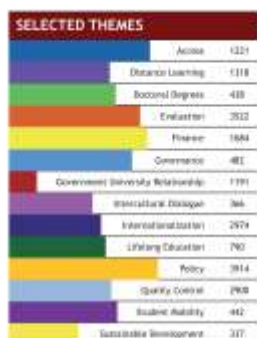


## New in / Nouveautés

### HEDBIB

## International Bibliographic Database on Higher Education

February / février 2015

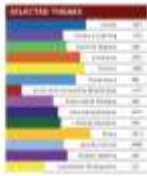


### HEDBIB

International Bibliographic Database on Higher Education

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





## Presentation

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

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

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

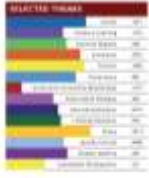
Each issue of *New in HEDBIB* is supplemented by the IAU monthly selection 'We Recommend', providing a close-up of one or more recent publications chosen by the IAU-UNESCO Information Centre on Higher Education.

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

*New in HEDBIB* is produced five times a year.

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

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



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## We recommend

**Observer les mobilités étudiantes Sud-Sud** / Elieth P. Eyebiyi, Sylvie Mazzella / Association pour la Recherche sur l'Education et les Savoirs [ARES] . - In: Les Cahiers de la recherche sur l'éducation et les savoirs, v. 13, 2014, pp. 8-179 Dossier. Comprend résumés, tabl., bibl.

**Abstract** : Ce numéro de la revue des CRES a l'ambition de faire le point sur les travaux menés dans ce champ émergent. Les bouleversements géopolitiques mettent en cause la centration des regards sur des mobilités Sud Nord portée par l'idéologie selon laquelle les pays du Nord soutiennent le développement de ceux du Sud, mais aussi par les concurrences accrues entre les pays du Nord. Or, les travaux présentés dans ce numéro en attestent, les mobilités Sud-Sud se développent, rompant avec une vision unilatérale des phénomènes de mobilité. Elles sont portées aussi bien par des logiques gouvernementales, institutionnelles ou individuelles. Elles dévoilent des parcours sociaux originaux de l'Afrique vers la Chine, ou à l'intérieur du sous-continent sud-américain. Des institutions gagnent en prestige, d'autres pourvoient leurs voisins. Sans prétendre à l'exhaustivité, ce numéro présente un certain nombre de configurations en mouvement. [Editeur]

This issue reviews research on South-South student mobility. South-South mobility is growing, moving away from the idea that Northern countries support the development of countries in the South, but also by the increased competition between countries in the North. It shows that new mobility is taking place from Africa to China, and to South America. This can be led by government, institutional and individual rationales. Some institutions are gaining in prestige, while others lose students to neighboring countries.

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**The challenges and prospects of access to higher education at UNISA** / Moeketsi Letseka, Victor Pitsoe / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 39, no. 10, pp. 1942-1954, December 2014

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

**Abstract** : This article debates access and success at the University of South Africa (UNISA) an open distance learning (ODL) institution. The article sketches the challenges and prospects of ODL including issues of learner support, recognition of prior learning, and low completion rate. The article argues a case for well managed ODL programmes to provide access to quality higher education to previously marginalised individuals and to enable developing countries such as South Africa to make a meaningful contribution to the global economy through knowledgeable citizenry and workforce.

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**The future we want : key issues on sustainable development in higher education after Rio and the UN decade of education for sustainable development** / Walter Leal Filho, Manolas Evangelos, Paul Pace . - In: International Journal of Sustainability in Higher Education, v. 16, no. 1, pp. 112-129, 2015

ISSN 1467-6370

**Abstract** : This article outlines the achievements of the United Nations (UN) Decade of Education for Sustainable Development (2005-2014) with a focus on higher education. Landmark conferences, resolutions and publications during the DESD are noted. A special emphasis is on the document 'The Future We Want' which was agreed at the UN Conference on Sustainable Development in Rio de Janeiro, Brazil in 2012. The article concludes with actions that both developed and developing countries may consider to strengthen sustainable development.

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## IAU Themes

### ▪ Equitable Access and Success in Higher Education

**Campus and classroom climates for diversity** [Special issue] / AAC&U . - In: Diversity & Democracy, v. 17, no. 4, pp. 2-30, Fall 2014

**Abstract :** This issue features multiple approaches to creating and evaluating campus and classroom climates that value diversity and that support the success of underserved students. Contributing authors describe targeted student success programmes and campus-wide initiatives designed to foster engagement with diversity.

Contents: Climates for diversity: checking the barometer (Kathryn Peltier Campbell); Replacing the cracked mirror: the challenge for diversity and inclusion (Johnnella E. Butler); Diversity assessment, accountability, and action: going beyond the numbers (Sylvia Hurtado and Rona Halualani); Reconsidering the inclusion of diversity in the curriculum (Thomas F. Nelson Laird); Climate matters: campus leadership for educational success (Juan Muñoz and Amy Murphy); Inclusivity in practice: engaging an institution's Hispanic-serving mission to support student success (Gerardo Moreno and Bradley Shope); The narrative approach: a culturally relevant tool (Steve McCoy, Stacey Sherwin, and Leticia Tomas Bustillos); Supporting religious pluralism at Elon University (Peter Felten, Brooke Barnett, and Jan Fuller); Civic-minded practices for LGBTQ student success (Rebecca Dolinsky and Heather McCambly); Fostering inclusion with universal design for learning (Kevin Kelly).

