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International Bibliographic Database on Higher Education

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Presentation

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

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

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

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

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

New in HEDBIB is produced five times a year. The next edition of *New in HEDBIB* will be released on April 1st, 2016.

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

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

Summary

We recommend

University priorities and constraints / Luc E. Weber, James J. Duderstadt, Eds. - Glion Colloquium, Glion-above-Montreux, Switzerland, June 2015 . - London, Paris, Geneva : Economica, 2016 . - 346 p.
ISBN 978-2-7178-6857-9
Abstract : This book explores the changing role and responsibilities of universities, specifically research universities, in the context of globalisation and transition in higher education. It is developed from topics discussed at the 10th Glion Colloquium, held in 2015. Rectors and Presidents from universities around the world examine a wide range of issues which are at the forefront of the contemporary academic landscape. These include academic freedom and the autonomy of universities; the role of the university in regional economic development; the social and political responsibilities of research-intensive universities; innovation and industry-university collaboration; institutional research strategies; financial and business models; and the impact of MOOCs and technology on learning and knowledge dissemination.
Classmark : INT-6 WEB

The new flagship university : changing the paradigm from global ranking to national relevancy / John Aubrey Douglass, Ed. - Basingstoke, New York : Palgrave Macmillan, 2016 . - 217 p. (International and Development Education)
ISBN 978-1-137-50048-7 . - Online ISBN 978-1-137-50050-2
Abstract : This book provides an alternative narrative to global rankings and World Class Universities that dominate the attention of many universities, as well as government ministries. It explores pathways for universities to re-shape their missions and academic cultures, and to pursue organisational features intended to expand their relevancy in the societies that give them life and purpose. In this quest, international standards of excellence focused largely on research productivity are not ignored, but are framed as only one goal towards supporting a university's productivity and larger social purpose—not as an end unto itself. Chapters by contributing authors detail the historical and contemporary role of leading national universities in Asia, South America, Russia, and Scandinavia, and consider how the New Flagship model might be applied and expanded on.
Classmark : INT-34 DOU

Higher education for democratic innovation / Sjur Bergan, Tony Gallagher, Ira Harkavy, Eds. / Council of Europe . - Strasbourg : Council of Europe, 2015 . - 311 p. (Higher Education Series, no. 21)
ISBN 978-92-871-8121-3
Abstract : This book provides a comparative examination of the role of higher education in promoting democratic values and practice in a changing world. Contributing authors examine contemporary developments for universities in regions facing specific challenges arising from conflict or disadvantage, the involvement of universities within their communities, strategies for inclusion and the role of new technologies. Case studies in a number of countries are detailed. These include a South African experience of a university in the creation of a social justice agenda; democratic partnerships between higher education institutions with local communities in Northern Ireland; school-university partnerships to promote democratic citizenship in the Russian Federation; strategies for addressing needs of students from low income and immigrant backgrounds in Germany; the role of 'anchor institutions' in their communities in the USA; and the development of public engagement with research policy in the United Kingdom.
Classmark : EUR-341 COU

IAU Themes

- ## Equitable Access and Success in Higher Education

High participation systems of higher education / Simon Marginson . - **In:** The Journal of Higher Education, v. 87, no. 2, pp. 243-271, March - April 2016

Abstract : There is a long term worldwide tendency to growth of participation in higher education. The worldwide Gross Tertiary Enrollment Ratio (GTER) increased from 10% in 1972 to 32% in 2012, and is now rising by 1% a year. By 2012 the GTER had reached 50% in 54 national systems, compared to 5 systems twenty years before, and there were 14 countries with a GTER of 75% or more. The tendency to high participation systems (HPS) is common to countries that vary widely in rates of economic growth, education system structures, and financing arrangements, but share the tendency to urbanisation. Possible causes include state policies, economic development, aspirations for social position, credentialism, global factors, and combinations of these. The paper describes the tendency to HPS, the possible reasons, and reflects on the implications. It closes with suggestions for further investigation.

Africa

'As a person you need help every now and then': accessing students' support needs in a higher education environment / S. Manik . - **In:** South African Journal of Higher Education, v. 29, no. 3, pp. 101-117, 2015

Abstract : This article examines what students think they need to ensure they achieve success. It reports on undergraduate students' conceptions of their support needs at a university in KwaZulu-Natal (KZN), South Africa. The data draws from a questionnaire administered as part of a mixed methods study on student departure. The findings indicated a myriad support needs articulated by the students across all years of study affirming the complex nature of students' lives that impact on them. An interesting finding was students' request for physiological support, that is, a basic need for food. Another key finding was that of the students' on-going need for psychological support given the stressful nature of their academic and personal challenges.

Assessment of gender policy in selected tertiary agricultural education institutions in Africa / D. Y. Aissetou, O. M. Akinnagbe, O. Alfred, C. Sebastian, , H. Mipro . - **In:** Agricultural Sciences, v. 6, pp. 1039-1047, September 2015

Abstract : The paper assesses the existing gender policy document in fourteen (14) selected agricultural faculties and colleges in tertiary institutions in Africa (in Botswana, Senegal, Kenya), Zambia, Uganda, Burkina Faso), Cameroon, Ghana, Nigeria,Sudan),South Africa and Zimbabwe). This paper is an output of research report on Programme of Strengthening Africa's Strategic Agricultural Capacity for Impact on Development (SASACID) implemented by the African Network for Agriculture, Agroforestry and Natural Resources Education (ANAFE). Data for the study were collected via an online survey from 207 respondents from ANAFE SASACID pilot institutions (8 deans, 36 academic staff/lecturers and 163 students). Results revealed that 25% of the institutions studied indicated that they had a formal gender policy document in place in their institutions with regards to staff recruitment and students' admission, while about 25% had an informal gender practices on staff recruitment and students' admission. A majority (60%) of the institutions had neither a formal policy document nor informal practices as regards staff recruitment and students admission. Some of the constraints faced by the Institutions with a gender policy were insufficient for female applicants in agricultural courses, societal norms and remote location of some of the faculties/colleges of agriculture. The authors conclude that to encourage both males and females to study agriculture in higher institutions of learning and to create and sustain a fair and just academic environment where both have equal opportunities, there is a need to have a gender policy document and the need to create awareness.

URL : http://www.scirp.org/Journal/PaperInformation.aspx?PaperID=59872

Language policy as a sociocultural tool : insights from the University of Cape Town / Kirsi Karjalainen /
International Association of Universities [IAU] . - **In:** Higher Education Policy, v. 29, no. 1, pp. 131-148, March 2016
- ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : This article draws on the author's previous research, which examined language policy and planning of the University of Cape Town, South Africa, within the context of post-apartheid transformation driven by need to redress inequalities of the past, and demands of globalization. Drawing on critical linguistics, this paper embeds discussion of language policy and planning in higher education within a framework of sociocultural theory conceptualising language policy as a mediatory tool. Using examples drawn from the research data, the article examines possibilities that sociocultural perspective opens up for language policy analysis and aims to fill the theoretical gap between policy and practice.
URL : http://www.palgrave-journals.com/hep/journal/v29/n1/abs/hep20156a.html
Access to full text article for IAU Members using Member login .

Europe and North America

What are Ontario's universities doing to improve access for under-represented groups? / J. Doran, A. K.
Ferguson, G. A. Khan, G. Ryu, D. Naimool, M. D. Hanson, R. A Childs / Ontario. Higher Education Quality Council . -
Toronto : Higher Education Quality Council of Ontario, 2015 . - 31 p.

Abstract : This report examines data from university websites, the Ontario Universities' Application Centre (OUAC) instruction booklet, and interviews with administrators from 16 institutions.
URL : http://www.heqco.ca/SiteCollectionDocuments/Access%20for%20URGs%20ENG.pdf

A Study of progression in Irish higher education 2012-13 to 2013-14 / Higher Education Authority [Ireland] . - Dublin :
Higher Education Authority, 2015 . - 59 p.

Abstract : This report looks at non-progression of full-time undergraduate new entrants; non-progression rates by field of study; non-progression rates by student characteristics; and trends in non-progression rates. It shows that the overall proportion of new entrants in 2012-13 who did not progress one year later was 16% compares favourably internationally and that this proportion has remained stable since 2007-08.
URL : http://www.hea.ie/sites/default/files/hea-progression-irish-higher-education_final.pdf

Améliorer la poursuite d'étude dans l'enseignement supérieur des bacheliers professionnels / France. Ministère
de l'éducation nationale de l'enseignement supérieur et de la recherche . - Paris : Ministère de l'éducation nationale de
l'enseignement supérieur et de la recherche, 2015 . - 182 p.

Abstract : This report presents a series of recommendations to improve the entry into higher education of students holding vocational Baccalaureat qualifications. Eleven axes are examined: improve the understanding of the current professional system; customise vocational training to employment needs by 2025; build an apprenticeship training model of initial vocational training; modernise and adapt existing vocational training to labour market changes; incorporate universities and higher education institutions in the vocational training system; focus additional resources to vocational higher education; increase capacity training fto appeal to business and professional sectors; develop links between vocational programmes and general education; better support students with vocational Bacalaureats in tertiary education by strengthening the links between the two levels of education; Improve models of business and of vocations education to teachers; ensure greater coherence between the policies of local and national strategy.

Ce rapport présente une série de recommandations visant à améliorer la poursuite d'étude dans l'enseignement supérieur des nouveaux bacheliers professionnels. Onze axes sont retenus par l'auteur : améliorer la lisibilité du système actuel de professionnalisation ; adapter la carte des formations professionnelles aux besoins en emploi à l'horizon 2025 ; faire de la formation par apprentissage un modèle de formation de référence des formations professionnelles initiales ; moderniser et adapter les formations professionnelles existantes, pour une adaptation plus rapide aux évolutions du marché du travail ; intégrer les universités et les établissements d'enseignement supérieur dans le système de formation professionnelle ; focaliser les moyens supplémentaires attribués à l'enseignement supérieur sur la filière professionnelle ; augmenter les capacités d'accueil des formations à niveau II et III : faire appel aux entreprises et aux branches professionnelles ; développer les passerelles entre filière professionnelle et filière générale ; mieux accompagner les bacheliers professionnels dans les formations de l'enseignement supérieur en renforçant la logique de parcours entre les deux niveaux d'enseignement ; affiner les représentations de l'entreprise et de l'enseignement

professionnel des enseignants ; assurer une meilleure cohérence entre les politiques menées par les collectivités locales et la stratégie nationale.
URL : http://www.ladocumentationfrancaise.fr/var/storage/rapports-publics/154000883.pdf

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Undergraduate student retention and attainment / Higher Education Academy [UK] . - York : HEA, 2016 . - 8 p.
Abstract : This report is based on research in UK universities into disciplinary differences in retention and attainment, and the underpinning reasons for the identified variations. It summarises six short reports, each focusing on a distinct discipline: Computer Science, Philosophy and Religious Studies, Education, Business and Management, Veterinary Medicine and Art and Design. These were designed to engage to move towards a richer understanding of how different student groups experience different disciplines, to better grasp how disadvantage plays out within different disciplinary contexts.
URL : https://www.heacademy.ac.uk/sites/default/files/ug_student_retention_and_attainment.pdf

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The evolution of diversity [Special issue] / ACE . - **In:** The Presidency, v. 19, no. 1, Winter 2016
Abstract : This issue of The Presidency looks into "diversifying diversity" in United States higher education. It examines successful practices in reflecting an ever-wider diversity of students, faculty, and leadership. Articles include how legislation has influenced racial, ethnic and socioeconomic diversity in student outreach, recruitment and admissions decisions; advancing women in higher education leadership; and how Historically Black Colleges and Universities (HBCUs) are recruiting and admitting a broader spectrum of students.
URL : http://www.acenet.edu/the-presidency/Pages/Winter-2016.aspx

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Beyond participation: do the cost and quality of higher education shape the enrollment composition? The case of Italy / Claudia Pigini, Stefano Staffolani . - **In:** Higher Education, v. 71, no. 1, pp. 119-142, January 2016
Abstract : This article analyses the effects of costs, geographical accessibility, and quality of higher education institutions on student participation in Italy, in terms of their educational and socioeconomic backgrounds. The findings showed that lower costs and a greater geographical distribution increase enrolments by economically disadvantaged students and, at the same time, by students with weaker educational backgrounds. By contrast, 'higher quality' institutions attract more talented students regardless of their families' economic and social status.

Opportunities and challenges : supporting journeys into education and employment for young people leaving care in England / Jo Dixon / Instituto Europeo de Iniciativas Educativas [IEIE][Spain] . - **In:** Revista española de pedagogía, v. 74, no. 263, pp. 13-29, enero-abril 2016
Abstract : Research over the past three decades consistently shows poor outcomes in education and employment for young people leaving care in England. This paper draws on recent research carried out with young people (aged 16 to 24) leaving care to explore the challenges they face in finding and sustaining participation in education, employment and training. The results found that 43% of young people in the study had continued their education; with 40% at school or college and 3% in higher education. The study showed that support from formal and informal sources to address the practical, emotional and financial challenges is crucial to successful journeys and that young people's own motivation and self-belief are significant factors in increasing and sustaining participation.

Complicating conditions : obstacles and interruptions to low-income students' college "choices" / Rebecca D. Cox . - **In:** The Journal of Higher Education, v. 87, no. 1, pp. 1-26, January - February 2016
Abstract : This article presents the results of a qualitative, longitudinal study of the high school-to-college transition for a sample of 16 low-income, Black and Latino students at two inner-city high schools in the Northeastern United States. Drawing on interviews with students over a three-year period from their first year of high school through to one year after high school graduation, this analysis highlights the interruptions to students' postsecondary plans. In this sample, students' actual postsecondary paths, which included delayed college enrollment and two-year college matriculation, diverged substantially from the initial plans participants developed during high school. Ultimately, the findings illustrate

how these students life circumstances engender decisions that preclude the kinds of choices assumed in the college choice model.

Mapping hispanic-serving institutions : a typology of institutional diversity / Anne-Marie Nuñez, Gloria Crisp, Rodolpho Elizondo . - **In:** The Journal of Higher Education, v. 87, no. 1, pp. 55-83, January - February 2016
Abstract : In the United States, Hispanic-Serving Institutions (HSIs), institutions that enroll at least 25% Hispanic students, are institutionally diverse, including a much wider array of institutional types than other Minority-Serving Institutions (MSIs). To understand better the heterogeneity among HSIs based on their unique institutional qualities, the authors constructed a conceptual model to conduct research among United States mainland and Puerto Rican 2-year and 4-year HSIs. The authors identified six types of HSIs, helping to place HSIs within the broader landscape of U.S. higher education institutions, provides a foundation for understanding institutional diversity among HSIs, and offers insights about classifying other MSIs and broad access institutions. In an era of increasing accountability, it also provides a tool to identify and evaluate peer Hispanic-Serving Institutions, in more contextually appropriate ways. (Abstract adapted from publisher)

The effect of Florida's Bright Futures Program on college choice : a regression discontinuity approach / Liang Zhang, Shouping Hu, Liang Sun, Shi Pu . - **In:** The Journal of Higher Education, v. 87, no. 1, pp. 115-146, January - February 2016
Abstract : This study evaluates the effect of Florida's Bright Future Program, a scholarship programme for student financial aid, on student college choices. Analysis showed that the most consistent and robust finding was the positive, significant increases in the probability of attending Florida's public colleges and in the probability of choosing four-year public colleges for those students who barely met the program eligibility criteria when compared with those who barely missed those criteria. That is, the evidence presented in this analysis points to the fact that the Bright Future programs significantly altered students' college choices, both in terms of attending in-state public colleges and four-year public colleges.

The equity imperative [Special issue] / Association of American Colleges and Universities [AACU] . - **In:** Diversity & Democracy, v. 19, no. 1, pp. 2 - 31, Winter 2016
Abstract : This issue of Diversity & Democracy calls on higher education institutions and actors to invest in high-quality learning for all students by ensuring equitable access to both effective educational practices and welcoming campus climates. Contributing authors share evaluation and implementation strategies that support college success, particularly for students who have been underserved within higher education.
URL : https://www.aacu.org/diversitydemocracy/2016/winter

Entering the (postgraduate) field : underrepresented students' acquisition of cultural and social capital in graduate school preparation programs / Rachelle Winkle-Wagner, Dorian L. McCoy . - **In:** The Journal of Higher Education, v. 87, no. 2, pp. 178-205, March - April 2016
Abstract : Examining the role of humanities graduate preparation programmes in the United States to facilitate underrepresented undergraduate students' socialization to the field (social context) of graduate education, this case study of two summer institutes that focused on underrepresented students' preparation for graduate humanities education finds that these programmes are crucial to bidirectional anticipatory socialization for graduate education, where one gains new ideas but does not abandon one's background. Additionally, these programmes helped in the acquisition of the type of cultural and social capital that are likely to be relevant to disciplinary knowledge, skills, and competencies in graduate education.

