . - 5 p.

**Abstract :** This statement outlines the results of the Second Preparatory Seminar for the Second Academic Summit of Latin America and the Caribbean and the European Union which took place from 25 to 26 November 2014 in Jalisco, Mexico. Four action fields were identified: strengthening of the integration of higher education systems; promotion of the integration of scientific, technological research and innovation systems; collaboration between higher education institutions and their relation with society, particularly with the productive sector; and the connection of the academic community with public policies.

URL : <http://www.2alcue.udg.mx/sites/default/files/SYNTHESIS%20OF%20GUADALAJARA.pdf> (English);

<http://www.2alcue.udg.mx/sites/default/files/SINTESIS%20DE%20GUADALAJARA.pdf> (Spanish)

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**Beyond 'town and gown': the role of the university in small and medium-sized cities /** Michaela Lazzeroni, Andrea Piccaluga . - In: Industry and Higher Education, v. 29, no. 1, pp. 11-23, February 2015

ISSN 0950-4222

**Abstract :** This paper analyses three cases of European medium-sized university cities (Oxford, Leuven and Pisa), in which the presence of one or more universities represents an important asset not only for the construction and evolution of knowledge spaces but also for urban development as a whole, by leaving tangible and intangible traces, reinforcing the relationship between academia and local community and contributing to the identity of knowledge cities.

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**Regional triple helix and the contextualization of regional policy: a comparative analysis of three regions in**



**Japan** / Kazuhiro Nozawa . - In: Industry and Higher Education, v. 29, no. 1, pp. 51-64, February 2015  
ISSN 0950-4222

**Abstract** : This article examines the collective relations of universities, companies and governments through the comparative analysis of three regions in Japan: Yalagata, Gunma an Nagano. The results indicated that regional Triple Helix infrastructures (RTH), instituted by universities, industries and governments, were well-established. The common features identified were that universities have developed relationships with existing companies, thus helping maintain industrial agglomeration. Secondly, that processing and assembling industries are the main industrial partners in Japan's RTH activities. Thirdly, Local Technology Centres play an important role in each region, complementing universities, and often helping local companies in absorbing academic knowledge. The study found that the structures of collaborations differed as a result of regional industries and the technological capacities of universities or local government entities.

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## ▪ **Students**

**Social and economic conditions of student life in Europe : synopsis of indicators. Eurostudent V 2012-2015** / Kristina Hauschildt, Christoph Gwosc, Nicolai Netz, Shweta Mishra / Eurostudent; Deutsches Zentrum fur Hochschul- und Wissenschaftsforschung [DZHW][Germany] . - Bielefeld : W. Bertelsmann Verlag, 2015 . - 260 p.  
ISBN 978-3-7639-5521-3

**Abstract** : This report provides a wide range of data on: transition routes into higher education; the characteristics and the social make-up of national student populations; types and modes of study; time budget for studies and employment; levels and sources of financial resources; patterns of living expenses and student spending; types of accommodation; student mobility; and students' assessment of their studies and future plans.

**Classmark** : EUR-37 ACA

**URL** : [http://www.eurostudent.eu/download\\_files/documents/EVSynopsisofIndicators.pdf](http://www.eurostudent.eu/download_files/documents/EVSynopsisofIndicators.pdf)

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## ▪ **Teacher education**

**The need to prepare future teachers to understand and combat homophobia in schools** / B. Johnson . - In: South African Journal of Higher Education, v. 28, no. 4, pp. 1249-1268, 2014  
ISSN 1011-3487

**Abstract** : Teacher training programmes that improve teachers' capacity and confidence to address homophobia in South African schools will engender non-homophobic school contexts. Drawing on group interviews with student-teachers, semi-structured interviews with lecturers and course coordinators; and analysing course outlines of lesbian, gay, bisexual, transsexual and intersexual (LGBTI) offerings at three South African universities, this article shows that such programmes exist, albeit in a limited form. While they enable greater awareness, they do not translate into future teachers being enabled to apply their learning in classrooms, school contexts and their personal lives. It is recommended that more systematic efforts to capacitate teachers for their role in engendering non-homophobic behaviour in schools is needed in teacher training programmes at South African universities. (Abstract adapted from publisher)

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## ▪ **Teaching methods**

**Transcultural analysis of the effectiveness of a program to promote self-regulated learning in Mozambique, Chile, Portugal, and Spain** / Pedro Rosário, José Carlos Núñez, Luisa Trigo, Carina Guimarães, Estrella Fernández, Rebeca Cerezo, Sonia Fuentes, Marcela Orellana, América Santibáñez, Celso Fulano, Ângelo Ferreira, Mirela Figueiredo . - In: Higher Education Research and Development, v. 34, no. 1, pp. 173-187, February 2015  
ISSN 0729-4360 . - Online ISSN 1469-8366

**Abstract** : This investigation assesses the effectiveness of an intervention programme designed to enhance self-regulated learning (SRL) strategies at university, with students from different cultural, linguistic, and educational backgrounds. The programme was implemented in four universities in Portugal, Spain, Chile, and Mozambique, with an experimental group and a comparison group at each university (263 students from experimental groups and 247 from comparison groups). Findings display the effectiveness of the programme in enhancing a set of motivational variables related to the study process and the use of SRL strategies. Data were consistent across the different cultural and academic contexts in which the programme was implemented. The implications of these findings for university administrators and faculty are discussed.

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