**URL :** <https://www.aacu.org/publications-research/periodicals/Diversity%20and%20Democracy>

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### Asia and the Pacific

**Closing the policy-practice gap for low-SES students in higher education : the pedagogical challenge** / Glyn Thomas . - In: Higher Education Research & Development, v. 33, no. 4, pp. 807-820, August 2014  
ISSN 0729-4360

**Abstract :** This paper reports on a qualitative research study on the strategies used by selected universities to recruit, teach and retain students from low socio-economic status (SES) backgrounds. 19 semi-structured interviews were conducted with teachers and leaders from 12 Australian universities with a regional focus. Findings suggest that while these universities have successfully developed initiatives to recruit and support students from low SES backgrounds, less attention is being directed to the teaching and learning challenges and opportunities created by increased student diversity. The author considers that effective curricula and pedagogies, and staff-development programmes are needed to capitalise on the potential benefits of a more socially diverse cohort.

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**The effects of faculty behaviors on the academic achievement of first-year Cambodian urban university students** / Kreng Heng . - In: Educational Research for Policy and Practice, v. 13, no. 3, pp. 233-250, 2014

**Abstract :** This study examine the relationships between faculty behaviors and the academic achievement of university students in Cambodia, using the data of 923 first-year students from nine universities in Phnom Penh City. Results indicated that faculty behavior, namely their support and feedback to students, was a unique factor that had a strong and positive influence on students' academic achievement. Its effect was the same for all students regardless of their pre-university academic experience and geographical origin and partially moderated by student engagement in time spent on course-related tasks outside the classroom, assigned homework/tasks, class participation, and class preparation. Contrary to existing findings from faculty impact studies, no relation was found for faculty's instructional organization and clarity or classroom practices that challenge students on academic achievement. Practical implications for assessment policies and instructional practices are discussed.

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## Europe and North America

**Equality in higher education : statistical report 2014** / Equality Challenge Unit [United Kingdom] . - London : ECU, 2014

**Abstract** : Using data from the UK Higher Education Statistics Agency (HESA), this report presents an analysis of the gender, ethnicity, disability and age profiles of the higher education workforce and full and part-time students during the 2012/13 academic year. High level findings on institutional collection and return rates of staff gender identity, religion and belief and sexual orientation data are provided. Data tables available.

**URL** : <http://www.ecu.ac.uk/publications/equality-higher-education-statistical-report-2014/>

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**Evolving diversity II : Participation of students with an immigrant background in European higher education** / The EQUINET Consortium . - Brussels : EQUINET . - 88 p.

ISBN 978-2-930429-21-2

**Abstract** : The report provides a theoretical framework for discussion of access to higher education for immigrants, a statistical cross-country analysis of access-figures, as well as detailed country-studies for Germany, Norway and the United Kingdom. It is the result of a year of research conducted by a multi-disciplinary team of researchers originating from across Europe.

**URL** : <http://www.equinet.info/wp-content/uploads/2013/05/Evolving-Diversity-2-Migration.pdf>

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**Universidad y discapacidad : II estudio sobre el grado de inclusión del sistema universitario español respecto de la realidad de la discapacidad** / Fundación Universia [Spain]; Comité Español de Representantes de Personas con Discapacidad [CERMI] . - Madrid : Fundación Universia, 2014 . - 89 p.

**Abstract** : This study analyses the degree of integration of people with disabilities in the Spanish university system and its evolution since 2013.

II Estudio sobre el grado de inclusión del sistema universitario español respecto de la realidad de la discapacidad.

**URL** : <http://www.fundacionuniversia.net/programas/informacion/informes/detalleProgramas-2471.html#>

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**Gender disparities at Historically Black Colleges and Universities** / Marybeth Gasman, Ufuoma Abiola, Ashley Freeman . - In: Higher Education Review, v. 47, no. 1, pp. 56-76, Autumn 2014

ISSN 0018-1609

**Abstract** : This papers focuses on the consequences of gender disparity at Historically Black Colleges and Universities (HBCUs). It details the changes in gender at HBCUs between 1992 and 2009; discusses the effects of gender disparities on on the personal relationships between students and professional relationships with faculty; explores how specific institutions have maintained gender parity; and recommends ways to recruit and retain Black male and female students at HBCUs. (Abstract adapted from publisher)

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**Institutional barriers for adults' participation in higher education in thirteen European countries** / Ellu Saar, Kadri Täht, Triin Roosalu . - In: Higher Education, v. 68, no. 5, pp. 691-710, November 2014

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

**Abstract** : This study researched perceived institutional barriers by adult students (25-64 years old) in higher education in 13 European countries - England, Scotland, Ireland, Norway, Austria, Belgium, Bulgaria, the Czech Republic, Lithuania and Russia. Using data from the Survey of Adult Learners in Formal Education carried out by the authors in 2007. Measures of higher education diversification, accessibility, flexibility and affordability were developed to analyse the data. Higher education diversification and better affordability of higher education system seems to predict perceived lower level of institutional barriers for adult learners, indicating that these are crucial aspects. Perceived barriers are lowest in liberal and social democratic countries but highest in post-soviet ones, with other post-socialist countries and continental ones in between.