The retreat from widening participation? : the National Scholarship Programme and new access agreements in English higher education / Colin McCraig / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 41, no. 1-2, pp. 215-230, January - February 2016

Abstract : This article critically analyses the impact of reforms to the student financial support system in English higher education. Comparative analysis of financial support mechanisms and patterns of outreach engagement with groups underrepresented in higher education show a marked deterioration in the levels of cash support available and an increasing focus on the brightest poor students (in the form of merit aid) at the expense of the generality of poorer students since the new support programme came into place. This can be seen as part of a wider policy shift away from generic widening participation to the targeting of specific cohorts to raise the attainment level of intakes or to meet recruitment shortfalls. The findings are located in a context of a (near) trebling of tuition fees, stagnation in overall student numbers and the promotion of market mechanisms, all of which can be seen as a challenge to the notion of social justice through the higher education system.
URL : http://shura.shu.ac.uk/8151/1/McCaig_Retreat_from_Widening_Participation.pdf

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Fair access and fee setting in English universities : what do institutional statements suggest about university strategies in a stratified quasi-market? / Marion Bowl, Jonathan Hughes / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 41, no. 1 - 2, pp. 269-287, January - February 2016
Abstract : This paper explores how English universities operating in a 'quasi-market' are managing the tension between two policy expectations: the first that they should encourage social mobility by widening the social base of their student population; the second that they should compete with other universities to attract students and thereby remain financially viable, within the context of a stratified higher education system. In doing so the authors draw on widening participation access agreements and other publicly available material produced by eight universities in one region of England to analyse how universities from different mission groups are responding to these conflicting demands. The authors explore the extent to which institutional and resource dependency theories offer a framework for analysing universities' responses to such policy uncertainty. They conclude that while institutional and resource dependency theories are a useful tool to understanding both conformity and variation in universities' responses, these responses are difficult to predict without also analysing the specifics of the historical and cultural context of any particular institution.

Educational subculture and dropping out in higher education : a longitudinal case study / C. Venuleo, P. Mossi, S. Salvatore / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 41, no. 1-2, pp. 321-342, January - February 2016
Abstract : This paper reports on a study of on predicting drop out among 823 first year undergraduate students in psychology at an Italian university . A logistic regression model measured students' educational subculture and incoming levels of knowledge and skills. Results showed that the probability of dropping out is significantly associated with students' educational subculture but not with their incoming level of knowledge and skills.

Graduate school choice : an examination of individual and institutional effects / David English, Paul D. Umbach / Association for the study of higher education [ASHE][USA] . - **In:** The Review of Higher Education, v. 39, no. 2, pp. 173-211, Winter 2016
Abstract : Using the 2000/01 United States Baccalaureate & Beyond Longitudinal Study, this paper tests a conceptual model of graduate school choice that posits that the graduate school choice process is comprised of three nested phases. Students who obtained high undergraduate grade point averages majored in the humanities, social or behavioral sciences, mathematics, or life and physical sciences, and attended a master's or doctoral institution were most likely to aspire to, apply for, and enroll in graduate school. This study also found that, when controlling for all other variables in the models, Hispanic students are more likely to aspire to and apply for graduate school, and African-American students are more likely to aspire to, apply for, and enroll in graduate school than white students. A key variable of interest, undergraduate indebtedness, does not affect graduate school choice when accounting for all other variables in the model.

Latin America and the Caribbean

Relationship between measures of academic quality and undergraduate student attrition : the case of higher education institutions in the Colombian Caribbean region / Annabella Martínez, Monica Borjas, Mareila Herrera,

Abstract : Using official databases from the Colombian Ministry of Education for the year 2009, this study explores the relationship between attrition and three measures of academic quality: accreditation status, professional test scores required to graduate (Saber Pro Exam) and the number of research groups at higher education institutions (HEI). The scope of the study is the Colombian Caribbean region and the sample includes 19 HEI. Study results demonstrate that the percentage of accredited undergraduate programs at HEI was the only measure of quality assurance, out of the three explored, that showed a statistically significant relationship with undergraduate student attrition rates.

Getting students to read before class: innovation in a university in Chile / Noel F. McGinn, Ernesto Schiefelbein / UNESCO International Bureau of Education [IBE][Switzerland] . - **In:** Prospects: Quarterly review of comparative education, v. 45, no. 4 (176), pp. 447-464, December 2015
Abstract : This article describes the installation and effectiveness of a strategy to encourage student class preparation implemented in a large private university in Chile. The university hopes that this innovation will reduce differences in the level of prior knowledge of students beginning university studies. Elimination of these differences should make instruction easier and improve the academic achievement of students from disadvantaged backgrounds. The strategy 'Class-to-Class' has three components: a detailed course plan or syllabus; short readings that enable students to understand the content of their next class; and emphasis by the professor on the importance of reading before class. An initial and essential measure of success of the method is the extent to which students read the assigned text before class. (Abstract from publisher)
URL : http://link.springer.com/article/10.1007/s11125-015-9369-7

- ## Higher Education and Social Responsibility

Women peacemakers [Special issue] / NAFSA . - **In:** International Educator (NAFSA), v. 25, no. 1, pp. 1 - 56, Janurary and February 2016

Abstract : Contents: Women Peacemakers (Susan Ladika); University educators and recent graduates working to promote peace and understanding in current and former conflict regions; Cultivating empathy in university-peace corps partnerships (Kari B. Henquinet); Voices: Education Saudi Women: interview with Haifa Jamal Al-Lail, prsident of Effat University (Elaina Loveland); Helping military veterans study abroad (Charlote West); New Zealand: Small Country, Big Destination (David Tobenkin) - New Zealand is an Anglophone country with a disproportionate number of universities, eight, for its small population, 4.3 million, that has transformed its higher education sector into a major export industry; Propelling Internationalization Forward (Christopher Connell) - a case study of a College in the United States that sends 10 percent of its students abroad and has nearly doubled its international student population since 2012.
URL :
http://www.nafsa.org/Find_Resources/Publications/Periodicals/International_Educator/International_Educator_January_February_2016/

Africa

Community engagement in African universities : perspectives, prospects and challenges / Julia Preece, Michael Osborne, Oitshepile MmaB Modise, Peggy Gabo Ntseane . - Leicester, UK : NIACE, 2012 . - 238 p.

Abstract : This book provides a historical and contemporary context for universities in Anglophone-speaking Africa, presenting the socio-economic realities of different national contexts which frame the variety of debates about community engagement on the continent. It includes empirical findings of research initiatives as well as providing case studies of the role of African universities in community and regional engagement and as 'learning cities' in Tanzania, Botswana, Uganda and South Africa.

'In schools, in community' : implementing a university-school partnership at the University of Cape Town / P. Silbert, J. Clark, J. Dornbrack . - **In:** South African Journal of Higher Education, v. 29, no. 3, pp. 262-280, 2015

Abstract : This article describe the Schools Improvement Initiative (SII) at the University of Cape Town (UCT) - a university-school partnership implemented in six schools in the Western Cape township of Khayelitsha in South Africa. This initiative involved working in collaboration with faculties and groupings within the university; with education-related organisations in the community; and with the Metropole East Education District (MEED), the SII aims to bring about systemic school improvement in its partner schools. Through purposeful collaboration, the SII focuses its interventions on both the professional development of teachers and the organisational development of the school. Underpinning the SII's work is a context specific approach, and it is through the methodology of the case study that this is achieved. The case study is used as an initiator of dialogue and a preliminary 'step to action' Accurately generated data from the case study, that is shared openly with the participants, can be a powerful way to generate trust and collaboration, and engage all stakeholders in school improvement initiatives.

Thinking at the interface : theory and practice in the South African university - community relationship / C. Soudien . - **In:** South African Journal of Higher Education, v. 29, no. 3, pp. 201-207, 2015

Abstract : This article makes the argument that the South African university presents itself as a particularly important case study for understanding how the challenge of thinking in the boundary zone occupied by academics and community members can be undertaken. In introduces articles containing are critical assessments of work taking place at the University of Cape Town (UCT) in the interface between the university and the community.

Universities and schools : what is a fair engagement? / C. Volks, S. Abrahams, L. Reddy . - **In:** South African Journal of Higher Education, v. 29, no. 3, pp. 208-221, 2015

Abstract : This article describes HIV/AIDS prevention projects carried out by the Inclusivity and Change Unit (HAICU) at the University of Cape Town with schools, An initial needs assessment with the teachers showed that stigma continued

to prevail in school contexts; gendered roles were still practiced; and educators played support roles for HIV-positive students. Based on this assessment, HAICU developed a four session intervention and the topics included: HIV school policy and implementation; rape; HIV treatment; and HIV social behaviour change communication. The topics chosen addressed the primary needs identified by the educators in the programme. By engaging with the topics, the educators identified that they would need to continue learning about these topics beyond the initial four sessions. After the training, the HAICU conducted a focus group with the educators to ascertain what kinds of progress, if any, the educators had made in implementing the learning. This article details the discussion in the focus group.

- ### Information and Communication Technologies (ICTs)

Following the leader? Network models of "world-class" universities on Twitter / Robin Shields . - **In:** Higher Education, v. 71, no. 2, pp. 253-268, February 2016

Abstract : This paper investigates the network of social media communication between globally ranked universities. Specifically, it examines whether universities seek to preserve and reproduce status by selectively forming associations with highly ranked institutions. It uses social network analysis and exponential random graph models to investigate data on interactions through the popular social media website Twitter. Findings show that social media communications are significantly related to global rankings, but that the size of this effect is quite small. Instead, structural relationships within the network and geographical location appear to have more influence on network structure. These results suggest a need to critically reassess the category of "world-class" universities and the role of global rankings in global higher education.

Asia and the Pacific

The effect of online co-regulated learning in the implementation of team-based learning on improving students' involvement / Chia-Wen Tsai . - **In:** Higher Education Research and Development, v. 34, no. 6, pp. 1270-1280, December 2015

Abstract : This study examines team-based learning (TBL) and co-regulated learning (CRL) to develop students' involvement in a blended computing course in Taiwan. 111 first-year students from three classes taking a compulsory course received online TBL and CRL) and the second group (G2, which received online TBL only and the third experimental group (CG) which received the traditional teaching method in a blended learning environment, served as the control group. The results indicate that students who receive the online TBL have significantly higher involvement than those without. However, the online CRL does not contribute to better development of students' involvement in the implementation of TBL. The insights for teachers who plan to adopt e-learning, and the reasons for the ineffectiveness of CRL, are discussed in this study. (Abstract adapted form publisher).

Europe and North America

Roadmap on open access to research publications / European University Association [EUA] . - Brussels : EUA, 2016 . - 4 p.

Abstract : This publication focuses on fostering a structured dialogue among stakeholders; promoting and supporting the adoption of open access policies, infrastructures, and initiatives by European universities; encouraging the development and establishment of advanced scientific recognition and research assessment systems; addressing intellectual property rights and copyright policies for various outputs; promoting access, use and sharing of research publications and data; and encouraging the establishment of comprehensive standards for institutional open access policies.
URL : http://www.eua.be/Libraries/publications-homepage-list/eua-roadmap-on-open-access-to-research-publications.pdf

From bricks to clicks : the potential of data and analytics in higher education / Higher education commission [United Kingdom] . - Higher Education Commission, 2016 . - 70 p.

Abstract : This report reviews the current data landscape across English higher education institutions, looking at data collections, learning analytics and the current barriers to implementing better data management and data analytics. It then looks to how the HE sector may change in the next 5-10 years, how institutions can take advantage of the opportunities of data analytics, and how HE students stand to benefit.
URL : http://www.policyconnect.org.uk/hec/sites/site_hec/files/report/419/fieldreportdownload/frombrickstoclicks-hecreportforweb.pdf

Empleo de moodle en los procesos de enseñanza-aprendizaje de dirección de empresas: nuevo perfil del estudiante en el EEES / Antonio Padilla-Meléndez, Ana Rosa Del Águila-Obra, Aurora Garrido-Moreno / Universidad

Abstract : This paper discusses the use of the Moodle platform to improve the teaching-learning processes in Business Management studies in the context of the European Higher Education Area (EHEA). The objective of this paper is to analyse how students perceive the use of IT learning tools, what the main variables are that determine its acceptance and use, and to examine if there are significant differences in these aspects between students of the diploma/bachelor's degree and the new degrees (EHEA). The questionnaire-based study was carried out for three academic years with a sample of 386 students. The results demonstrate that it is important that students perceive the usefulness and ease of use of technology and, at the same time, the entertaining side of the system. The differences noted were that students from the new degrees show a greater intention to use the platform and greater experience in using ITCs. The authors conclude that in the context of the EHEA, the blended learning system means a new stage of learning, and in this new context, teachers must take a more active role in the learning process, developing new roles such as content and community managers.

Este trabajo analiza el uso de la plataforma Moodle para mejorar los procesos de enseñanza-aprendizaje en diversas asignaturas de Dirección de Empresas en el contexto del Espacio Europeo de Educación Superior (EEES). Con los nuevos grados se demanda que el/la alumno/a cada vez tenga más competencias transversales relacionadas con sus habilidades de comunicación y de uso de las tecnologías de la información (TI). El objetivo que persigue este trabajo es analizar cómo los estudiantes perciben el uso de las TI como herramientas de aprendizaje, cuáles son las variables que determinan su aceptación y uso, así como observar si existen diferencias significativas en estos aspectos entre los alumnos de titulaciones de Diplomatura/Licenciatura (plan antiguo) y de Grado. Para ello, se realizó un estudio empírico durante tres cursos académicos con una muestra de 386 estudiantes, de los cuales se recopiló información a través de un cuestionario basado en web. Con los datos obtenidos se realizaron análisis estadísticos univariantes y bivariantes y se estimaron diversos modelos de ecuaciones estructurales. Los principales resultados muestran la importancia de que los estudiantes perciban la utilidad del uso de la tecnología, así como su facilidad de uso y que se trate de un entorno que sea, al mismo tiempo, entretenido. Respecto a las principales diferencias observadas, los estudiantes de Grado mostraron una mayor intención de uso de la plataforma y una mayor experiencia en el uso de las TI. Como principales conclusiones destaca como en el contexto del EEES, la enseñanza universitaria presencial apoyada por la tecnología (blended learning) supone un nuevo escenario de aprendizaje, y ante este nuevo contexto el docente debe tomar un papel más activo en el proceso, desarrollando roles como el de gestor de contenidos y el de gestor de una comunidad.
URL : http://revistas.uned.es/index.php/educacionXX1/article/view/12314/12215

Implications of massive open online courses for higher education : mitigating or reifying educational inequities?
/ Ioana Literat . - **In:** Higher Education Research and Development, v. 34, no. 6, pp. 1164-1177, December 2015
Abstract : Drawing on a literature review of both academic and popular media sources, this article explores the impact of MOOCs on higher education, with a particular emphasis on their promise to enhance educational opportunities worldwide. Specifically, the analysis focuses on the four issues that have – so far – proven to be most significant in shaping the future of MOOC as an equalizing force in higher education: credit, pedagogy, internationalization, and, finally, legal and financial aspects.

Persistence Patterns in Massive Open Online Courses (MOOCs) / Brent J. Evans, Rachel B. Baker, Thomas S. Dee . - **In:** The Journal of Higher Education, v. 87, no. 2, pp. 206-242, March - April 2016
Abstract : Using a unique dataset of 44 Massive Open Online Courses (MOOCs) in the United States, this article examines patterns of enrolment, engagement, persistence, and completion among students in online higher education. Based on over 2.1 million student observations across more than 2,900 lectures, The authors analysed engagement, persistence, and completion rates at the student, lecture, and course levels. They found that across all courses, participation declines rapidly in the first week but subsequently flattens out in later weeks of the course. However, this decay is not entirely uniform. They also found that several student and lecture specific traits were associated with student persistence and engagement. For example, the sequencing of a lecture within a batch of released videos as well as its title wording were related to student watching. In addition, student characteristics are associated with persistence and completion. Students were more likely to complete the course if they completed a pre-course survey or followed a quantitative track.

- **Internationalization**

Global perspectives on higher education / Philip G. Altbach . - Baltimore : John Hopkins University Press, 2016 . - 332 p.
ISBN 978-1-4214-1926-8

Abstract : In this book, Philip Altbach offers a wide-ranging perspective of the implications of global trends which have transformed higher education and explores how they impact on higher education worldwide. The book begins with a discussion of the implications of mass higher education systems around the world, and the specific challenges facing Brazil, Russia, India, and China. The numerous impacts of globalization and how internationalization is put into practice is is analysed. These include student and staff mobility, rankings and the ubiquity of the English language in research and teaching, university cross-border initiatives, the role of research universities in developing countries, the impact of the West on Asian universities, and the expansion of private higher education. The book also acknowledges some of the concerns of internationalization, and notably, the book details how internationalization has enhanced inequalities in higher education for some countries.
Classmark : INT-23 ALT

Internationalizing higher education worldwide : national policies and programs / American Council of Education [ACE]; Boston College [USA]. Center for International Higher Education [CIHE] . - Washington D.C. : ACE, 2015 . - 80 p. (CIGE Insights)

Abstract : This report looks at the implementation of higher education internationalization in different regions and a selection of countries. The policies and programmes examined cover five areas: Student mobility; Scholar mobility and research collaboration; Cross-border education; "Internationalization at home"; and comprehensive internationalization strategies.
URL :
http://www.bc.edu/content/dam/files/research_sites/cihe/Project%20Page/Policies%20Part%201%20Global%20FINAL%20web.pdf

The internationalisation of doctoral and master's studies = **L'internationalisation des études de doctorat et de master/** Gabriele Marconi / Organisation for Economic Cooperation and Development [OECD] . - Paris : OECD Publishing, 2016 . - 4 p. (Education Indicators In Focus = Indicateurs de l'Education à la Loupe, no. 39)

Abstract : This OECD brief presents comparative facts and figures on internationalization of doctoral and masters education in OECD countries. It shows that one in ten students at the master's or equivalent level is an international student in OECD countries, rising to one in four at the doctoral level. Almost 60% of international doctoral students in OECD countries are enrolled in science, engineering or agriculture. The United States hosts 38% of international students enrolled in a programme at the doctoral level in OECD countries. Luxembourg and Switzerland host the largest proportion of international students, who make up more than half of their total doctoral students. International master's and doctoral students tend to choose to study in countries investing substantial resources in research and development in tertiary educational institutions. Of all international students enrolled at the master's or doctoral level across OECD countries, the majority (53%) are from Asia, and 23% are from China alone.

Ce bref rapport présente des faits et des chiffres sur l'internationalisation des études au niveau doctorat et Master dans les pays de l'OCDE où un étudiant sur dix en master (ou niveau équivalent) est en mobilité internationale, une proportion qui s'élève à un étudiant sur quatre en doctorat. Dans les pays de l'OCDE, près de 60 % des doctorants en mobilité internationale suivent une formation dans les domaines des sciences, de l'ingénierie ou de l'agriculture. Les États-Unis accueillent 38 % des doctorants en mobilité internationale dans les pays de l'OCDE. Ce sont le Luxembourg et la Suisse qui accueillent les pourcentages les plus élevés de doctorants en mobilité internationale : ils représentent plus de la moitié de leurs effectifs totaux à ce niveau d'enseignement. Les étudiants en mobilité internationale suivant une formation de master ou de doctorat choisissent en général d'étudier dans des pays consentant d'importants investissements au titre des activités de recherche et développement dans les établissements d'enseignement tertiaire. Parmi les effectifs totaux d'étudiants en mobilité internationale suivant une formation de master ou de doctorat dans les pays de l'OCDE, la majorité (53 %) vient d'Asie, la part de la Chine s'élevant à elle seule à 23 %.
URL : http://www.oecd-ilibrary.org/education/the-internationalisation-of-doctoral-and-master-s-studies_5jm2f77d5wkg-en
(English)

http://www.oecd-ilibrary.org/education/l-internationalisation-des-etudes-de-doctorat-et-de-master_5jm2f6whlm0s-fr
(French)

Internationalisation at home [Special issue] / European Association for International Education [EAIE] . - **In:** Forum, Winter 2015

Abstract : Contents: Looking back at 15 years of internationalisation at home (Elspeth Jones & Jos Beelen); Maximising the impact of international students: internationalisation on campus Diana Yefanova & Christopher Johnstone); Myths and principles: How ow intercultural skills measured? (Darla K. Deardoff); Virtual exchange, real impact: New technology and Internationalisation at Home (Lucy Butters & Katja Riikonen); South Africa: Small steps in the right direction (Orla Quinlan); In conversation with Donald Clark (Laura Mesquita); Managing classroom tensions: making the best of diverse classrooms (Claudia Marie Bordogna); Internationalisation through consulting projects: when classroom projects go internaitonal, students learn to adapt (Esther Giger Robinson); Bold decisions and big results in Italy : the internationalisation of a public higher education institution in Italy (Dora Longoni);In Vietnam, challenges and opportunities for internationalisation (Huong Phan & Ly Tran); In Australia, Internationalisation of the Curriculum at Home (Betty Leask, Wendy Green & Craig Whitsed); Targetting administrative staff: getting staff on board with internationalisation (Marina Casals).
URL : http://www.eaie.org/eaie-resources/library/publication/Forum-Magazine/2015-winter-forum.html

Asia and the Pacific

Motivations of faculty engagement in internationalization : a survey in China / Bihong Li, Yangjun Tu . - **In:** Higher Education, v. 71, no. 1, pp. 81-96, January 2016

Abstract : THis study reports results of a survey of 514 academic staff in 8 colleges and universities in central and eastern China which explored faculty engagement in internationalization. The findings suggest that both individual and environmental motivations positively relate to faculty engagement in internationalization, and individual motivation is the more critical predictor. One striking result is that individual motivation plays a complete mediating factor between environmental motivation and faculty engagement in internationalization, suggesting the significance of transferring institutional incentives to faculty's individual competence and efficacy. Institution type significantly accounts for environmental motivations: In 'general' institutions, the effect of environmental motivation is insignificant, indicating, according to the authors, that sufficient funding is indispensable for the internationalization ambition of institutions.

Up in the air : an examination of the work–life balance of fly-in–fly-out academics / Jiruaifa Jais, Kosmas X. Smyrnios, Lynnel A. Hoare . - **In:** Higher Education Research and Development, v. 3', no. 6, pp. 1123-1137, December 2015

Abstract : This article describes a study of work–life balance experiences of Australian academics who undertake short-term international teaching assignments. Academics who teach offshore are also accountable for onshore activities including lecturing, research, supervision of higher degree students, mentoring, publishing and administrative obligations inter alia. These responsibilities pose further challenges to work and life. Within the context of a qualitative design, 11 academics were interviewed in depth regarding their short-term international teaching experiences. Specific issues relating to family separation, excessive work hours, poor assignment planning and lack of organisational recognition were identified. Findings have important implications for academics, and university policy and practice. (Abstract adapted from publisher).

Europe and North America

International higher education's scholar-practitioners : bridging research and practice / Bernhard Streitwieser, Anthony C. Ogden, Eds. . - Didcot, Oxford : Symposium Books, 2016 . - 340 p.

Abstract : This book highlights the importance of aligning research and practice in international higher education. It brings together contributions from senior educators in international education mostly based in the United States. It examines the dichotomy between 'practitioners' and 'scholars' in international higher education and asks whether international higher education can be considered a discipline, or whether its strength lies in being multidisciplinary. The book is divided into four sections. The first section introduces the development of the scholar practitioner in international higher education over the past 25 years. The second section of the book, 'Views from the profession', provides perspectives of International officers and directors, study abroad officers, curriculum developers and a view from a professional association involved in international education. The third section 'Views from the field' includes personal narratives

related to the role of the scholar practitioner in advancing international education scholarship and practice and how to translate research into working practice. The final section of the book considers education and training of future scholar-practitioners in international higher education. It includes chapters on using intercultural competency as a framework, graduate education programmes and information on identifying and evaluating international education research resources from a university librarian's perspective.
Classmark : US-6 BER

The global competition for international students as future immigrants : the role of Ontario universities in translating government policy into institutional practice / A. El Masri, M. Choubak, R. Litchmore / Ontario. Higher Education Quality Council . - Toronto : Higher Education Quality Council of Ontario, 2015 . - 49 p.
Abstract : This paper explores how provincial and national policies to attract international students are acknowledged by universities in their mission statements, goals, visions or strategic plans; the range and types of programs and services for international students; as well as the perceived factors that facilitate or hinder the transition of international students as future immigrants.
URL : http://www.heqco.ca/SiteCollectionDocuments/Global%20Competition%20for%20IS%20ENG.pdf

The mediating role of intercultural wonderment : connecting programmatic components to global outcomes in study abroad / Mark E. Engberg, T. J. Jourian, Lisa M. Davidson . - **In:** Higher Education, v. 71, no. 1, pp. 21-37, January 2016
ISSN 0018-1560 . - Online ISSN 1573-174X
Abstract : This article is based on a survey with a sample of 510 students in the USA who studied abroad for one semester. They survey examined a new construct of "Intercultural wonderment" - the extent to which a study abroad programme actively engages students with the host country. The results inidcate that "intercultural wonderment" acts as an important mediator between the programme aspects of the study abroad experience and cognitive, intrapersonal, and interpersonal dimensions of student development.

Dominated by economics? Evidence of changing drivers of internationalization and its funding within higher education institutions / Ross Hudson / International Association of Universities [IAU] . - **In:** Higher Education Policy, v. 29, no. 1, pp. 1-19, March 2016
ISSN 0952-8733 . - Online ISSN 1740-3863
Abstract : As internationalization has become an increasingly central part of higher education (HE), the range and types of activities carried out in its name have grown exponentially. At the same time, and particularly in the context of reduced public funding for HE in some countries, internationalization and its related activities have come to be seen as having potentially wide ranging economic benefits. But what evidence is there that universities are pursuing internationalization for economic rationales? What has been the effect of the current global environment of reduced public funding for HE on internationalization? Are international student recruitment and other activities pursued by institutions for economic gain? By taking a critical look at the results of the International Association of Universities' (IAU) 4th Global Survey on Internationalization of Higher Education, and particularly at data collected from the 604 European institutions who took part in the survey, this paper will examine the changing perceptions of internationalization of HE, and analyse whether the key motivators for institutions in pursuit of internationalization goals are indeed economic.
URL : http://www.palgrave-journals.com/hep/journal/v29/n1/abs/hep20154a.html
Access to full text article for IAU Members using Member login

International students' networks : a case study in a UK university / Nashrawan Taha, Andrew Cox . - **In:** Studies in Higher Education, v. 41, no. 1, pp. 182-198, January- February2016
Abstract : This study is based on research on international students' networks and how these networks evolve over time. The research findings were interpreted through the lens of community of practice (COP) and social networks (SN) theories. Findings confirmed that international students have four distinct types of network. The class did not evolve towards a single cohesive network, rather there were changing clusters of relationship. The findings showed that although co-national factors are important at the beginning of students' learning, they are not always the main influences shaping student networks. The findings are significant for both institutions and teachers.

The impact of the internationalisation of higher education on academic staff development : the case of Slovenian public universities / Ivan Svetlik, Alenka Bracek Lalic / Society for Research into Higher Education

Abstract : This article analyses the impact of the internationalisation of higher education on academic staff development in Slovenian public universities. The research carried out on a sample of 406 academic staff from all three Slovenian public universities reveals that academic staff value their involvement in international activities positively and that internationalisation significantly contributes to their professional development as measured in terms of career promotion. Moreover, this could be interpreted as a positive impact of the internationalisation of higher education on the quality of higher education institutions.

- **Research and Doctoral Education**

Quality of nursing doctoral education in seven countries : survey of faculty and students/graduates / M. J. Kim, C. G. Park, H. McKenna, S. Ketefian, S. H. Park, H. Klopper, H. Lee, W. Kunaviktikul, M. F. Gregg, J. Daly, S. Coetzee, P. Juntasopeepun, S. Murashima, S. Keeney, S. Khan . - **In:** Journal of Advanced Nursing, v. 71, no. 5, pp. 1098–1109, 2015

Abstract : Data were collected from 2007–2010 from nursing schools in Australia, Japan, Korea, South Africa, Thailand, UK and USA. Quality of nursing doctoral education was evaluated using four domains: Programme, Faculty (referring to academic staff), Resource and Evaluation. A total of 105 deans/schools, 414 faculty and 1149 students/graduates participated. The perceptions of faculty and students/graduates about the quality of nursing doctoral education across the seven countries were mostly favorable on all four domains. The faculty domain score had the largest estimated coefficient for relative importance. As the overall quality level of doctoral education rose from fair to good, the resource domain showed an increased effect. Both faculty and students/graduates rated the overall quality of nursing doctoral education favorably. The faculty domain had the greatest importance for quality, followed by the programme domain. However, the importance of the resource domain gained significance as the overall quality of nursing doctoral education increased, indicating the need for more attention to resources if the quality of nursing doctoral education is to improve.

Reflections on doctoral supervision : drawing from the experiences of students with additional learning needs in two universities / Bethan Collins . - **In:** Teaching in Higher Education, v. 20, no. 6, pp. 587-600, 2015

Abstract : This paper draws on qualitative, narrative interviews about doctoral supervision with disabled students. The key reflection is that the supervisory relationship was more highly valued than the process aspects of supervision. A good relationship was characterised by good communication, willingness to listen and flexibility; it enabled students with additional learning needs to navigate the process aspects of the doctoral journey. Flexibility was the most commonly requested support. Promoting a positive relationship that enables flexibility within the pressure for timely completions represents a key dilemma for supervisors of disabled students.

The rise of professional doctorates : case studies of the doctorate in education in China, Iceland and Australia / Helen Wildy, Sanna Peden, Karyn Chan / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 40, no. 5, p 761-774, 2015
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : Doctoral education is going through a period of transition. This transition is evident in the many varieties of doctoral degrees currently offered in higher education institutions worldwide, from the traditional research-based Doctor of Philosophy (PhD) to the Professional Doctorate and the New Route PhD. This article reports on a study which considers factors relating to the rise of the Doctor of Education in three different countries: Australia, China and Iceland. The emergence of professional doctorates worldwide is having a significant impact on the status and structure of traditional research-based PhDs. This scenario has implications for the changing roles of academics and students in the so-called knowledge economy and suggests an agenda for research in the field of professional doctorates.

Africa

On the value of foreign PhDs in the developing world : training versus selection effects / Helena Barnard, Robin Cowan, Moritz Müller / United Nations University. Maastricht Economic and Social Research institute on Innovation and Technology [UNU; MERIT] . - Maastricht : United Nations University, 2016 . - 64 p. (UNU-MERIT Working Papers, 2016-006)

Abstract : This paper compares the career effects of overseas and domestic PhD training for scientists working in an emerging economy, South Africa. Variations in scientific achievements of South African academics may arise because those who attend "better" PhD programmes receive better training, but it may also be because good students select into good universities. The authors examine selection and training effects for four tiers of South African and two tiers of foreign universities. Those who received PhDs from universities in industrialised countries tend to be more productive than those whose PhDs were locally granted, but universities from industrialised countries do not necessarily provide better training than local universities. Pure selection effects contribute to career outcomes nearly as much as training effects. When looking at training in isolation, PhDs from top South African universities produce a similar quantity and quality research output to those from leading universities in the developed world.
URL : http://www.merit.unu.edu/publications/working-papers/abstract/?id=5934

Challenges and successes of research capacity building at a rural South African university / R. J. Singh . - **In:** South African Journal of Higher Education, v. 29, no. 3, pp. 183-200, 2015
ISSN 1011-3487

Abstract : In the South African context, rural universities are labelled 'historically disadvantaged' and are faced with numerous challenges regarding research capacity development. It is against this background that this article examines the challenges faced at the University of Limpopo (UL), South Africa, in the area of research capacity building. The university adopted a multi-pronged approach to build research capacity. This approach involved increasing the number of accredited publications by staff; training supervisors; increasing the number of staff who have doctorates; providing support for female researchers; increasing awareness around funding opportunities; providing research support for postgraduate students and incentives for staff who publish and supervise postgraduate students. Data was obtained from research statistics compiled by the university, approved policy and incentive documents of the university, and evaluative and reflective feedback from participants in different support programmes. The data was analysed both quantitatively and qualitatively. The findings revealed that there has been an increase in UL's capacity building initiatives over the past four years, which is reflected in an increase in research output. The article recommends that institutional research capacity building be approached from a context-specific perspective.

Improving postgraduate supervision in an open and distance learning environment : a case study at the college of education, University of South Africa / P. J. H. Heeralal . - **In:** South African Journal of Higher Education, v. 29, no. 3, pp. 87-100, 2015
ISSN 1011-3487

Abstract : n an open and distance learning (ODL) environment, postgraduate students, in the main, study part time and are often far removed geographically from the university and their supervisors. The purpose of this article was to examine how supervision of postgraduate students can be improved in an ODL context so that students may complete their qualifications in the minimum time required. A qualitative approach was used to collect data from postgraduate students. The results indicated that students are generally satisfied with the supervision that they receive; however, the following areas need to be considered in order to improve postgraduate supervision: proposal writing, research methodologies, data analysis, and the appropriate allocation of supervisors. The author makes the following recommendations: supervisors need to have more face-to-face contact with students; supervisors should be allocated to students on registration; and regional workshops conducted by the university should specifically address the issues of proposal writing, research methodologies and data analysis.

Asia and the Pacific

Building human resources management capacity for university research: The case at four leading Vietnamese universities / Thi Lan Huong Nguyen . - **In:** Higher Education, v. 71, no. 2, pp. 231-251, February 2016
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : This study investigates the extent to which four leading universities in Vietnam have motivated their academics to improve research performance. By analysing policy documents and 55 semi-structured interviews with university leaders, managers, and academics, the study found that compared to the "ideal" research-enhanced HRM policies employed by research-intensive universities, the four case-study Vietnamese universities have shown their recognition of academic research; however, their human resource management policies are not powerful enough to encourage academics to do research to the best of their potential. The authors propose that to become research-oriented universities, the four Vietnamese universities should employ a long-term human resources capacity-building strategy by providing stronger remuneration packages for academics, applying explicit indicators in assessing lecturers' research performance, and building a comprehensive staff development agenda for research team building. They also recommend changes must occur at the system level including government allocation of more research funding and conferring a higher level of autonomy to universities.