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**Sind 12 Schuljahre ausreichend für den Zugang zur Hochschule? Der doppelte Abiturjahrgang aus empirischer Perspektive** / Svenja Mareike Kühn / Bayerisches Staatsinstitut für Hochschulforschung und Hochschulplanung [IHF] [Germany] . - In: Beiträge zur Hochschulforschung, v. 36, no. 3, pp. 8-33, 2014

ISSN 0171-645X

**Abstract** : One of the most important structural changes in the educational system in Germany in recent years has been

the reduction of school years up to higher education entrance qualification from nine to eight years. There is mixed opinion as to whether school leavers are prepared sufficiently for studying after eight years of secondary schooling. This paper presents the findings of an empirical study that analyses subject-specific, methodological and personal qualifications by comparing two cohorts of first-year students with nine and eight years of schooling. The result: No significant differences can be found between the two cohorts regarding qualification for university entrance.

URL : <http://www.bzh.bayern.de/uploads/media/3-2014-Kuehn.pdf>

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**The impact of peer mentoring on levels of student wellbeing, integration and retention : a controlled comparative evaluation of residential students in UK higher education** / R.Swanson, V. Collings, R. Watkins . - In:

Higher Education, v. 68, no. 6, pp. 927-942, December 2014

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

**Abstract** : Peer mentoring is becoming increasingly popular in UK higher education. This article evaluates a peer mentoring scheme in two UK universities. 109 first year undergraduates from two matched universities completed questionnaires at two time points: during the first week of university and 10 weeks later. Results focused on direct, mediating and moderating effects of mentoring on levels of wellbeing, integration and retention. Peer mentored individuals showed higher levels of integration to university. Four times as many non-peer mentored students had seriously considered leaving university compared to peer mentored students. Integration partially mediated the relationship between mentoring and intention to stay at university. Moderating effects analyses indicate that mentoring may buffer the effect of the transition to University. Results are discussed in relation to student retention, the benefits and practicalities of peer mentoring within UK universities and the methodological limitations within this study. (Abstract adapted from publisher)

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## ▪ Higher Education and Social Responsibility / EFA

**Engagement and academic promotion : a review of the literature** / Kylie M. Smith, Fabienne Else, Patrick A Crookes . - In: Higher Education Research & Development, v. 33, no. 4, pp. 836-847, August 2014  
ISSN 0729-4360

**Abstract :** This paper presents the findings of an international literature review on academic engagement in higher education institutions and considers the implications of engaged scholarship for academic promotion. Main themes from the review are firstly the evolution of the scholarship of engagement into a central aspect of academic work; secondly the problem of defining engagement in the contemporary university; and thirdly the lack of a set format of assessing and evaluating engagement within an institutional or individual context. The authors conclude that engagement itself is dependent on local context, partnerships and communities. They stress the potential difficulties for academic staff undertaking engaged work within institutions and the need for institutions to develop internal processes that clearly articulate definitions of engagement, set out performance expectations and provide processes for the reward and recognition of the scholarship of engagement.

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## ▪ Information and Communication Technologies (ICTs)

**A guide to quality in online learning** / Academic Partnerships . - Dallas : Academic Partnerships, 2014 . - 24 p.

**Abstract** : Designed for academics and professionals in higher education, this guide summarises the key quality issues in online education, with an annotated bibliography.

**URL** :

<http://www.academicpartnerships.com/sites/default/files/A%20Guide%20to%20Quality%20in%20Online%20Learning.pdf>

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**The potential and problems of MOOCs : MOOCs in the context of digital teaching = Potenziale und Probleme von MOOCs : Eine Einordnung im Kontext der digitalen Lehre** / Hochschulrektorenkonferenz [HRK][Germany] . - Bonn : HRK, 2014 . - 65 p. (Beiträge zur Hochschulpolitik, 2/2014)

ISBN 978-3-942600-37-8

**Abstract** : This publication is intended to assist higher education institutions in the introduction of MOOCs within their institutions. It provides an overview of the current situation of MOOCs and MOOC application scenarios within higher education institutions. Issues covered include the integration of MOOCs into degree courses; quality assurance issues; evaluation and certification; financing and business models; and legal issues. It recommends that universities should ensure that MOOCs are included in the university strategy and oriented towards priorities and target groups.

**Classmark** : DE-341 HRK

**URL** : [http://www.hrk.de/uploads/media/2014-07-17\\_Endversion\\_MOOCs.pdf](http://www.hrk.de/uploads/media/2014-07-17_Endversion_MOOCs.pdf) (German);

[http://www.hrk.de/uploads/media/MOOCs\\_EN.pdf](http://www.hrk.de/uploads/media/MOOCs_EN.pdf) (English)

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## Asia and the Pacific

**Can distance education increase educational equality? Evidence from the expansion of Chinese higher education** / Fengliang Lia, Mengying Zhoua, Baolong Fana / Society for Research into Higher Education [SRHE][UK] .