Learning communities and fair trade in doctorates and development : report of a collaborative project / Janinka Greenwood, Safayet Alam, Abu Nayeem, Mohammad Salahuddin, Mollah Mohammed Haroon-Ar Rasheed . - **In:** Globalisation, Societies and Education, v. 14, no. 1, pp. 49-67, March 2016
ISSN 1476-7724 . - Online ISSN 1476-7732

Abstract : This article reports the second stage of a study examining an academic partnership in which Bangladeshi doctoral students in a New Zealand university focus their research in the grounded context of Bangladesh and

investigate the processes for change. After briefly outlining the previous published stage which examined the academic cooperation in higher education with developing countries, the article builds on the concept of fair academic trade to critically reflect on the development of a doctoral learning community, a publication project and three specific doctoral studies. The methodological approach is one of participatory action research, with focus on critical reflection on practice.

Europe and North America

Employment situation of people with PhDs = **Miten tohtorit työllistyvät** / Finland. Ministry of Education and Culture . - Helsinki : Ministry of Education and Culture, 2016 . - 72 p.
Online ISBN 978-952-263-388-0
Abstract : This study examines the factors influencing the employment situation of people with PhDs in Finland. The number of people with PhDs has grown significantly in the past 25 years in Finland, in part due to the development work on doctoral studies launched in the 1990s. Even though unemployment of people with PhDs has increased far more rapidly than that of any other educational level since the beginning of the 2000s, they are still the best employed group of people with higher education. Besides personal attributes and the quality of doctoral education, external factors such as the current economic situation had a significant effect on the employment of people with PhDs.
URL : http://www.minedu.fi/export/sites/default/OPM/Julkaisut/2016/liitteet/okm3.pdf?lang=en

Factors affecting public engagement by researchers : a study on behalf of a consortium of UK public research funders / University of Westminster. Policy Studies Institute; TNS BRMB . - London : TNS, 2015 . - 69 p.
Abstract : This report presents the results of a quantitative survey of UK researchers; a quantitative survey of public engagement support professionals within UK higher education institutes; qualitative interviews with a selection from these groups; and a comprehensive literature review. The objective of the project was to provide independent insight and evidence to support future UK planning and strategy for supporting researchers to engage with the public.
URL : http://www.wellcome.ac.uk/stellent/groups/corporatesite/@msh_grants/documents/web_document/wtp060033.pdf

Latinas and resilience : the attainment of a doctoral degree / Piedad Sánchez . - Irvine, California : Brandman University, 2015 . - 155 p.
ISBN 978-1-321812-961
Abstract : The qualitative study examines the development of resilience among Latinas in attaining a doctoral degree in the United States. Twelve Latina women attained doctoral degrees participated in semi-structured in person, telephone, or webinar recorded interviews. The participants were asked five open-ended questions, which provided insight into how familial support, self-efficacy, autonomy, and relationships contribute to the resilience necessary for success in attaining a graduate degree. Data collected from the interviews were analyzed using NVivo qualitative research soft
ware. The findings for the central question revealed that self-confidence, relationships, determination, life experiences, and family helped develop the resilience necessary to attain a doctoral degree. Familial support was described as a father's support, sense of pride, and family encouragement. The women's strong sense of self-efficacy proved to be absolutely crucial in attaining their degrees. Autonomy consisted of hardship and locus of control. Relationships with key people, such as mentors, husbands, and colleagues in doctoral programs, proved to be remarkably important.
URL : http://search.proquest.com/docview/1695807612

Research and innovation indicators 2015 = **Forskning og innovation : analyse og evaluering 7/2015** / Denmark. Ministry of Higher Education and Science . - Copenhagen : Ministry of Higher Education and Science, 2015 . - 52 p.
Online ISBN 78-87-93151-77-2
This publication details national research and innovation statistics for Denmark.
URL : http://ufm.dk/publikationer/2016/filer/forskningsbarometer-2015.pdf (Danish)

Are PhDs winners or losers? Wage premiums for doctoral degrees in private sector employment / Heidi Skovgaard Pedersen . - In: Higher Education, v. 71, no. 2, pp. 269-287, 2016
ISSN 0018-1560 . - Online ISSN 1573-174X
Abstract : This paper investigates the economic incentives for this career path of recent Danish PhD graduates. The results showed that income levels three years after receipt of the PhD degree are three percent lower for PhDs than for

comparable master's degree holders. However, estimated differences for the change in income over a three year period are insignificant, thus implying that the wage gap at least diminishes slowly. The empirical results indicate that there is a lack of monetary incentives to choose private sector employment immediately after award of the PhD degree.

Beyond knowledge and skills : rethinking the development of professional identity during the STEM doctorate / Sally Hancock, Elaine Walsh . - **In:** Studies in Higher Education, v. 41, no. 1, pp. 37-50, January-February 2016

Abstract : The science, technology, engineering, mathematics (STEM) doctorate is the established entry qualification for a scientific research career. However, contemporary STEM doctoral graduates assume increasingly diverse professional paths, with many forging non-academic careers. Using the UK as an example, the authors suggest that the STEM PhD fails to adequately prepare students for the complexity of their future professional lives. They argue that a neglect of the development of professional identity is damaging, even to those who pursue a research career, because the landscape of contemporary science has transformed. The authors propose three reforms to the STEM doctorate to aid the development of professional identity and equip students with a more flexible understanding of becoming and being a researcher. The reforms will boost the resilience of doctoral graduates as they embark upon their varied career trajectories, and therefore assure the continued cultural, social and economic contributions of these highly skilled individuals.

Extending collective practices of doctoral education from natural to educational sciences / Kai Hakkarainen, Kaisa Hytönen, Juho Makkonen, Erno Lehtinen . - **In:** Studies in Higher Education, v. 41, no. 1, pp. 63-78, Janauary-February 2016

Abstract : This paper examines how a collective knowledge-creation-oriented approach to doctoral education is being adopted in research within the field of education. The authors interviewed nine leaders of national centres of excellence in science research and 12 education professors in Finland whose research communities cultivate collective practices of doctoral education. In order to examine how the collective practices differ from the individual ones, the authors also interviewed nine education professors from well-known Finnish and other European universities engaged in supervising traditional monograph theses. Three principal features of the collective model of doctoral education were distinguished: (1) pursuit of collectively shared research objects; (2) pursuit of externally reviewed co-authored journal articles; and (3) focus on collective supervision. The results indicated that the principal features of the CM can be productively implemented in research in the field of education despite certain challenges and constraints addressed in this report.

Impact in the REF : issues and obstacles / Richard Watermeyer / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 41, no. 1-2, pp. 199-214, January - February 2016
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : This article focuses on 'impact' as a new condition of research assessment for UK academics. It explores a history of resistance to an 'impact agenda' and how impact as a component of the Research Excellence Framework (REF) – a system of performance based funding – is viewed by academics as an infringement to a scholarly way of life; as symptomatic of the marketisation of higher education; and as fundamentally incompatible and deleterious to the production of new knowledge.

Postdoctoral positions as preparation for desired careers : a narrative approach to understanding postdoctoral experience / Shu-hua Chen, Lynn McAlpine, Cheryl Amundsen . - **In:** Higher Education Research and Development, v. 34, no. 6, pp. 1083-1096, December 2015
ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : Doing a 'postdoc' following a doctorate is becoming more and more common worldwide as the pre-tenure job market continues shrinking in relation to the number of PhD graduates. Drawing on longitudinal data, this paper provides a close look at how seven postdoctoral scholars in life sciences from two Canadian universities intentionally prepared for their desired careers through day-to-day activities. The participants' daily activities were situated in three ways: intellectual, networking and institutional. It was found that they were all agentive in preparing for the future; yet, agency was exercised differently due to different institutional and personal contexts. The personal was found to be a significant factor that influenced their career preparations and decisions. This study addresses the gap in the literature regarding postdoctoral experiences and enriches our understanding about postdoctoral experience and training.

Teachers' general and contextualised research conceptions / Wendy Schouteden, An Verburgh, Jan Elen . - **In:** Studies in Higher Education, v. 41, no. 1, pp. 79-94, Janauary-February 2016

Abstract : The integration of research into teaching is a new and important focus in teaching-intensive institutions in higher education. Teachers' research conceptions are studied as a first step in understanding the research-teaching relationship. In particular, teachers' general conceptions of what attributes constitute research and the contextualised interpretation of these attributes are studied. Participants were 79 teachers from five teaching-intensive higher education institutions in Belgium. The study illuminated three categories of general research attributes: research steps, qualities of research processes, and qualities of researchers. From the perspective of their teaching context, teachers reinterpreted the attributes and differentiated between the target of research attributes as well as students' required level of mastery of research attributes.

Women : an under-represented population in American and international doctoral studies / Barbara Deveaux Holmes, Robin Dalton, Dionne Ellis, Amanda Sargent-Lewis, Laura Scott, Sharon Waters . - **In:** American Journal of Educational Research, v. 3, no. 10, pp. 1324-1329, 2015

Abstract : This paper reviews the key findings and messages from a range of publications to corroborate the key research evidence relating to the reason why women are not enrolling into doctoral programs. It then explores possible explanations and justifications for the attainment gap between women and men in doctoral programs. The paper addresses some of the reasons why women are more likely than men to dropout of doctoral programs. There is a huge disparity between men and women, who pursue PhD degrees in the fields of science, technology, engineering and mathematics (STEM). This paper will address some reasons why women of color are undereducated and underutilized in the area of STEM, and will focus on aspects of social media, status are able to communicate with peers and faculty. Social media can help students build and cultivate relationships that will have an impact on attrition rates on doctoral programs. The cohort model and peer mentoring programs have been instrumental as well in the growth of doctoral programs for the under-represented population of women.
URL : http://pubs.sciepub.com/education/3/10/19/

- **Sustainable Development**

Africa

Adding value to education for sustainability in Africa with inquiry-based approaches in open and distance learning / Rudi Pretorius, Andrea Lombard, Khotoo Anisa . - **In:** International Journal of Sustainability in Higher Education, v. 17, no. 2, pp. 167-187, 2016
Abstract : This paper aims map the benefits and challenges online distance learning using inquiry-based learning in education for sustainability in Africa. Evidence-based reflection is used to provide a narrative assessment of the experience gained with inquiry-based learning in two undergraduate sustainability-focussed modules in the Geography department at the University of South Africa (Unisa), an online distance learning provider in Africa and the Global South. The findings indicated that although constraints are experienced, adoption of inquiry-based learning approaches holds potential as pedagogic for education for sustainability in Africa, due to grounding of learning in theory and applied to local places/contexts. The authors note that implementing place-based and contextual inquiry-based learningis innovative in online distance learning. It adds value to learning experiences and supports transformative learning, ddressing a need in the African context.

Data networks and sustainability education in African universities : a case study for Sub-Saharan Africa / Gregory D. Bothun . - **In:** International Journal of Sustainability in Higher Education, v. 17, no. 2, pp. 246-268, 2016
Abstract : This paper provides a case study report of the development of data networks and initial connectivity in the Sub-Saharan African (SSA) region and how that development evolved into the formation of research and education (R & E) networks that enable new collaborations and curriculum potential. This case study is presented through the past 20 year's operations and field activities of the Network Startup Resource Center (NSRC) at the University of Oregon, who in partnership with the National Science Foundation has worked together to significantly train network engineers in Africa on how to develop regional R & E networks that can link together the various research universities in Sub Saharan Africa. The author shows how the development of these networks have fostered improved collaboration between African and US scientists, particularly around issues that relate to climate change. This paper contains testimonials from both scientists and on-the-ground key directors in Africa about the value of these improved networks. The expansion of regional R & E networks has allowed the Association of African Universities (AAU) to launch sustainable development as one of its new core programs over the period 2013-2017.

Higher education curriculum for sustainability : course contents analyses of purchasing and supply management programme of polytechnics in Ghana / Daniel Etse, Coral Ingley . - **In:** International Journal of Sustainability in Higher Education, v. 17, no. 2, pp. 269-280, 2016
Abstract : The purpose of this study is to determine the degree of attention to and the nature of sustainability issues in the curriculum of the Higher National Diploma (HND) Purchasing and Supply Management programme of Ghana. Documentary research was used to analyse the curriculum document for the programme of study. The findings reveal a low presence of sustainability in the curriculum, and most of the sustainability sub-topics address issues of social justice, while economic sustainability issues feature the least.

The application of a resilience assessment approach to promote campus environmental management : a South African case study / Irene Muller, Johann Templehoff . - **In:** International Journal of Sustainability in Higher Education, v. 17, no. 2, pp. 228-245, 2016
Abstract : This paper outlines the benefits of using resilience assessment to evaluate sustainable campus environments. It details a case study at a university campus in South Africa on the Vaal River. The campus is situated in a nature reserve with various animal and plant species which share the campus habitat with students and university staff. An exploratory mixed-method design was followed for the project. During the first qualitative phase, a historical timeline of the focal system was created. In the quantitative phase, the resilience assessment guided the investigation. Data was gathered from reviewing documents, semi-structured interviews, observations and the systematic implementation of the resilience assessment approach. The authors conclude that the resilience assessment approach enables the

environmental status of university campuses to be considered relevant to the local community and immediate environment. Knowledge of the finite resources and their capacity in the context of the social-ecological system may increase the resilience of a campus.

Undertaking individual transdisciplinary PhD research for sustainable development : case studies frm South Africa / John van Breda, Josephine Musango, Alan Brent . - **In:** International Journal of Sustainability in Higher Education, v. 17, no. 2, pp. 150-166, 2016
ISSN 1467-6370

Abstract : This paper aims to improve the understanding of individual transdisciplinary PhD research in a developing country context, focusing on three individual PhD case studies at Stellenbosch University in South Africa. They were coordinated through the TsamaHub, an inter-faculty platform at the University which organises educational modules for transdisciplinary research. Using actual research experiences and reflections of the three individual PhDs. Analysis showed that the central challenge to individual PhD researchers is engagement with non-academic actors to enable joint problem formulation, analysis and transformation. To overcome this, the paper suggests that developing individual epistemic relationships to build "transdisciplinary epistemic communities" should be considered for inclusion as an intentional aspect of transdisciplinary research design.

Using energy profiles to identify university energy reduction opportunities / Nandarani Maistry, Harold Annegarn . - **In:** International Journal of Sustainability in Higher Education, v. 17, no. 2, pp. 188-207, 2016
ISSN 1467-6370

Abstract : This paper details efforts at the University of Johannesburg, to examine energy efficiency within the context of the green campus movement, through the analysis of electricity consumption patterns. The study is particularly relevant in light of the cumulative 230 per cent increase in electricity costs between 2008 and 2014 in South Africa that has forced institutions of higher education to seek ways to reduce energy consumption. Average diurnal consumption profiles were plotted according to phases of the academic calendar, distinguished by specific periods of active teaching and research. It was found that the academic calendar has profound effects on energy consumption. Diurnal maximum consumption corresponds to core working hours, peaking at an average of 2,500 kWh during "in-session" periods, 2,250 kWh during "out-of-session" periods and 2,100 kWh during recess. A high base load was evident throughout the year (between 1,300 and 1,650 kWh), mainly attributed to heating and cooling. By switching off the 350 kW chiller plant on weekdays, a 9 per cent electricity reduction could be achieved during out-of-session and recess periods. Similarly, during in-session periods, a 6 per cent reduction could be achieved.

Other themes

▪ Academic freedom

Report on the monitoring of Belarus Roadmap for Higher Education Reform Implementation / Eastern Partnership Civil Society Forum [EaP CSF] . - Eastern Partnership Civil Society Forum [EaP CSF], 2016 . - 5 p.
Abstract : This report comprises recommendations on student and Faculty academic freedom and institutional autonomy. It was prepared by the Ad Hoc Commission of Belarusian National EaP CSF Platform.
URL : http://bolognaby.org/wp-content/uploads/2016/01/AHC-NP-CSF-monit-eng.pdf

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Who's afraid of academic freedom? / Akeel Bilgrami, Jonathan R. Cole, Eds. . - New York : Columbia University Press, 2015 . - 448 p.
ISBN 9780231168809 . - Online ISBN 9780231538794
Abstract : The seventeen essays gathered in this collection offer a scholarly look at academic freedom in contemporary higher education institutions. The contributors, senior academics including Noam Chomsky and Judith Butler, demonstrate that there is no single accepted definition, and that in fact academic freedom is often used as an argument to support conflicting views. From a North American perspective, their discussion of threats to academic freedom traverse a wide disciplinary and institutional, political and economic range covering specific restrictions linked to the interests of donors, political pressure groups and lobbies, and government policy, as well as more general issues, such as intellectual orthodoxy. From McCarthyism, through to current debates on boycotting Israeli universities, this collection provides a panorama of academic freedom in American universities over the past 60 years. The final essay details a survey of academics' views of academic freedom and freedom of expression and shows how varied these opinions are.
Classmark : US-21-BIL

▪ Academic teaching personnel

Meeting the staff development needs of the changing academic workforce / William Locke, Celia Whitchurch, Holly Smith, Anna Mazenod / Higher Education Academy [UK] . - York : HEA, 2016 . - 93 p.
Abstract : The research reported here seeks to investigate the day-to-day realities of those in academic and learning enhancement roles, their motivations and careers, and their staff development needs in relation to promotion, career progression and the balance of teaching, learning support, research and other responsibilities. It provides further evidence and discussion of how the changes in academic work and careers are playing out within different types of higher education institution (HEI) throughout the UK.
URL : https://www.heacademy.ac.uk/sites/default/files/shifting_landscapes_1.pdf

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Professors and their politics / Neil Gross, Solon Simmons, Eds. . - Baltimore : John Hopkins University Press, 2014 . - 365 p.
ISBN 978-1-4214-1334-1
Abstract : Grounded in both quantitative and qualitative research, this book's primary orientation is the sociology of higher education and the sociology of intellectuals in the United States. Leading sociologists, historians and other researchers present studies which consider the relationship between politics and higher education. Part one summarises the social and political views of professors and is based on data from a large-scale national survey conducted by the authors in 2006. Part two directly responds to conservative claims of liberal bias in the academy. Chapters contain a comparative international analysis of academics' political opinions; and whether there is political bias in US graduate school admissions and attendance. In Part three, the Student Experience, contributors examine the effect of attending university on students' political attitudes and civic participation. Part four explores two critical eras in the history of the modern American university: the development of 'academic liberalism' of the post-war period and campus activism of the 1960s. This is followed by two chapters which look at the political and institutional context in which two disciplines, Ethnic Studies and International Relations, arose and developed. The authors of the book conclude by situating the book's findings against the backdrop of current policy debates and issue a call for a new political sociology of higher education.
Classmark : US-431 GRO

The experiences of BME staff in further and higher education / University and College Union [United Kingdom] . - London : UCU, 2016 . - 13 p.
Abstract : This paper reports on the results of a survey of Black and ethnic minority members of a further and higher

education teachers' union in the UK to chronicle their experiences of working in post-school education. A total of 631 respondents completed the survey of which 446 themselves as were working in higher education. An overwhelming majority of survey respondents reported that they had faced barriers to promotion, with 90% across further and higher education reporting that this had often or sometimes been the case for them. Just over half of respondents (52%) across both sectors did not see a positive future for their career with their current employer. Another stark result was that 71% said they were 'often' or 'sometimes' subject to bullying and harassment from managers. The percentage was slightly larger in higher education (72%) than in further education (68%).
URL : https://www.ucu.org.uk/media/7861/The-experiences-of-black-and-minority-ethnic-staff-in-further-and-higher-education-Feb-16/pdf/BME_survey_report_Feb161.pdf

A day in the life (and death) of a public university / Frances Kelly . - **In:** Higher Education Research and Development, v. 34, no. 6, pp. 1153-1163, December 2015
Abstract : This is a narrative of an actual day in the author's working life at a large public university in New Zealand. It attempts to balance a critical and informed perspective with a lived perspective and, as a story that contributes to a developing genre of academic writing, it works to counter the dominant neo-liberal discourse in the university by reaffirming the value of the imagination. It reflects on a remarkable–unremarkable day to show the complexity of being an individual subject, situated in language, hailed by different discourses, feeling and sometimes thinking contradictory things at once, in a contemporary university context. (Abstract from publisher)

Closing up shop : perspectives on the departmental / programmatic elimination experience / Susan B. Donoff, Vicki J. Rosser . - **In:** The Journal of Higher Education, v. 87, no. 2, pp. 272-299, March - April 2016
Abstract : Departmental and programmatic eliminations represent a new paradigm in the history of American higher education. Hastened by a national economic recession and competing state funding priorities, public postsecondary institutions have turned to academic attrition as a solution to continuous budgetary shortfalls. As a means of addressing the lived experience of faculty members and department chairs, this qualitative case study explores perceptions of implementing departmental and/or programmatic eliminations. Interviews conducted with faculty in units that were initially selected for elimination, but eventually saved, experienced considerable strategic uncertainty, failing to understand why they had been included within a budget reduction proposal. Guided by a college-wide strategic planning process, faculty in eliminated units understood the rationale for abolishing departments, though they experienced considerable structural uncertainty in terms of adjusting to a new, nonacademic reporting structure. These findings indicate that a transparent strategic planning process diminishes strategic uncertainty, while the elimination of traditional departmental structures heightens structural uncertainty. (Abstract adapted from publisher)

Creating an oasis : some insights into the practice and theory of a successful academic writing group / D. Wardale, T. Hendrickson, T. Jefferson, D. Klass, L. Lord, M. Marinelli . - **In:** Higher Education Research and Development, v. 34, no. 6, pp. 1297-1310, December 2015
Abstract : This article explores the experiences of one successful academic writing group of six academics in an Australian university with the specific purpose of improving the quantity and quality of research writing outputs of each individuals. The strategy developed by the group to achieve these aims has been recognised by organisational peers as a success in terms of research output.

Impact of learning organization culture on performance in higher education institutions / Indra Ponnuswamy, Hansa Lysander Manohar . - **In:** Studies in Higher Education, v. 41, no. 1-2, pp. 21-36, January – February 2016
Abstract : In this paper, investigates the perceptions of academic staff on learning organization culture in Indian higher education institutions. An adapted version of the Dimensions of Learning Organization Questionnaire was sent to 700 faculty members of different universities. The results showed a significant and positive correlation amongst the constructs of learning organization culture, knowledge performance and research performance. Further, the results showed that knowledge performance is a statistically significant predictor of research performance.

In the eye of the beholder : emotional labor in academia varies with tenure and gender / Sharmin Tunguz . - **In:** Studies in Higher Education, v. 41, no. 1, pp. 3-20, 2016

Abstract : This article presents the results of a survey of academic staff in three liberal arts institutions in the United States. Drawing from previous research on display rules and power, tenure and gender were hypothesised to influence the extent to which college faculty labored to provide a service with authority when interacting with students. Survey results revealed that faculty low in power (untenured faculty) exhibited higher levels of emotional labor when interacting with students, as compared with colleagues high in power (tenured faculty). Additionally, tenure had a mitigating effect on emotional labour amongst male faculty, but heightened stress amongst female faculty. Together, the data suggest that, compared to customer-service settings, emotional performance requirements in academia are both different and dynamic.

Influential structures : understanding the role of the head of department in relation to women academics' research careers / Noëlle Obers . - **In:** Higher Education Research and Development, v. 34, no. 6, pp. 1220-1232, December 2015

Abstract : This study was conducted at a small 'research-led' institution in South Africa. The data indicate that women produce less research than men and have low levels of professional self-esteem. Factors such as accrual of social capital, family responsibilities and self-esteem are constraints experienced by women academics in pursuing research careers. Mentoring was found to facilitate research career development and improve levels of self-esteem. Improved self-esteem enables women to promote themselves within their institutions and in the research arena. The role of the head of department with mentoring as a key function emerged as an influential structure for the career advancement of women academics. However, these leadership positions are significantly dominated by men and this appears to affect the amount and nature of mentoring women academics receive.

Left unsaid : the role of work expectations and psychological contracts in faculty careers and departure / KerryAnn O'Meara, John Chalk Bennett, Elizabeth Neihaus / Association for the study of higher education [ASHE][USA] . - **In:** The Review of Higher Education, v. 39, no. 2, pp. 269 - 297, Winter 2016

Abstract : This study examines the experiences of academic staff in the United States who have actually left or are about to leave their university. The research is focused on early-career faculty (i.e., assistant professors or associate professors within three years of tenure).

URL : http://www.education.umd.edu/Academics/Faculty/Bios/facData/CHSE/komeara/OMeara_LeftUnsaid%282016%29.pdf

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Re-envisioned contributions : experiences of faculty employed at institutional types that differ from their original aspirations / Aimee Gonzales, Leslie D. LaPointe Terosky / Association for the study of higher education [ASHE][USA] . - **In:** The Review of Higher Education, v. 39, no. 2, pp. 241-268, Winter 2016

Abstract : This qualitative study focuses on 18 academic staff employed at liberal arts, comprehensive and regional research universities and community colleges in the United States, who have constructed professionally and personally meaningful careers at institutions that differ from their original aspirations and/or their graduate training. The authors offer two key findings that highlight how these professors re-envision their careers and contributions by advancing the learning of others and engaging in inquiry for purposes other than publication. In highlighting these two key themes, tensions that participants experienced and navigated as they re-envisioned their careers are revealed.

The role of transnational networking for higher education academics / Kelly Wakefield, Harriet Dismore . - **In:** Higher Education Research and Development, v. 34, no. 6, pp. 1281-1296, December 2015

Abstract : This paper details a study of 40 interviews with academics in Europe, North America, Australasia, Asia and Africa engaged in learning and teaching transnational networks (TNNs) with peers who are spatially and geographically distributed. The findings show that in an increasingly globalised higher education system, transnational networking goes beyond conference attendance to entail multiple combinations of offline and online activities. Three main themes emerged around motivations for engagement, experiences of involvement and outcomes of participation. The academics did not appear to be networking for their department or school, but networking for personal interest, enjoyment in

teaching and a passion for learning. They stressed the importance of finding like-minded people for collaboration. Tangible outcomes included co-written publications, career promotion activities, alongside new avenues of research collaborations and writing opportunities. For some academics, their networking activities were perceived by colleagues as detrimental to the department or faculty, however, for the participants, it was a matter of prioritising and balancing teaching and networking.

▪ Economics of education

Organizational segmentation and the prestige economy : deprofessionalization in high- and low-resource departments / Kelly Ochs Rosinger, Barrett J. Taylor, Lindsay Coco, Sheila Slaughter . - **In:** The Journal of Higher Education, v. 87, no. 1, pp. 27-53, January - February 2016
ISSN 0022-1546 . - Online ISSN 1538-4640

Abstract : This article examines "organizational segmentation" between "high resource" and "low resource" departments within higher education institutions. Organisational segmentation, according to the authors, is a consequence of the external "prestige economy," which favors research revenues from high-resource science and engineering fields relative to instructional revenues collected by low-resource humanities departments. The authors used qualitative data from 83 interviews with faculty in high- and low-resource departments to examine how organisational segmentation, academic work, and professionalization are shaped by external and internal resource pressures. They find that deprofessionalisation has occurred in different ways for faculty in high- and low-resource academic units. Faculty in high-resource units, depend on external research resources and shape their careers accordingly, whereas faculty in low-resource units rely upon teaching revenues distributed by campus administrators.

Public costs, relative subsidies, and repayment burdens of federal US student loan plans : lessons for reform / Daniel C. Hauser, Alison Johnston / International Association of Universities [IAU] . - **In:** Higher Education Policy, v. 29, no. 1, March 2016. - ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : American students graduate from college with tens of thousands of dollars in debt, leading to substantial repayment burdens and potentially inefficient shifts in spending patterns and career choices. A political trend towards austerity coupled with the rising student debt make the effective allocation of federal higher education resources and manageable repayment burdens on graduates high priorities. In this article, the authors evaluate the net cost and distributional characteristics of four methods of US student loan repayment: the standard option, the income-based option, Pay-As-You-Earn option, and the proposed Student Loan Fairness Act. Conducting repayment simulations on 1993 and 2008 graduate debt levels for 502 constructed graduate salary paths, we find an inherent trade-off between public loan cost and repayment burdens; student loans that are more generous to poorer graduates are also those that are most expensive to the taxpayer. We conclude with a discussion of how the introduction of a targeted interest rate on income-contingent loans can circumvent this policy trade-off by extracting greater repayments from higher earning graduates.
URL : http://www.palgrave-journals.com/hep/journal/v29/n1/abs/hep201425a.html
Access to full text article for IAU Members using Member login

Social and spill-over benefits as motivating factors to investment in formal education in Africa : a reflection around Ghanaian, Kenyan and Rwandan contexts / S. Y. Ampofo1, B. Bizimana, I. Ndayambaje, V. Karongo, J. Lyn Lawrence, J. A. Orodho . - **In:** Journal of Education and Practice, v. 16, no. 11, 2015
ISSN 2222-1735 . - Online ISSN 2222-288X

Abstract : This paper examines formal education and links national goals of education with expectations in Ghana, Kenya and Rwanda. The paper contends that investment in education is not a matter of random choice but rather an imperative led by the fact that education holds returns and externalities to the larger society. Analysis of government policies and other publications from these three African countries shows that education is considered as a key sector in these developing nations. Nevertheless, the researchers found that mostly only primary and secondary education are distinctively accorded considerable public financial resources which might be associated with the countries limited financial ability, competitive needs, national and global trends. The authors assert that it is imperative to invest substantially in TVET and higher education in Ghana, Kenya and Rwanda and they also recommend that the countries put in place strong institutions that objectively, effectively and rationally ensure the efficient use of all available resources towards maximum educational outputs.
URL : http://www.iiste.org/Journals/index.php/JEP/article/view/21870/22186

▪ Education and employment

Changing perspectives: the professional relevance of higher education on the way towards the highly-educated society . - **In:** European Journal of Education, v. 50, no. 4, December 2015
Abstract : This article is a retrospective examination in graduate employment and employability in Europe over past decades. The author notes that this underwent changes in the course of expansion, the respective political climate had its ups and downs, and the knowledge base on the impact of study conditions and provisions of graduate employment and work improved over time. This notwithstanding, he notes the persistence of questions as to whether there are too few or too many graduates. In recent years, higher education has been increasingly exposed to greater instrumental expectations. The paradigms of 'knowledge society' and 'knowledge economy' reinforce a call for higher education to serve more directly the 'employability' of graduates. As views vary strikingly regarding issues such as specialisation vs. general competences, preparation for predictable tasks vs. preparing for an unexpected future, etc., higher education could keep a diversity of options in the best ways to ensure professional relevance. (Abstract adapted from publisher)

Graduates' perceptions about labour market competencies : does the type of institution and programme make a difference? / Pedro Teixeira, Pedro Nuno Teixeira, Sonia Cardoso, Maria Joao Rosa, António Magalhaes / International Association of Universities [IAU] . - **In:** Higher Education Policy, v. 29, no. 1, pp. 109-129, March 2016
Abstract : This paper analyses graduates' perceptions about the competencies acquired through higher education vis-à-vis those required by the labour market and search for differences in those perceptions according to type of institution (public and private, university and vocational) and type of degree. The analysis is based on the Portuguese experience that combines high labour market benefits for graduates with a rapid process of massification.
URL : http://www.palgrave-journals.com/hep/journal/v29/n1/abs/hep20155a.html
Access to full text article available to IAU Members using Member login

Higher education as modulator of gender inequalities : evidence of the Spanish case / José Manuel Pastor, Carlos Peraita, Angel Soler / International Association of Universities [IAU] . - **In:** Higher Education Policy, v. 29, no. 1, pp. 63-88, March 2016
Abstract : Using statistics for Spain, the authors analyse labour market outcomes such as the rates of activity and unemployment by sex according to the educational level. The results reveal that the differences between men and women decrease as the educational level increases. In particular, the modulator effect of education is very important at the higher level, where differences in labour market behaviour between men and women with a university education almost disappear, except in terms of salaries. Nevertheless, it can be seen that the current economic crisis has reduced the modulator role of education in gender differences in Spain.
URL : http://www.palgrave-journals.com/hep/journal/v29/n1/abs/hep20151a.html
Access to full text article available to IAU Members using Member login.

The impact of degree programme educational capital on the transition of graduates to the labour market / Danuta Pirog . - **In:** Studies in Higher Education, v. 41, no. 1, pp. 95-109, January- February 2016
Abstract : This paper uses research on geography graduates in Poland who took part in a nationwide survey in 2012, six months after their graduation. Detailed data were collected on the characteristics of the respondents' educational capital and their situation in the job market. Discriminant function analysis was used to establish that the following variables are best predictors of these graduates' situation in the labour market: specialisation and study cycle (BA or MA). Other variables, including the final grade of the degree and the self-assessment of one's competences were found not to be statistically significant in discriminating between the group of working and unemployed graduates.

▪ Educational assessment

Appreciative assessment in academic advising / Ye He, Bryant Hutson / Association for the study of higher education [ASHE][USA] . - **In:** The Review of Higher Education, v. 39, no. 2, pp. 213-240, Winter 2016
Abstract : This article reviews major academic advising approaches and key characteristics of quality assessment practices. Based on the review, the authors propose integrating both the logic model and mixed methods design in

academic advising assessment framework. They specify a 6-step model to assess the initiation, interaction, and impact of academic advising practices.