- In: Studies in higher education, v. 39, no. 10, pp. 1811-1822, December 2014

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

**Abstract** : This study analysed the changes in enrolment in distance higher education in different regions of China. The expansion of distance education in China is considered by the government to be an important device to improve equality, specifically in rural regions of China. However, the authors found that in underdeveloped areas, inequality in distance higher education is still increasing. The authors suggest that more financial support for distance education learners should be increased so that distance education can play the role of improving equality in underdeveloped regions. (Abstract adapted from publisher)

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**MOOCs, institutional policy and change dynamics in higher education** / Kate O'Connor . - In: Higher Education, v. 68, no. 5, pp. 623-635, November 2014

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

**Abstract** : This paper draws on an research of different approaches to MOOCs and e-learning at three Australian universities. It points to four commonalities emerging from the institutional constructions of these initiatives (1) the use of e-learning policy as a vehicle for curriculum redesign; (2) an emphasis on internal curriculum redesign as a core rationale for MOOCs; (3) a desire to capitalise on promotional opportunities but a reticence around wholly embracing the concept and structure of MOOCs and (4) the absence of access-driven concerns in university policy despite the prominence of such concerns in broader public debate.

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## ▪ Internationalization

**The internationalization of higher education : realities and implications** / Hiroshima University [Japan]. Research Institute for Higher Education [RIHE] . - Hiroshima : RIHE, 2014 . - 95 p. (RIHE International Seminar Reports, no. 21)  
ISBN ISBN: 978-4-902808-88-9

**Abstract** : This publication contains the papers and presentations given at the International Workshop on University Reform, 2013. Contents: 40 years of internationalization in European higher education (Eric Beerkens); Policy perspectives and practical concerns for the internationalization of American higher education (Laura E. Rumbley); Exploring effective strategies to implement EMI: case studies of two Korean universities (Kiyong Byun, Jae-Eun Jon and Young Ha Cho); Japanese universities and their internationalization: is paradigm shift feasible? (Yuichi Kondo); The internationalization of China's higher education (Futao Huang).

**Classmark** : INT-21 RIH

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**Enthusiasts, fence-sitters and sceptics : faculty perspectives on study abroad in Australia and the Czech Republic** / Wendy Green, Patricie Mertova . - In: Higher Education Research & Development, v. 33, no. 4, pp. 670-683, August 2014  
ISSN 0729-4360

**Abstract** : This paper explores academics' perceptions of study abroad in universities within two higher education systems: Australian and Czech. Findings from both countries are considered across four themes: academics' perceived value of study abroad; internationalising academic staff; academics' concerns about student equity and integrating study abroad into the curriculum at home. The implications for practice and further research are discussed.

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**Financing education hubs : who invests?** / Jane Knight . - In: International Higher Education, no. 79, pp. 4-5, Winter 2015  
ISSN 1084-0613

**Abstract** : International Education Hubs require major investments to attract and retain local and international higher education institutions, training organizations, students, research and development centres, and knowledge industries. This article examines the role of public and private financing from local and foreign investors in establishing countries such as Qatar, United Arab Emirates and Malaysia as education hubs.

**URL** : <http://ejournals.bc.edu/ojs/index.php/ihe/article/view/5836/5200>

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## Arab States

**Expatriate academic staff in the United Arab Emirates : the nature of their work experiences in higher education institutions** . - In: Higher Education, v. 68, no. 4, pp. 541-557, October 2014  
ISSN 0018-1560 . - Online ISSN 1573-174X

**Abstract** : This paper focuses on the United Arab Emirates (UAE) as a case study of a nation drawing on large numbers of mostly expatriate faculty working in short-term academic appointments. The study is based on the work experience of 29 expatriate faculty at six public and semi-public institutions in the UAE. Specific aspects examined work expectations (teaching, research, and service); equity (compensation, incentives, and benefits); autonomy, academic freedom, and flexibility; collegiality and institutional involvement; and the relationship of work experiences with organisational commitment. The results highlighted aspects valued by expatriate faculty, such as teaching and working with other teachers, as well as concerns, including lack of professional development, involvement in institutional decision-making and limited job security.

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**The role of English language and international media as agents of cultural globalisation and their impact on identity formation in Kuwait** / Mohammed M. Hasanen, Ali A. Al-Kandari, Hussain Al-Sharoufi . - In: Globalisation, Societies and Education, v. 12, no. 4, pp. 542-563, November 2014  
ISSN 1476-7724 . - Online ISSN 1476-7732

**Abstract** : This study examines the influence of English language, studying abroad and international media as agents of globalisation in Social Science students at a university in Kuwait. The analysis of 354 questionnaire responses revealed that students who studied at universities that use English as a medium of instruction show significant differences in the extent to which they embrace a global identity. The study is discussed in the context of influence of globalisation on national identity and student involvement in the 'Arab Spring'.

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## Asia and the Pacific

**Education hubs and talent development : policymaking and implementation challenges** / Jack T. Lee . - In: Higher Education, v. 68, no. 6, pp. 807-823, December 2014  
ISSN 0018-1560 . - Online ISSN 1573-174X

**Abstract :** This article describes and compares the development of educational hubs in Malaysia, Singapore and Hong Kong. The research is based on analysis of policy documents and interviews with 78 senior policy makers in the three countries. The study found that three distinct objectives for educational hubs: to develop local talent; to attract foreign talent; and to repatriate diasporic talent. Both Singapore and Hong Kong pursue the objective of recruiting foreign students and researchers, more aggressively in the case of Singapore. However, despite the attention directed at the recruitment of international students, developing local talent remains a fundamental goal among educational hubs, particularly in the case of Malaysia.