External peer review of assessment : an effective approach to verifying standards? / Sue Bloxham, Jane Hudson, Birgit den Outer, Margaret Price . - **In:** Higher Education Research and Development, v. 34, no. 6, pp. 1069-1082, December 2015

Abstract : External peer review of assessment, often called external examining, is a well-established approach to assuring standards. Australian higher education is one of several systems without a history of external examining for undergraduate programmes that is currently considering the approach. This paper reports on a mixed methods research project designed to investigate current practices in how academic standards are conceived, constructed and applied by external examiners and debates the implications of the findings for the development of external examining in other countries. The findings suggest that the potential of experienced peers in a subject discipline to provide the assurance of standards is limited. It concludes by presenting various possible enhancements that might be considered.

▪ Educational autonomy

(Re)Discovering university autonomy : the global market paradox of stakeholder and educational values in higher education / Romeo V. Turcan, John E. Reilly, Larissa Bugaian, Eds. . - Palgrave Macmillan, 2016 . - 268 p.

Abstract : This book provides an international analysis of modern challenges to university autonomy. Case studies of university autonomy in Australia, India, Japan, the United States, Denmark, Lithuania, the Russian Federation and Moldova are evaluated by introducing five interfaces that characterise external and internal interactions between modern universities and their key stakeholders: government-university; university-academic staff; academic staff-students; and internationalization.

University autonomy and organizational change dynamics / Tatiana Fumasoli, Åse Gornitzka, Peter Massen / University of Oslo [Norway]. ARENA Centre for European Studies . - Oslo : ARENA Centre for European Studies, 2014 . - 26 p. (ARENA Working Paper, 8 /2014)

Abstract : This paper discusses university autonomy from four different analytical perspectives. First, autonomy as conceptualized in the academic literature covering public sector governance. Second, the concept of autonomy is deconstructed through discussing its underlying assumptions and by examining the relationship between state authorities and universities. In so doing the paper proposes an institutional approach to the study of autonomy. Third, the way in which autonomy affects organisational design according to centralisation, formalisation, standardisation, legitimisation and flexibility is addressed. Fourth, the paper examines how reforms that are aimed at enhancing university autonomy have affected the internal governance structure. The empirical setting consists of a study on flagship universities in eight continental European countries. First findings show tensions as a consequence of the ways in which enhanced institutional autonomy is interpreted, operationalised and used within flagship universities. These tensions are manifested by the nature of the interactions between the traditional academic domain and the emerging executive structure inside institutions.
URL : http://unike.au.dk/fileadmin/www.unike.au.dk/Oslo_Workshop/Fumasoli_Gornitzka_Maassen.pdf

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▪ Educational cooperation

The EAIE Barometer : international strategic partnerships / Anna-Malin Sandström, Leasa Weimer / European Association for International Education [EAIE][Netherlands] . - Amsterdam : EAIE, 2016 . - 39 p.

Abstract : This publication presents the results of research on the state of strategic partnerships in higher education in Europe. It covers quantity and active implementation, priority regions, content and institutional factors. The research is based on 2411 respondents from 33 European Higher Education Area countries. The vast majority of the respondents work at higher education institutions and represent approximately 1500 European higher education institutions.
URL : http://www.eaie.org/eaie-resources/library/publication/E-book-series/international-strategic-partnerships

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The perceived benefits of international partnerships in Africa : a case study of two public universities in Tanzania and the Democratic Republic of Congo / Felly Chiteng Kot / International Association of Universities [IAU] . - In: Higher Education Policy, v. 29, no. 1, pp. 41-62, March 2016
- ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : In recent years, international partnerships have been viewed increasingly as having the potential to help African academic institutions develop the human capacity needed to contribute to African development. Although the rationales for establishing partnerships are often clear, a question that has been largely unaddressed in empirical research is: What benefits do African institutions and stakeholders derive from partnerships? The present study attempts to examine this question by analysing the perceptions of a random sample of 468 university administrators, academic staff, and postgraduate students at two large public universities in Sub-Saharan Africa. Results show that international partnerships resulted in three institutional benefits (institutional capacity, academic effectiveness, and internationalisation) and four personal benefits (academic, cultural, economic, and strategic). The study found both similarities and differences in the extent to which institutions benefitted from partnerships. Moreover, the characteristics of partnership activities were related, in some cases, to the 'personal' benefits that African stakeholders derived from participating in these activities.
URL : http://www.palgrave-journals.com/hep/journal/v29/n1/abs/hep20152a.html

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▪ Educational management

Leadership and cooperation in academia : reflecting on the roles and responsibilities of university faculty and management / Roger Sugden, Marcela A. Valania, James R. Wilson . - Cheltenham, UK, Northampton, USA : Edward Elgar, 2013 . - 298 p.
ISBN 978-1-78100-181-3

Abstract : From a mainly European perspective, this book examines diverse issues facing universities today and how this impacts on the roles and responsibilities of university faculty and management. The book begins with a set of contributions focusing on conceptions and types of universities, which explore tensions in balancing the research, teaching and social roles of universities. A case study of the establishment of new universities in 1960's Britain, aims to show that those universities have lost sight of their original 'experimental and innovative' mission. Several chapters trace and critique the development of massification, marketization and privatization of universities, advocating instead for a 'public interests' logic whereby the university is conceived as a public institution and knowledge production as a public good. Subsequent chapters explore higher education financial challenges subsequent to the financial crisis in the United States and in eight European countries and how university leaders can best engage staff in 'integrated' internationalization. An examination of current changes in academia, advocating for more collegiality and calling for peer support in academia rather than peer evaluation; and for the collaborative roles of universities in local and regional knowledge creation are detailed in the concluding chapters of the book. A case study of action research involving researchers and regional development agents in the Spanish Basque Country is detailed.
Classmark : EUR-42 SUG

Pipelines, pathways, and institutional leadership : an update on the status of women in higher education . - Washington D.C. : ACE, 2016 . - 2 p.
Abstract : This infographic brief offers an update of key descriptive statistics on women in leadership positions higher education in the United States. It aims to promote dialogue on how to increase the number of women leaders. The 'pipeline myth' is the persistent idea that there are too few women qualified (e.g., degree holding) for leadership positions. However, the data indicate that there are more than enough qualified women to fill available leadership positions.
URL : http://www.acenet.edu/news-room/Documents/Higher-Ed-Spotlight-Pipelines-Pathways-and-Institutional-Leadership-Status-of-Women.pdf

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Trails in academic and administrative leadership in Kenya / Ratemo Waya Michieka / Council for the Development of Social Science Research in Africa [CODESRIA] . - Dakar : CODESRIA, 2016 . - 320 p.
ISBN 978-2-86978-642-4

Abstract : This book provides a personal account of the experiences in higher education leadership. The author provides an account of how his early education prepared him for roles in academic and institutional leadership in Kenya. The author shares his experiences on the trails he had to navigate as an academic, a vice-chancellor and a chairperson of

university council at a time when universities in Kenya were transiting from extreme government administrative control to a greater degree of operational autonomy.
URL : http://www.codesria.org/spip.php?article2538&lang=en

WomenCount: leaders in higher education 2016 / Norma Jarboe . - Cardiff : WomenCount, 2016 . - 47 p.

Abstract : This report describes the changes taking place in women's representation in leadership roles in Higher Education Institutions (HEIs)in the UK. It indexes the representation of women as governors, Chairs and Vice-Chancellors in each of the 166 HEIs in the UK that are publicly funded. It also reports on the participation of women as Chancellors, Chairs of key committees, executive team members and academic heads. New female Chairs and Vice Chancellors appointed since 2013 are profiled.
URL : http://www.women-count.org/news_and_events/7

Innovative management for organizational sustainability in higher education / Zenia Barnard, Derek Van der Merwe . - **In:** International Journal of Sustainability in Higher Education, v. 17, no. 2, pp. 208-227, 2016
ISSN 1467-6370

Abstract : This paper provides an overview of the innovative management strategies at the University of Johannesburg during volatile post-merger years, in its quest for a sustainable future. It illustrates how the institution went from a place of relative uncertainty and volatility to a place of progression and stability by adapting to its environment and challenging circumstances.
The authors used a holistic and inter-disciplinary approach to demonstrate that organisational innovation and sustainability do not happen in isolation. The paper includes a literature review to contextualise the challenging environment in which the university was established and functions and a brief description of the strategic goals of the university as a framework from within which the innovative management activities were launched. Data and information from the university's stakeholder reports were used as measurement tools to determine the progress in reaching strategic targets. The findings showed that innovation reported on in this paper is a result of many planning sessions, policy and procedure formulations, brainstorming and benchmarking exercises, performance reviews, management interventions and statistical analyses. The authors conclude necessary conditions for innovation in sustainable development in higher education include decisive leadership on strategic direction; regular, flexible and inclusive planning; regular culture climate surveys; constant monitoring of progress; and strategic agility that is essential to promote innovation among the entire workforce.

Transformational leadership and innovation : a comparison study between Iraq's public and private higher education / Sawasn Al-Husseini, Ibrahim Elbeltagi . - **In:** Studies in Higher Education, v. 41, no. 1, pp. 159-181, Janauary-February 2016

Abstract : This research aimed to examine the impact of transformational leadership on innovation, and the differences between these impacts in public and private higher education institutions (HEIs) in Iraq. Questionnaires and interviews were administered to 439 teaching staff and 10 leaders from private and public HEIs. The research showed that transformational leadership plays a pivotal role in enhancing product and process innovation and that the style would promote strategies for developing innovation in both sectors in Irak. The interviews revealed that there are similarities and differences between public and private HEIs in Iraq regarding the relationship between transformational leadership and both product and process innovation. Guidelines are developed for researchers as well as leaders, and evidence is provided in support of the use of transformational leadership to increase innovation within higher education in developing countries, particularly Iraq. The implications of the findings and suggestions for future research are discussed.

▪ Educational planning

A corpus-based discourse analysis of the vision and mission statements of universities in Turkey / Ibrahim Efe, Omer Ozler . - **In:** Higher Education Research and Development, v. 34, no. 6, pp. 1110-1122, December 2015
ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : This article presents findings from a corpus-assisted discourse analysis of mission and vision statements of 105 state and 66 private/foundation universities in Turkey. The authors interpret the data in relation to its institutional as well as socio-political context. They argue that the mission and vision statements are marked by a need for reassuring their legitimacy and the demands of a growing tertiary market. The historical and cultural backgrounds of the

development of universities in Turkey, as well as political and economic conditions, are also decisive in the shaping of mission and vision statement of universities.

South African globalization strategies and higher education / Florentin Popescu . - **In:** Procedia - Social and Behavioral Sciences, v. 209, pp. 411-418, 3 December 2015

Abstract : There is an urgent call for higher education institutions to be well equipped with an well-defined and implanted globalisation strategy to tap and provide useful and simple planning tools to utilise global resources effectively. This paper seeks to investigate the problem of how and why Cape Peninsula University of Technology (CPUT) from South Africa has responded to globalisation within the context of its strategic planning and its local, regional, national and global roles and responsibilities.

URL : http://ac.els-cdn.com/S1877042815055597/1-s2.0-S1877042815055597-main.pdf?_tid=276f8086-f111-11e5-b82d-00000aab0f01&acdnat=1458749348_8dd7b1932983b74d0855784e39245426

- ▪ **Educational policy**

History of tertiary education reforms in New Zealand / New Zealand Productivity Commission . - Wellington : New Zealand Productivity Commission, 2016 . - 21 p. (Research Note , 2016/1)

Abstract : This background paper briefly describes successive reforms to the New Zealand tertiary education system over the last 28 years and draws out some lessons that are likely to remain current into the future. It identifies the main motivations for reforms, how the reforms played out in practice, and how policy makers made adjustments in response.

URL : http://www.productivity.govt.nz/sites/default/files/nzpc-rn-2016-1-history-of-tertiary-education-reforms.pdf

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Evaluación de la satisfacción del profesorado de ciencias con la adaptación al espacio europeo de educación superior / Raúl Quevedo-Blasco, Tania Ariza, Gualberto Buela-Casal / Universidad Nacional de Educación a Distancia [UNED][Spain] . - **In:** Educación XX1, v. 189, no. 1, pp. 45-70, 2015

Abstract : The introduction of the European Higher Education Area (EHEA) has resulted in the transformation of higher education in Spain. The level of satisfaction towards different aspects related to the EHEA has been evaluated. The participants were 1,958 Science lecturers in Spanish public universities. An online questionnaire covered personal and professional information; general and institutional aspects of the EHEA; teaching, research and management; methodology and the teaching and learning process; student assessment; teacher training; coordination, organization and centre resources; additional comments and suggestions for improvement. The results revealed the dissatisfaction of most of the lecturers regarding the way in which Science degrees have been adapted to the EHEA (46.4%), followed by 44% who declared that it could be improved. Several possible solutions were also proposed for implementing efficient educational policies to improve higher education in Spain. Finally, the influence of the European convergence process in the professional development of teaching staff is explored and the consequences in the educational and scientific area.

La implantación del Espacio Europeo de Educación Superior (EEES) ha supuesto una transformación de la educación superior en España. Sin embargo, se desconoce cuál es la actitud del profesorado universitario hacia el proceso y cómo ha afectado esta reforma a sus funciones docentes y como investigador. Por ello, se evalúa el grado de satisfacción hacia distintos aspectos relacionados con el EEES. Los participantes fueron 1.958 profesores que imparten docencia en titulaciones de la rama de Ciencias, pertenecientes a universidades públicas españolas. Se trata de un estudio descriptivo de poblaciones mediante encuesta con muestra probabilística, de tipo transversal. En primer lugar, se realizó la selección de la muestra con un nivel de confianza del 97%. Posteriormente, se elaboró un cuestionario ad hoc, aplicado vía online y compuesto por preguntas relacionadas con: información personal y profesional; aspectos generales e institucionales del EEES; docencia, investigación y gestión; metodología y proceso de enseñanza-aprendizaje; evaluación al alumnado; formación del profesorado; coordinación, organización y recursos del centro; comentarios adicionales y propuestas de mejora. El coeficiente alfa de Cronbach fue de 0,80. Los resultados ponen de manifiesto la insatisfacción de la mayor parte del profesorado con la forma en la que se ha realizado la adaptación de las titulaciones de Ciencias al EEES (46,4%), seguido del 44% que piensa que podría mejorar. También se proponen posibles soluciones que pueden tenerse en cuenta a la hora de establecer políticas educativas eficaces para mejorar la educación superior en España. Finalmente, se reflexiona sobre la influencia del proceso de convergencia europea en el desarrollo profesional del profesorado de esta rama y las consecuencias producidas en el ámbito educativo y científico.

URL : http://revistas.uned.es/index.php/educacionXX1/article/view/12311/12212

The influence of supranational organizations on educational programme planning in the Least Developed Countries: The case of Nepal / Kapil Dev Regmi / UNESCO International Bureau of Education [IBE][Switzerland] . - **In:** Prospects: Quarterly review of comparative education, v. 45, no. 4 (176), pp. 501-514, December 2015
ISSN 0033-0337

Abstract : In the context of increasing control of educational governance by supranational organizations, this article explores how these influence the capacities of poor nations to make sovereign decisions and set their own educational goals and priorities. Nepal provides a special case. In recent decades it has faced policy changes because of two sets of conditions: those imposed by the World Bank and those resulting from protracted political instability following 10 years of armed conflict. (Abstract adapted from the publisher)
URL : http://link.springer.com/article/10.1007/s11125-015-9352-3

- ■ **Educational publications**

Proceso de publicación, calidad y prestigio de las editoriales científicas en educación / Elea Giménez-Toledo, Carlos-Miguel Tejada-Artigas / Universidad Nacional de Educación a Distancia [UNED][Spain] . - **In:** Educación XX1, v. 18, no. 1, pp. 17-44, 2015
ISSN 1139-613X

Abstract : This article presents a survey carried out on the publication of Education academic books. A questionnaire was sent to 11,647 lecturers in Social Sciences and Humanities in Spanish universities with at least one «sexenio» (six year period of research activity assessed), which obtained a response rate of 27% (3,045 responses). Of the questionnaires distributed, 794 were sent to lecturers on Education, obtaining a response rate of 31.1% (247 responses). Questions were included to accomplish three objectives: to find out the experiences of authors related to the publication of their monographs; to validate a set of indicators to determine publishers' quality; and to identify the most relevant publishers in the area of Education. The analysis of the responses indicates that there are no differences between the behaviour of lecturers in Social Sciences and Humanities and Education. All of them demand publishers to have transparent publication processes which guarantee the quality of monographs, such as peer review. The thematic specialization of the publishing house and its dissemination and distribution system are also quality indicators used by authors. In addition, the list of the publishers in Education who were considered by lecturers to have the highest quality was obtained. This list shows great dispersion, as a total of 104 Spanish publishers and 119 from other countries were mentioned. The authors caution against using this list for ranking as only one indicator was used for its creation, that of expert opinions.

A partir de los datos obtenidos en una encuesta se abordan diferentes aspectos de la publicación de libros científicos en Educación. Este estudio nace de la necesidad de crear instrumentos e indicadores que evalúen la calidad de monografías, llenando un vacío en los procesos de evaluación científica. Una de las vías para abordar este análisis es recabar la opinión de los investigadores en la materia. Así se hizo mediante el envío de un cuestionario enviado a 11.647 profesores en Ciencias Sociales y Humanidades en las diferentes universidades españolas con un sexenio de investigación, y que obtuvo respuesta de 3045 de ellos (un 27%). Los profesores de las distintas áreas del conocimiento de Educación a los que se mandó fueron 794, obteniendo respuesta de 247 de ellos (un 31,1%). Dicho cuestionario recogía preguntas para responder a tres objetivos: conocer la experiencia de los autores en la publicación de sus monografías; validar una serie de indicadores para estimar la calidad de las editoriales; e identificar las editoriales más relevantes en el campo de la Educación. El análisis de las respuestas recibidas indica que no hay diferencias de comportamiento entre el conjunto de profesores de Ciencias Sociales y Humanidades y los de Educación. Así, todos ellos demandan a las editoriales procesos transparentes que garanticen la calidad de las monografías, tales como la revisión por expertos como ocurre en las revistas científicas. La especialización temática de la editorial y el sistema de difusión y distribución editorial son también indicadores de calidad para los expertos. Además, a partir de la encuesta se obtuvo un listado con las editoriales en Educación que más calidad tienen para estos académicos. Este listado muestra una gran dispersión ya que se señalaron un total de 104 editoriales españolas y 119 extranjeras. La utilización de este listado como ranking debe ser muy prudente ya que para su elaboración solo se ha tenido en cuenta un posible indicador, el de la opinión de los expertos.
URL : http://revistas.uned.es/index.php/educacionXX1/article/view/12310/12211

- ■ **Educational qualifications**

ASEAN qualifications reference framework and national qualifications frameworks : state of play report / European Union Support to Higher Education in ASEAN Region [SHARE] . - Jakarta : SHARE, 2015 . - 61 p.
Abstract : This report informs on the current state of play of both the ASEAN Qualifications Reference Framework (QRF)

and different National Qualifications Frameworks in the ASEAN region and provides advice for supporting their future development.
URL : http://www.share-asean.eu/mdocs-posts/asean-qualifications-reference-framework-and-national-qualifications-frameworks/

▪ **Educational quality**

Quality procedures in the European Higher Education Area and beyond : internationalisation of quality assurance agencies : 4th ENQA Survey / European Association for Quality Assurance in Higher Education [ENQA] . - Helsinki : ENQA, 2015 . - 48 p. (Occasional Papers, 22)
ISBN 978-952-5539-78-3
Abstract : This report is the result of the 4th ENQA survey on quality procedures of quality assurance agencies across Europe and beyond. It identifies international activities that are supported by governments and maps the areas of potential risk, as well as benefits, in the internationalisation of external quality assurance. The report asks whether an international market of quality assurance services is emerging, and if so, how should it be developed?
URL : http://www.enqa.eu/indirme/papers-and-reports/occasional-papers/enqa_oc_22.pdf

Academic staff quality in higher education: an empirical analysis of Portuguese public administration education / Cláudia S. Sarrico, André A. Alves . - **In:** Higher Education, v. 71, no. 2, pp. 143-162, February 2016
ISSN 0018-1560 . - Online ISSN 1573-174X
Abstract : This article examines what academic staff quality means, how it is measured, and how different aspects of staff quality relate to each other. It draws on the relatively nascent Portuguese experience with study programme accreditation. The study provides an analysis of staff quality in public administration education, an area of massive expansion in recent years. Several dimensions of quality are assessed (staff qualifications, research intensity, disciplinary orientation, diversity, international orientation, professional orientation, and inbreeding) along with the interactions that occur between them. Statistical analysis was carried of the indicators for all 21 study programmes in the area of public administration, involving 236 academics in six public universities. The authors found that, in general, the quality of academic staff complies with standards, but there are issues regarding qualifications and research intensity that need to be addressed. (Abstract adapted from publisher)

▪ **Educational statistics**

Statistische Daten zu Studienangeboten an Hochschulen in Deutschland : Studiengänge, Studierende, Absolventinnen und Absolventen : Wintersemester 2015 / 2016 / Hochschulrektorenkonferenz [HRK][Germany] . - Bonn : HRK, 2015 . - 79 p. (Statistiken zur Hochschulpolitik, 1/2015)
ISBN 978-3-942600-48-4
Abstract : This publication provides a statistical overview of the study system in Germany. It focuses on information regarding study programmes, numbers of students and graduates. The appendix provides further detailed statistical data. The collected data is based on information provided by the higher education institutions for the HRK Higher Education Compass and on data of the Federal Statistical Office.

Die vorliegende Publikation gibt einen statistischen Überblick über die Studienstruktur in Deutschland. Dabeiwird besonderes Augenmerk auf Studiengänge, Studierende sowie Absolventinnen und Absolventen gelegt. Im Anhang wird ausführliches Datenmaterial zur Verfügung gestellt. Die Zahlen basieren auf den Angaben der Hochschulen im Hochschulkompass und auf den Daten des Statistischen Bundesamtes.
Classmark : DE-341 HRK
URL : http://www.hrk.de/uploads/media/HRK_Statistik_WiSe_2015_16_webseite_01.pdf

▪ **Educational Systems**

Comparación internacional del sistema universitario español = International comparison of the Spanish university system / Universidades Españolas [CRUE][Spain] . - Madrid : CRUE, 2015 . - 85 p.
ISBN 978-84-608-3020-7
Abstract : This report examines the Spanish university system and its institutions and provides results of a comparison

with higher education systems in several other European countries: Germany, Austria, Denmark, France, Greece, Italy, the Netherlands, Portugal, England, Scotland, Sweden and Switzerland.
URL : http://www.crue.org/Publicaciones/Documents/Monografia_VWeb_Comparacion.pdf (Spanish)

New models of tertiary education / New Zealand Productivity Commission . - Wellington : New Zealand Productivity Commission, 2016 . - 121 p. (Issues Paper)
ISBN 978-0-478-44030-0 . - Online ISBN 978-0-478-44031-7
Abstract : This paper is a preliminary report produced as part of an inquiry into "new models of tertiary education"
This inquiry will explore the big trends affecting the tertiary education system, consider how innovative "new models" can help the system respond positively to them, and consider system and institutional settings that encourage or inhibit new models.
URL : http://www.productivity.govt.nz/sites/default/files/tertiary-education-issues-paper.pdf

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New Zealand university sector at a glance / Universities New Zealand . - Wellington : Educational New Zealand, 2015 . - 3 p.
Abstract : This document sums up key facts and numbers about the New Zealand university sector: position in international rankings; contribution to the country's innovation; socio-economic impact; graduate outcomes; funding sources; international education; distribution of international students by country of origin.
URL : http://www.universitiesnz.ac.nz/files/UNZ%20facts%202015%20FINAL_1.pdf

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Université : pour une nouvelle ambition / Jean-Marc Schlenker / Institut Montaigne [France] . - Paris : Institut Montaigne, 2015 . - 91 p.
ISSN 1771-6756
Abstract : Ce rapport examine le système de l'enseignement supérieur français. L'auteur note que malgré une succession de réformes vers l'autonomie, la sélection se fait aujourd'hui par l'échec, le système est l'un des plus inégalitaires au monde et les parcours académiques pâtissent d'une absence de transversalité et de professionnalisation. Quel modèle de gouvernance inventer pour aller plus loin dans l'autonomie des universités et leur ancrage dans les territoires ? Comment concilier excellence et réussite de tous ? Comment faire des enseignants les leviers du changement ? Il est temps de faire des universités le moteur de l'économie de la connaissance en leur confiant les meilleurs élèves, en s'appuyant sur le talent des chercheurs, en renforçant leur rôle au sein des territoires et en rénovant leur gouvernance.

This report examines the French higher education system. The author notes that despite a series of reforms towards autonomy, selection is currently facilitated by failure, the system is one of the most unequal in the world, and academic courses suffer from a lack of crossover and professionalisation. What governance model should be envisioned to further the autonomy of universities and their territorial links? How can excellence and success for all be reconciled? How could teachers be the drivers of change? It is time to make universities the motor of the knowledge economy by giving them the best students, building on on the talent of researchers, strengthening their regional role and renewing their governance. (Abstract from publisher)
URL : http://www.institutmontaigne.org/res/files/publications/Etude_universite%CC%81_Institut_Montaigne%282%29.pdf

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Current trends and challenges in South African higher education / R. J. Singh . - **In:** South African Journal of Higher Education, v. 29, no. 3, pp. 1-7, 2015
ISSN 1011-3487
Abstract : Over the past five years, higher education teaching and learning in South Africa has experienced a significant shift as the focus has turned inwards to teaching, learning and research practice of individual institutions. A specific area of interest has been on teacher education as South Africa struggles to train enough teachers to meet its high demand. A need for increased postgraduate throughput has forced higher education institutions (HEIs) to focus on research capacity building in the areas of supervision, publications and staff qualifications. Amidst these are the challenges of large classes, recurriculation, and development and use of local African languages. Reflecting on these issues is the focus of this introductory article

Rapid expansion of higher education in Turkey: the challenges of recently established public universities (2006-2013) / Murat Özoglue, Bekir S. Gür, Sedat Gümüs / International Association of Universities [IAU] . - **In:** Higher Education Policy, v. 29, no. 1, pp. 21-39, March 2016

Access to full text article for IAU Members using login . - ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : Like many other countries around the world, Turkey has faced several challenges in expanding higher education opportunities to masses. Trying to meet the ever-growing demand for higher education, Turkey has implemented a bold expansion plan by establishing 51 public universities (PUs) after 2006, mostly in less-developed regions of the country. This study aims to reveal the challenges of establishing new PUs and to shed light on how these challenges might be overcome. Based on interviews with 12 rectors who have served at the recently established PUs in Turkey, the findings of this study have revealed various academic and non-academic challenges. The findings have significant implications for developing new policies, especially for developing a new growth and quality strategy for HE not only in Turkey, but also in other countries that face similar expansion-related challenges.
URL : http://www.palgrave-journals.com/hep/journal/v29/n1/abs/hep20157a.html

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Soviet higher education : an alternative construct to the western university paradigm / Alex Kuraev . - **In:** Higher Education, v. 71, no. 2, pp. 181-193, Janurary and February 2016

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

Abstract : Historically, the university was an alien establishment for Russia, reflecting the political ambition of its leadership, not the organic impetus of Russian society. In Soviet academia, the notion of university education was replaced by the concept of vocational–technical training. As a creation of the Soviet government, Soviet higher education represented a very unusual organizational construction with a connection to the communist party ideology and Soviet autocracy. In its organization and social purpose, Soviet higher education was quite different from the European notion of a university and remote from the international academic community. Soviet higher education opposed the western university model on a fundamental level: The pragmatism of practical training contradicted the ideology of academic liberal knowledge and institutional self-governance. An analysis of Soviet HE administrative structure reveals three defining characteristics: uniformity, top-down administration and one-man management. The purpose of Soviet higher education was to be a nationwide conveyor of a professional workforce that would supply the state with qualified specialists in each field of industry or social services. It intentionally promoted communal values. This review and analysis of Soviet HE administrative organization indicate that in both form and function, it seems to be an alternative to the traditional western notion of university education, rather than a variation of higher education in its traditional sense. (Abstract from publisher)

- **Enterprise education**

Exploring 'successful' outcomes of entrepreneurship education : a follow-up study / Laura Galloway, Isla Kapasi, Geoff Whittam . - **In:** Industry and Higher Education, v. 29, no. 6, pp. 505-515, December 2015

ISSN 0950-4222 . - Online ISSN 2043-6858

Abstract : During 2005–2006 entrepreneurship students in several UK universities completed a survey about their background and career intentions. This paper reports, eight years on, on a follow-up study with ten of these participants, the authors examined whether those who were measured as likely to be entrepreneurial are entrepreneurs; and whether the participants consider that their entrepreneurship education experience was valuable. The study finds that career experiences and outcomes are highly idiosyncratic and do not seem to correspond closely to original intentions, regardless of original ambitions. The authors suggest that career destinations are complex in a dynamic graduate employment context, and that entrepreneurship education has a contribution to make for graduates, irrespective of whether or not they become entrepreneurs. The paper identifies a weakness in entrepreneurship education research in its over-reliance on agency-based approaches and its assumption that outcomes are measured in the binary terms of 'entrepreneur' or 'not entrepreneur'.

Integrating employability into degree programmes using consultancy projects as a form of enterprise / Simon O'Leary . - **In:** Industry and Higher Education, v. 29, no. 6, pp. 459-468, December 2015

ISSN 0950-4222 . - Online ISSN 2043-6858

Abstract : The study was based on reviews of recent literature and an appraisal of an undergraduate initiative in a UK university using live projects as an alternative to the more traditional final dissertation. The final semester postgraduate students in this research were shown to enhance their understanding of client needs, their individual confidence and their team-working abilities. After five years of the programme, and with 60% of students choosing the consultancy project

option, the study is offered as a platform for other higher education institutions to use as a basis for enhancing graduate employability and the student experience. It is argued that enterprise activities, in addition to enhancing the student experience, are also of substantial value to higher education institutions themselves and their associated funding bodies.

Making sense of learning : insights from an experientially-based undergraduate entrepreneurship programme / Tony Blackwood, Anna Round, Lee Pugalis, Lucy Hatt . - **In:** Industry and Higher Education, v. 29, no. 6, pp. 445-457, December 2015

Abstract : The authors explore the ways in which nascent student entrepreneurs experience and articulate their own learning and development during the first year of a specific three-year experientially-based programme in a UK university. The research findings suggested that students experienced noticeable changes in their understanding and approaches to entrepreneurship. This included both formal and informal learning spaces (for example coaching sessions, team meetings and opportunities to work on real business projects) which proved key to students' learning gains. Participants recognised that they had learned more deeply and described gains in confidence attributed to the range of activities. The authors conclude that the course pedagogy appeared to be conducive to the acquisition of competencies associated in entrepreneurship, and the disposition to engage in entrepreneurial activity.

Measuring the impact of enterprise education and entrepreneurship support in higher education : can routinely collected data be of use? / Kelly Smith . - **In:** Industry and Higher Education, v. 29, no. 6, pp. 493-503, December 2015

Abstract : This paper describes two routinely collected data sets in the United Kingdom that directly relate to graduate self-employment and business start-up over a five-year period: the Higher Education - Business and Community Interaction survey (HE-BCI), and the survey of Destinations of Leavers of Higher Education (DLHE). It explores whether the data can be used to assess impact. There is some evidence that HE-BCI may be affected by changes in data collection requirements, but it remains the most complete, extensive, and useful longitudinal data set on graduate business start-up. DHLE would appear to be the best source of data for measuring the impact of both enterprise education and start-up support initiatives at an institutional level.
URL : http://eprints.hud.ac.uk/26679/1/IHE%20Measuring%20Impact%20-%20July.pdf

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Where do graduates develop their enterprise skills? The value of the contribution of the HEI context / Deema Refai, John Thompson . - **In:** Industry and Higher Education, v. 29, no. 6, pp. 435-444, December 2015

Abstract : This paper reports on an investigation into the value of the contribution of the higher education institution (HEI) context in developing graduates' enterprise skills. The paper draws on a qualitative study in a UK university in which interviews were conducted with pharmacy academics and employers. The study highlights the significant role of both the higher education and employment contexts in developing enterprise skills, while emphasising that these skills become more transferable through exposure to more contexts.
URL : http://eprints.hud.ac.uk/25900/1/Title%20Page_Authors%20details_IHE.pdf

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- ▪ **Ethics**

A comparison of Chinese and Australian university students' attitudes towards plagiarism / John Ehrich, Steven J. Howard, Congjun Mu, Sahar Bokosmaty / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 41, no. 1-2, pp. 231-246, January - February 2016

Abstract : Student plagiarism is a growing problem within Australian universities and abroad. Existing research in this area has typically compared international and domestic students studying in Western countries. As yet, no studies have directly compared Chinese and Australian university students' attitudes toward plagiarism, as they exist within their native countries. This research contrasted 131 Australian and 173 Chinese undergraduate university students' attitudes towards plagiarism. Results indicated distinct cross-cultural differences in aspects of students' plagiarism attitudes. Regardless of ethnic background, the results highlight undergraduate students' typical lack of understanding of plagiarism and plagiarist behaviours.

Degrees of integrity : the threat of corruption in higher education / David Chapman, Samira Lindner / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 41, no. 1-2, pp. 247-268, January - February 2016

Abstract : Corruption in higher education is the focus of growing international concern among governments, educators, students, and other stakeholders. This paper draws on recent measures of the perceived magnitude of corruption, studies of respondents' direct experience with corruption, and case studies of specific instances of corruption to illustrate the nature and extent of corruption in higher education worldwide. Up to date Illustrative examples of manifestations of corruption in higher education institutions and bodies are identified and listed and effective responses to such corruption are indicated. The authors suggest that the impact of corrupt practices in higher education can have a wider negative influence to the extent that it breaks the link between personal effort and anticipation of reward.