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**International students in Indian universities** / Veena Bhalla, K.B. Powar . - In: International Higher Education, no. 79, pp. 23-24, Winter 2015  
ISSN 1084-0613

**Abstract :** In the new millennium the Indian higher education system has grown two and half times in terms of both the number of universities and the number of students. In comparison the growth in international students has been weak. The international students are largely from Asia and Africa. In 2012-13, 40% of the students were female; 80% were studying at the under-graduate level, 18% at post-graduate level and 2% were in research. The liberal arts accounted for 30% and 70% were in professional streams, the maximum number being in medicine & health care (35%) followed by engineering & technology (23%) and management (9%).

**URL :** <http://ejournals.bc.edu/ojs/index.php/ihe/article/view/5847/5211>

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**Management and academic practices to prevent higher education corruption : a case review of an international branch campus in Uzbekistan** / Eng Kee Sia . - In: Tertiary Education and Management, v. 20, no. 4, pp. 354-362, December 2014  
ISSN 1358-3883

**Abstract :** This paper identifies and discusses academic and management measures that are implemented in an international branch campuses in Uzbekistan to prevent academic malpractice in student admission, course attendance, plagiarism in coursework, and examinations.

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**Student perspectives on the quality of pedagogical engagement in a transnational academic programme in Singapore** / Poulomee Datta, Tania Aspland, Joy Talukdar . - In: Higher Education Review, v. 47, no. 1, pp. 77-92, Autumn 2014  
ISSN 0018-1609

**Abstract :** This article is based on qualitative research conducted among 19 students in a Master of Education programme delivered by an Australian university at a transnational campus in Singapore. It examined their perceptions of the teaching and learning modes they considered effective or ineffective. The results indicated that the majority of the students perceived transnational education to be valuable for their future career. The two most valued teaching methods were group and collaborative discussions which students believed encouraged them to exchange their experiences and fostered peer support; and face-to-face interactive sessions with their lecturers.

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**World-travelling : a framework for re-thinking teaching and learning in internationalised higher education** / Vivienne Anderson . - In: Higher Education, v. 68, no. 5, pp. 637-652, November 2014  
ISSN 0018-1560 . - Online ISSN 1573-174X

**Abstract :** This paper reports on an in-depth qualitative study that examines 12 international and local women students' perspectives within a New Zealand higher education institution. The students' reflections on teaching, learning and transition in New Zealand higher education are discussed using a 'world-travelling' framework' (María Lugones). The author posits that static assumptions about so-called 'Western' versus 'non-Western' teaching and learning approaches are inadequate for responding to the complex histories, geographies and identities that meet in higher education institutions. She concludes with some suggestions as to what effective pedagogy might look like in internationalised higher education.

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## Europe and North America

**A world of learning : Canada's performance and potential in international education 2014 = Un monde à apprendre : résultats et potentiel du Canada en matière d'éducation internationale** / Canadian Bureau for International Education . - Ontario : CBIE, 2014 . - 71 p.

ISSN 2292-1966 . - ISBN 978-1-894129-79-4 (English) 978-1-894129-80-0 (French)

**Abstract** : This annual report explores the state of international education in Canada, taking an in-depth look at international students, study abroad by Canadian students, as well as the overall internationalization agenda in Canada. The report features results of an international student survey and case studies from CBIE member institutions, and examines options for taking Canada to a higher level as an international education destination, as well as the factors which could support or impede the country's efforts.

**Classmark** : CA-6-CBI

**URL** : <https://mp.cbie.ca/mpower/event/loadevent.action?e=68#home>

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**An introduction to higher education internationalisation** / Hans De Wit [Ed.] / Università Cattolica del Sacro Cuore [Italy]. Centre for Higher Education Internationalisation . - Milan : Vita e Pensiero, 2013 . - 193 p.

ISBN 978-88-343-2445-5

**Abstract** : The book provides an informative introduction to the key issues and trends in higher education internationalization .It is divided into three parts. The first introduces the concept of internationalisation and maps out the evolution of internationalization of higher education over three decades, from a static, fragmented notion of international education to an innovate process of internationalization in the context of the global knowledge society. Two chapters give concrete examples of international strategies from Northern America, outlining institutional tools, resources, strategy and leadership. The second part deals with internationalisation of the curriculum and contains chapters staff engagement; student learning outcomes; Joint and Double degrees; and Quality insurance. The final part of this book focuses on internationalisation and Italian higher education. One chapter examines how Italian employers value international education. Another outlines the drivers of inbound student mobility and considers the Italian case against other European countries. The third chapter discusses the current state of internationalisation at Università Cattolica. Throughout the book, the work of key international organisations and associations in research and discourse of internationalization is detailed.

**Classmark** : INT-6 WIT

**URL** : <http://kennisbank.hva.nl/document/500480>

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**Au-delà de l'influence : l'apport économique des étudiants étrangers en France** / Campus France . - Paris : Agence Campus France, 2014 . - 25 p.

**Abstract** : Cette étude & été menée auprès d'un échantillon de 4200 étudiants représentatifs. Les résultats montrent un fort retour sur investissement pour de nombreux secteurs de l'économie. Le rapport conclut que le coût pour la collectivité de l'accueil et de la formation des étudiants étrangers, est immédiatement plus que remboursé, au cours du séjour de l'étudiant, avec un solde positif annuel qui dépasse le milliard et demi d'euros.