Students' resistance towards morality-based recurriculation / M. M. Mohlake . - **In:** South African Journal of Higher Education, v. 29, no. 3, pp. 118-130, 2015

Abstract : This article reports on a small-scale study conducted at the University of Limpopo, South Africa, that sought extended curriculum students' opinions on a morality-based revamped curriculum that factored in a life skills foundational provision. The majority of participants' responses indicated resistance towards a morality-based module. They regarded the module as being 'below' higher education and only fit for non-academic activities. The author concludes that students' resistance stemmed from this course not being core curriculum. He suggests incorporating agreed-upon 'moral' education into the curriculum via inter departmental and cross-discipline collaborations. (Abstract adapted from publisher)

- ### Industry and education

The changing state of knowledge exchange: UK academic interactions with external oganisations 2005-2015 / Alan Hughes, Cornelia Lawson, Michael Kitson, Ammon Salter, Anna Bullock, Robert B. Hughes / National Centre for Universities and Business [NCUB][United Kingdom] . - London : NCUB, 2016 . - 140 p.

Abstract : A new survey of over 18,000 academics in the UK shows that the majority of academic researchers engage with business. UK academics agree or strongly agree that higher education has a key role in UK competitiveness, 30% actively work with private companies, and although basic research is vital, the bulk is user-inspired or applied. The survey, the biggest of its kind, also showed that over half of the academics said working with outside partners influenced their teaching and almost a third that it increased the employability of their students.
URL : http://www.ncub.co.uk/reports/national-survey-of-academics.html#knowledgeexchange

- ### Lifelong education

Adult learning and social inequalities : processes of equalisation or cumulative disadvantage? / UNESCO Institute for Lifelong Learning . - **In:** International Review of Education, v. 61, no. 4, 2015

Abstract : This article examines the relationship between social inequalities and adult learning by exploring cross-national patterns of participation in different adult learning activities and the consequences of participation on individual employment outcomes. It is based on an analysis of 13 longitudinal country studies (as well as two cross-national analyses) brought together by the international comparative research project "Education as a lifelong process – comparing educational trajectories in modern societies" (eduLIFE). Wide variations in participation rates across countries were found - the highest prevalence of adults engaged in learning is found in Nordic countries, whereas the lowest rates were in Southern and Eastern European countries. However the mechanisms of social/educational inequality in engagement in job-related adult learning were found to be relatively similar across countries, particularly with regard to non-formal learning which had a higher participation rate than for formal adult learning. Indeed, employers were more likely to sponsor non-formal learning. An interesting finding is that those with degrees are less likely to participate in non-formal learning. With regard to labour market outcomes, both types of adult learning suggest that there are positive returns in adult learning. For all countries studies, a positive effect on career progress was found for formal adult education, but there is considerable within-country variation. For example, women benefited more in Estonia and Germany, whereas in Spain only men gained from participating in adult education. In two countries, Finland the Russian

Federation, only tertiary-level adult education was found to improve career progress. In a number of countries, the studies demonstrated that career returns gained from participation in formal adult education take several years to materialise.

URL : http://link.springer.com/article/10.1007/s11159-015-9498-5

Lifelong learning in the EU : changing conceptualisations, actors, and policies / Nina Volles / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 41, no. 1-2, pp. 343-363, January - February 2016

Abstract : This paper explores the changing conceptualisations, actors, and policies of lifelong learning (LLL) in the European Union (EU) from the time the topic first emerged and was promoted by international organisations in the 1960s. The author analyses how the LLL discourse became an important part of the EU agenda from the mid-1990s onwards, ultimately resulting in numerous policy changes intended to address a wide range of economic and societal issues. The analysis is based on a critical reading of policy documents from the EU, UNESCO, and a number of other agenda-setting bodies. The results indicate that the LLL discourse has evolved from one of lifelong education intertwined with humanistic ideals promoted by UNESCO (and partly OECD), to the EU's all-encompassing neo-liberal conception of lifelong learning which has been conceived as a cure for a wide range of problems, ranging from high unemployment, to low innovation rates and the lack of entrepreneurship.

- **Marketing**

Branding of Flemish higher education institutions : a strategic balance perspective / Jelle Mampaey, Jeroen Huisman, Marco Seeber . - **In:** Higher Education Research and Development, v. 34, no. 6, pp. 1178-1191, December 2015

Abstract : Branding of higher education institutions (HEIs) is an expanding area of research. The existing literature mainly draws on the strategic management perspective that argues that HEIs are pressured to develop brands which differentiate them from their competitors. Past studies, however, do insufficiently take into account that most HEIs are positioned in systems that contain both competitive pressures (to differentiate) and institutional pressures (to meet taken-for-granted expectations), where neither of the pressures is clearly dominant. This multiple case study of the five Flemish universities finds that branding can simultaneously address competitive and institutional pressures and that the universities studied combine aspects of distinctiveness with elements of similarity.

The iconography of universities as institutional narratives / Gili S. Drori, Giuseppe Delmestri, Achim Oberg . - **In:** Higher Education, v. 71, no. 2, pp. 163-180, February 2016

Abstract : Resulting from branding initiatives, university icons are visual self-representations and symbolic forms of organizational identity. In this article the authors ask: What identity narratives are conveyed through the organizational iconography of universities? Drawing upon content analysis of Internet front-page icons of 826 universities from 22 countries, the authors identified four identity narratives: guild-like classic narrative, professional scientific narrative, localized narrative, and organizational narrative. The authors also show that such visual self-representations of university identity appear as products of broad historical themes and they consider the relations between the four visualised identity narratives. (Abstract adapted from publisher)

- **Rankings**

Global university rankings: the "olympic games" of higher education? / Maria Yudkevich, Philip G. Altbach, Laura E. Rumbley / UNESCO International Bureau of Education [IBE][Switzerland] . - **In:** Prospects: Quarterly review of comparative education, v. 45, no. 4 (176), pp. 411-419, December 2015

Abstract : Global university rankings are often thought of as games, defined by roles and rules that universities must play in order to confirm their legitimacy and gain visibility as actors in the global academic market. While some countries are well represented at the top of rankings charts, others are just joining the race and testing out different strategies to improve their positions. The authors use the metaphor of the Olympic Games to highlight some important characteristics

of the high-stakes, highly competitive contests represented by global university rankings, and the role of rankings in the international higher education system in general. This comparison also allows for a better understanding of the limitations that exist in using ranking positions as an indicator of system success, and why universities should approach the rankings game with caution.

URL : http://link.springer.com/article/10.1007/s11125-015-9365-y

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Paths for world-class universities in agricultural science / Zhimin Liu, Simon Kibet Kipchumba, Lu Liu . - **In:** Higher Education, v. 71, no. 1, pp. 97-118, January 2016

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

Abstract : This paper synthesises the results of three different ranking scales of top 50 universities in agriculture in 2013. Four classifications of agricultural universities were made. The results showed that the majority (94 %) of these universities are amalgamated with others to be an 'agricultural comprehensive university', and only 6 % of them are specifically agricultural universities; merging, renaming and comprehending are the three paths of agricultural universities' development. The authors also found that to be rated as a 'world-class university', it is necessary to have significant citation and publication ranking. The authors conclude that specialised universities can attain world-class university status in their fields by being a major concentration of teaching and research as well as extending other subjects through merging and renaming.

Pitfalls in aggregating performance measures in higher education / Ross Williams, Gaetan de Rassenfosse . - **In:** Studies in Higher Education, v. 41, no. 1-2, pp. 51-62, January-February 2016

Abstract : National and international rankings of universities are now an accepted part of the higher education landscape. Rankings aggregate different performance measures into a single scale and therefore depend on the methods and weights used to aggregate. This paper evaluates alternative methods and the sensitivity to weightings with illustrations from the Times Higher Education and Shanghai Jiao Tong rankings of universities and the U21 rankings of national systems of higher education. The authors conclude that transforming the data clouds interpretation; the choice of included variables is more important than the weights attached to them; and there are limitations in extending ranking to a large number of universities/countries.

- **Regional development**

Università e città : Il ruolo dell'università nello sviluppo dell'economia culturale delle città = The role of the university in the development of the cultural economy of the city / Conference of Italian University Rectors [CRUI] .
- Rome : Fondazione CRUI, 2015 . - 45 p.

ISBN 978-88-96524-16-9

Abstract : This report analyses the city, the University and the cultural sector and the case of three universities: Bergamo, Lecce and Udine.

URL : https://www.crui.it/images/allegati/pubblicazioni/2015/crui_universita_citta_digital.pdf

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- **Student engagement**

The Irish survey of student engagement / Higher Education Authority [Ireland] . - Dublin : Higher Education Authority, 2015 . - 94 p.

Abstract : This report presents results from the 2015 Irish Survey of Student Engagement (ISSE). More than 27,300 students (from thirty institutions) responded to the survey. Engagement indices are academic challenge; active learning; student-staff interactions; enriching educational experiences; supportive learning environment; and work integrated learning. Outcomes are grouped into higher order thinking; general learning outcomes; general development outcomes; career readiness; and overall satisfaction.

URL : http://www.hea.ie/sites/default/files/isse_report_2015_final-tagged.pdf

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Student engagement research : thinking beyond the mainstream / Nick Zepke . - **In:** Higher Education Research and Development, v. 34, no. 6, pp. 1311-1323, December 2015

ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : Student engagement is highly visible in higher education research about learning and teaching, but lacks a

single meaning. It can be conceived narrowly as a set of student and institutional behaviours in a classroom or holistically and critically as a social–cultural ecosystem in which engagement is the glue linking classroom, personal background and the wider community as essential contributors to learning. The article first discusses the mainstream view which the author argues is too narrow and should embrace the more holistic vision whereby engagement is seen as a generic indicator of quality learning and teaching and successful student outcomes. The article advocates for active student participation in classroom and curriculum management, wider community development through critical active citizenship and personal and social well-being.

▪ Teacher education

Teaching comparative education : trends and issues informing practice / Patricia K. Kubow, Allison H. Blosser, Eds. . - Didcot, Oxford : Symposium Books, 2016 . - 212 p.
ISBN 978-1-873927-82-3

Abstract : This book examines the ways in which comparative education is being taught, or advocated for, in teacher education within higher education institutions worldwide. A particular concern raised by the authors - in diverse locations including Germany, Singapore, the United Kingdom, and the United States - is the utilitarian approach in teacher education, where that which is valued is that which is measurable. The implications for what and how comparative education should be taught is examined in light of the ideological, sociocultural, political, and economic trends influencing education worldwide. The main questions posed in the book include: What are the challenges and opportunities for comparative education, and its practice, now and in the future?
Classmark : INT-711.2 KUB

Exploring the motives and the future career intentions of mainland Chinese pre-service teachers in Hong Kong / Alan Chi Keung Cheung, Timothy W. W. Yuen . - **In:** Higher Education, V. 71, no. 2, pp. 209-229, February 2016
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : This paper examines the motives, the educational experiences, and the plan after graduation of a group of 130 mainland Chinese students pursuing teacher education in Hong Kong. The study employed both quantitative and qualitative methods. The findings confirm a long-standing concern regarding the lack of an English environment and internationalization in universities in mainland China. In addition, the majority of the participants were satisfied with the overall quality of the teacher education programs in Hong Kong. The authors explain that unlike those on other academic programmes such as business or computing, teacher education graduates do not have much transferable academic capital. When they decide to pursue their teacher training degrees in Hong Kong, they have already made up their mind to stay in Hong Kong after graduation.

▪ Teaching and learning

Chinese undergraduates' perceptions of teaching quality and the effects on approaches to studying and course satisfaction / Hongbiao Yin, Wenlan Wang, Jiying Han . - **In:** Higher Education, v. 71, no. 1, pp. 39-57, January 2016
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : A sample of 2,043 students from two full-time universities in mainland China responded to a questionnaire comprising three scales adopted from widely used instruments. The results showed that the Course Experience Questionnaire is a valid instrument for assessing the teaching quality in Chinese universities. The study also revealed the desirable effects of clear goals and standards, an emphasis on independence, generic skills, and an appropriate workload on students' approaches to studying and course satisfaction. However, good teaching and appropriate assessment were found to have an unexpected effect. Specifically, good teaching was found to only have a positive impact on surface motive, while appropriate assessment was found to negatively influence students' deep as well as surface approaches. The authors conclude that these findings highlight the need to re-examine the role of teacher-centered pedagogy and the nature of student assessment in university teaching. The results' implications for improving undergraduate teaching in China are suggested. (Abstract from publisher)

Effective self-regulatory processes in higher education : research findings and future directions : a systematic review / Monique de Bruijn-Smolders, Caroline F. Timmers, Jason C. L. Gawke, Wouter Schoonman, Marise Ph. Born . - **In:** Studies in Higher Education, v. 41, no. 1, pp. 139-158, January- February 2016

Abstract : Although self-regulated learning (SRL) is assumed to benefit learning outcomes, gaps in the literature make it difficult to describe what constitutes effective self-regulated learning in higher education and therefore how to teach effective self-regulated learning in higher education. This review breaks down self-regulated learning into self-regulatory processes (SRPs) and reviews the evidence for teaching adolescents effective SRPs. The following were investigated in the studies: metacognitive strategies, motivation, self-efficacy, handling task difficulty and demands, and resource management. The studies included generally affirmed that all self-regulated learning interventions that were investigated related positively to self-regulatory processes. These SRPs also related positively to learning outcomes.

Enseñanza-aprendizaje por competencias en la Educación Superior : la construcción de casos de empresa /
Sandra M. Sánchez Cañizares, Luna M. Santos Roldán, Fernando J. Fuentes García, Julia M. Núñez Tabales /
Universidad Nacional de Educación a Distancia [UNED][Spain] . - **In:** Educación XX1, v. 18, no. 1, pp. 237-258, 2015
ISSN 1139-613X

Abstract : This article presents the results of using case study methodology to analyse complex quantitative and qualitative data from a study of students' satisfaction and performance in postgraduate courses in a Spanish university. The results have been positive, prompting a high degree of debate and interest from the group. Furthermore, from the comparison of academic results in the most recent courses, there is a positive development in terms of student satisfaction with the development of in-class teaching and the learning process.

El propósito de este trabajo es doble: por un lado, se analiza la construcción de casos concretos de aprendizaje con una serie de particularidades que hacen más atractivo su uso pedagógico en la adquisición de competencias, así como herramienta conciliadora del plano teórico y práctico; por otro, se presenta una visión de los resultados alcanzados en la satisfacción y desempeño del alumnado y del docente con la aplicación de esta metodología en estudios de postgrado. Los resultados obtenidos han sido muy positivos, lográndose un elevado nivel de participación y debate en las aulas. Asimismo, de la comparativa de los resultados académicos en los cursos más recientes se observa una evolución positiva en cuanto al aumento de satisfacción por parte del alumnado con el desarrollo de las sesiones presenciales y su proceso de aprendizaje.
URL : http://revistas.uned.es/index.php/educacionXX1/article/view/12319/12221

How the initial thinking period affects student argumentation during peer instruction: students' experiences versus observations / Kjetil L. Nielsen, Gabrielle Hansen, John B. Stav . - **In:** Studies in Higher Education, v. 41, no. 1, 124-138, January- February 2016

Abstract : This article describes research on student peer instruction in Norway. The study compared students discussing multiple-choice quizzes during peer instruction with and without the initial thinking period before discussion. Video clips of 140 students engaged in peer discussion of groups of 3 or more, were compared to students' own experiences extracted from group interviews. The initial thinking period was found to increase argumentation time during discussion, consistent with students' own experiences. However, while students felt that the initial thinking period increased participation and contribution of ideas among all group members, the authors only found significantly improved discussion for two out of three group members, those already most active. The research did not find any statistically significant difference for the least active students with or without the inclusion of the initial thinking period.

Student overload at university : large class teaching challenges / P. Moodley . - **In:** South African Journal of Higher Education, v. 29, no. 3, pp. 150-167, 2015
ISSN 1011-3487

Abstract : This article reports on a study that examined the challenges faced by lecturers with large classes at two universities in South Africa and the different approaches that are used to overcome these challenges. The contribution of this study is that it documents strategies that can be used within the current technological environment to enhance student participation in large classes. The study found that lecturers at both HEIs were faced with similar challenges in teaching/lecturing large classes, which were more prevalent in first year courses across disciplines. In the light of the findings, the author recommends supporting traditional lecturing by an integrative approach and incorporating the use of information communication technologies (ICTs) including social networking technologies to enhance active student participation and in large classes.

Using reflective practice for a more humane higher education / N. Toni, A. H. Makura . - **In:** South African Journal of Higher Education, v. 29, no. 3, pp. 42-55, 2015
ISSN 1011-3487

Abstract : This article explores the role of reflective practice as an approach that can be used systematically to gain a deeper understanding of the teaching and learning process in a higher education context. The authors posed the question: How is reflective practice used in fostering or creating a humane higher education? Based on the authors' firsthand participative experiences in South African universities, students' experiences, and secondary literature searches, the article delves into classroom practices, challenges and the influence of what happens 'beyond the classroom' on both the lecturer and students' performance.