This study was carried out on a sample of 4,200 students. The results show that the costs of international students studying in France are far outweighed by students' contributions to the country's economy of over 1.6bn euros.

**URL** : [http://www.diplomatie.gouv.fr/fr/IMG/pdf/Apport\\_Economique\\_des\\_Etudiants\\_etrangers\\_-\\_Campus\\_France\\_Version\\_Finale\\_cle0fd785.pdf](http://www.diplomatie.gouv.fr/fr/IMG/pdf/Apport_Economique_des_Etudiants_etrangers_-_Campus_France_Version_Finale_cle0fd785.pdf)

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**Canada's international education strategy : time for a fresh curriculum** / Bernard Simon / Canadian Council of Chief Executives; Canadian International Council . - Ottawa : CCCE, 2014 . - 20 p.

**URL** : <http://www.ceocouncil.ca/wp-content/uploads/2014/06/Bernard-Simon-Canadas-International-Education-Strategy-FINAL.pdf>

Canada ranks eighth – behind the United States, the United Kingdom, France, Australia, Germany, Russia and Japan – in foreign student inflows as a percentage of total post-secondary enrolment. This report recommends that Canada's drive to attract foreign students needs to be buttressed by broader policy goals, such as encouraging more Canadians to study abroad, more partnerships with foreign colleges and universities, and the use of education as a foreign policy tool. The report also proposes that Canada place less emphasis on specific numerical targets for foreign student recruitment. Instead, the focus should shift toward attracting talent that matches domestic demand for skills and the needs of Canadian employers.

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**Canada's universities in the world : AUCC Internationalization Survey = Les universités canadiennes dans le monde : enquête de l'AUCC sur l'internationalisation** / Association of Universities and Colleges of Canada [AUCC] . - Ottawa : AUCC, 2014 . - 41 p.

**Abstract** : This survey presents a picture of internationalization activities across Canadian universities. It presents key findings in how internationalization activities are prioritized and carried out in university administration, strategic partnerships, research, student mobility, and teaching and learning.

**Classmark** : CA-6-AUCC

**URL** : <http://www.aucc.ca/wp-content/uploads/2014/12/internationalization-survey-2014.pdf>; (English)

<http://www.aucc.ca/wp-content/uploads/2014/12/enquete-internationalisation-2014.pdf> (French)

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**International students in higher education : the UK and its competition** / Universities UK . - London : UUK, 2014 . - 41 p.

ISBN 978-1-84036-325-8

**Abstract** : This report details trends in international student enrolment in the UK, compared internationally, and in the light of recent reforms and policy changes in immigration and employment.

**URL** : <http://www.universitiesuk.ac.uk/highereducation/Documents/2014/InternationalStudentsInHigherEducation.pdf>

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**Internationalising higher education framework** / Higher Education Academy [UK] . - York : HEA, 2014 . - 18 p.

**Abstract** : Guidance for higher education institutions to help improve internationalization policy and practice; to foster collegial approaches to education and research; and recognise distinctive institutional roles. Structured with reference to organisations, people and the curriculum, it sets out the benefits, implications, and questions raised by internationalizing higher education.

**URL** : <https://www.heacademy.ac.uk/sites/default/files/resources/InternationalisingHEframeworkFinal.pdf>

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**What will it take to double study abroad? A "Green Paper" on the big 11 ideas from IIE's Generation Study Abroad think tank** / Institute for International Education [IIE][USA] . - New York : IIE, 2014 . - 27 p.

**Abstract** : This paper documents outcomes from a "Generation Study Abroad Think Tank" held in 2014 in the USA among professionals from higher education, NGOs, associations, government and the private sector.

**URL** : <http://www.iie.org/Research-and-Publications/Publications-and-Reports/IIE-Bookstore/What-Will-It-Take-To-Double-Study-Abroad>

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**The BMBF's international cooperation action plan** / Germany. Federal Ministry of Education and Research [bmbf] . - Berlin : BMBF, 2014 . - 13 p.

**Abstract** : This document lays out the measures which will be adopted by the German government in line with four current target areas of the Internationalization Strategy.

**URL** : [http://www.bmbf.de/pub/International\\_Cooperation\\_action\\_plan.pdf](http://www.bmbf.de/pub/International_Cooperation_action_plan.pdf)

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**Globalizing the curriculum : how to incorporate a global perspective into your courses** / Frank Louis Ruciano . - In: Liberal Education, v. 100, no. 3, pp. 14-21, Summer 2014

ISSN 0024-1822

**Abstract** : This article examines ways to integrate a "global perspective" into the higher education curriculum. The author considers that this involves examining whether our traditional disciplinary assumptions still apply in a global context and, if not, how they need to be translated in order to remain relevant.

**URL** : <https://www.aacu.org/publications-research/periodicals/globalizing-curriculum>

**The ghosts of higher education reform : on the organisational processes surrounding policy borrowing** / Katja Brogger . - In: Globalisation, Societies and Education, v. 12, no. 4, pp. 520-541, November 2014

ISSN 1476-7724 . - Online ISSN 1476-7732

**Abstract** : The Bologna Process is one of the most extensive examples of policy borrowing processes. Based on qualitative data using an ethnographic method, this article argues in favour of studying part of this process as 'global smallness', centering on the organisational effects of the implementation of a globalised curriculum. (Abstract adapted from publisher)

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**Towards sustainable internationalisation of higher education** / Roumiana Ilieva, Kumari Beck, Bonnie Waterstone .  
- In: Higher Education, v. 68, no. 6, pp. 875-889, December 2014  
ISSN 0018-1560 . - Online ISSN 1573-174X

**Abstract :** This article engages with the question: what does the internationalization of higher education in times of globalisation sustain and what should it sustain? Firstly, the authors consider the limitations of currently prevalent perspectives on internationalisation in economic terms. A brief review is presented of how sustainability is understood in higher education. The authors propose a sustainability frame of reference for internationalization in relation to its human, institutional and educational costs and benefits. A case study which was carried out in the faculty of education of a Canadian University actively involved in internationalization activities is detailed.

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**Ukraine : the new reforms and internationalization** / Sonja Knutson, Valentyna Kushnarenko . - In: International Higher Education, no. 79, pp. 28-29, Winter 2015  
ISSN 1084-0613

**Abstract :** The progress of internationalization in higher education in the Ukraine continues to be challenged by tensions and instability created by escalating hostilities with Russia. However, a new Law on Higher Education, adopted on July 31, 2014, proposes coherent strategies to optimize university autonomy, provides frameworks for effective oversight, promises to intensify local university research and brings transformative innovations to current university approaches to internationalization. This paper highlights some of the law's major reforms which can positively impact internationalization along with potential pitfalls related to successful implementation.

**URL :** <http://ejournals.bc.edu/ojs/index.php/ihe/article/view/5850/5214>

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## ▪ Research and Doctoral Education

**OECD Science, Technology and Industry Outlook 2014** / Organisation for Economic Cooperation and Development [OECD] . - Paris : OECD Publishing, 2014 . - 480 p.

**Abstract** : This report reviews key trends in science, technology and innovation policies, and performance in more than 45 countries. One of the findings is that in OECD countries, higher education expenditure on R&D has increased steadily and now represents 61% of public R&D. The report forecasts that China will overtake the European Union and the United States in research spending and development by the end of the decade.

**URL** : [http://www.keepeek.com/Digital-Asset-Management/oecd/science-and-technology/oecd-science-technology-and-industry-outlook-2014\\_sti\\_outlook-2014-en#page6](http://www.keepeek.com/Digital-Asset-Management/oecd/science-and-technology/oecd-science-technology-and-industry-outlook-2014_sti_outlook-2014-en#page6)

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**And never the two shall meet'? Comparing Chinese and Dutch university teachers about the role of research in teaching** / Yanjuan Hu, Roeland M. Van der Rijst, Klaas van Veen . - In: Higher Education, v. 68, no. 4, pp. 607-622, October 2014

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

**Abstract** : A survey of 284 university teachers from China and the Netherlands explored how Chinese and Dutch university teachers believe the role of research relates to their teaching. Both Chinese and the Dutch university teachers highly valued the role of research in teaching, and were dissatisfied with the actual incorporation of research into their ongoing teaching practice. However the Chinese teachers scored lower on how much they valued the role of research, how well they could incorporate research into their current teaching practice, and how much they agreed with teaching as conceptual change and focusing on an active role of the student. The authors suggest that the differences between the Chinese and the Dutch teachers may have their roots in the Confucian versus Western educational philosophies, respectively, and the similarities identified perhaps reflect the Western influence on Asian higher education.

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**How the doctorate contributes to the formation of active researchers : what the research tells us** / Jennifer Sinclair, Robyn Barnacle, Denise Cuthbert / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 39, no. 10, pp. 1972-1986, December 2014

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

**Abstract** : This article reports on a literature search of research journals to establish the factors in the doctoral experience which may contribute to the formation of an active researcher. The analysis reveals that a productive advisor may be key to forming an active researcher and, although inconclusive, productivity post-completion (as measured by research publication). The article also points to other potentially influential factors requiring further investigation, such as: developing collaborative capacities, conceptualising the purpose of the doctorate as forming an active researcher, advisor mentoring and fostering emotional engagement with research.

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**What counts for academic productivity in research universities** / Philip G. Altbach . - In: International Higher Education, no. 79, pp. 6-7, 2015

ISSN 1084-0613

**Abstract** : Measuring research productivity in universities is a complicated and problematic process. Yet, such measurements are important for calculating the productivity of institutions, individual researchers, and academic systems, which are used in calculating rankings. The author posits that current measures undercount the social sciences and humanities, and do not pay sufficient attention to books. Further, the ways that knowledge is communicated is changing.

**URL** : <http://ejournals.bc.edu/ojs/index.php/ihe/article/view/5837/5201>

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## Africa

**Confronting the challenges of graduate education in Sub-Saharan Africa** / Fred M. Hayward, Daniel J. Ncayiyana . - In: International Higher Education, no. 79, pp. 16-18, Winter 2015

ISSN 1084-0613

**Abstract** : This article focuses on the current state of graduate education in Sub-Saharan Africa detailing some of the challenges faced as well as areas of improvement over the last five years. The authors emphasise the critical importance of graduate education to national development and the critical need for more PhD faculty members and expanded quality research at Africa's best universities.

**URL** : <http://ejournals.bc.edu/ojs/index.php/ihe/article/view/5843/5207>

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## Asia and the Pacific

**Boosting the commercial returns from research** / Australia. Dept of Education; Australia. Dept of Industry . - Canberra : Australian government, 2014 . - 24 p.

**Abstract** : This consultation document discusses options to support the translation of research into commercial outcomes. It highlights facilitating factors, discusses how Australia compares with other OECD countries and suggests measures to be taken to build a strategy.

**URL** : <https://submissions.education.gov.au/Forms/higher-education-research/Documents/Boosting%20Commercial%20Returns%20from%20Research%20-%202024102014.pdf>

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**Faculty perceptions of common challenges encountered by novice doctoral writers** / Michelle A. Maher, David F. Feldon, Briana E. Timmerman, Jie Chao . - In: Higher Education Research & Development, v. 33, no. 4, pp. 699-711, August 2014  
ISSN 0729-4360

**Abstract** : This study undertaken in a large Australian university investigates doctoral supervisors who regularly coauthor with their doctoral students for publication to expose challenges students commonly encounter in the writing process. Common challenges include international students' writing difficulties; misconstruing the nature of disciplinary writing; and not realising the extent of the fusion between professional scholarly identity and publication.

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**Research productivity and its policy implications in higher education institutions** / Maria Ana T. Quimbo, Evangeline Salabo / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 39, no. 10, pp. 1955-1971, December 2014  
ISSN 0307-5079 . - Online ISSN 1470-174X

**Abstract** : This study analysed the research productivity of five state universities in the Philippines. 377 randomly selected faculty members served as research participants. The results showed that educational attainment, research benefits and incentive system are important predictors of both research self-efficacy and research productivity. Based on these findings, and in the context of the Philippine development plan of enhancing research culture among higher education institutions, the authors suggest several policy implications for universities. These include the need for a strong faculty development programme; enhanced research collaboration; improved research productivity; and a good incentive system in order to promote and enhance the research culture within higher education institutions.

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**The start-up, evolution and impact of a research group in a university developing its knowledge base** / Hugo Horta, Rui Martins . - In: Tertiary Education and Management, v. 20, no. 4, pp. 280-293, December 2014  
ISSN 1358-3883

**Abstract** : This article focuses on the role of research groups in contributing to develop the knowledge base of universities in developing regions. The authors analyse the evolution of a research group at the University of Macau that, in less than 10 years, achieved worldwide recognition in the field of microelectronics, with an impact on both engineering research and teaching activities within the university. The author concludes that voluntarism and loose organisational structures from the start can stimulate the development of solid scientific agendas and institutional identity, and that counter-intuitive policies, including "academic inbreeding", may also be needed and unavoidable. This can be mitigated by transforming education to highlight high levels of internationalization and quality standards with measurable outcomes. This requires the committed involvement of research group leaders in both research and education. Lastly, another key component of university development may lie in recruiting young promising scholars with the will and drive to lead and act. (Abstract adapted from publisher)

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## Europe and North America

**Knowledge creation through international collaboration** / Association of Universities and Colleges of Canada [AUCC] . - Ottawa : AUCC, 2014 . - 8 p.  
ISBN 978-0-88876-316-6

**Abstract** : A summary, by country, of some of the research projects supported by the Canada-Latin America and the Caribbean Research Exchange Grants (LACREG) programme. From 2011-2014 some 32 projects in 12 countries were undertaken in four priority research areas: agriculture and the environment; science, technology and innovation; social and economic policy; and global health policy.

**URL** : <http://www.aucc.ca/wp-content/uploads/2014/08/lacreg-knowledge-creation-through-international-collaboration-2011-2014-brochure.pdf>

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**University-business collaborative research : goals, outcomes and new assessment tools** / European University Association [EUA] . - Brussels : EUA, 2014 . - 77 p.  
ISBN 978-9-07899-7050-4

**Abstract** : This report shows that collaborative research and innovation activities involving university and business partners (particularly SMEs) help to facilitate economic and social development at the regional level.

**URL** : <http://www.eua.be/euima-collaborative-research.aspx>

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**A research career? The Portuguese case** / Sofia Branco Sousa, António Magalhaes . - In: European Journal of Higher Education, v. 4, no. 4, December 2014  
ISSN 2156-8235

**Abstract** : The paper analyses the impact of the European Research Area (ERA), and specifically the European Charter of Researchers and the Code of Conduct for the Recruitment of Researchers on Portuguese research laboratories and research careers. The authors analysed data from the ERA careers portal and carried out document analysis of mission/strategy of research laboratories in Portugal. The results indicate that the ERA, the Charter and the Code of Conduct have not been translated into recruitment procedures and into laboratories, universities, research centres, polytechnics and industry in Portugal.

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**An investigation of research self-efficacy beliefs and research productivity among faculty members at an emerging research university in the USA** / Rubini Pasupathy, Kamau Oginga Siwatu . - In: Higher Education Research & Development, v. 33, no. 4, pp. 728-741, August 2014  
ISSN 0729-4360

**Abstract** : This study investigates research self-efficacy beliefs of faculty members and their influence on research productivity. A theoretical framework of social cognitive theory underpins the study in which 109 faculty members completed the Research Self-Efficacy Inventory and Research Productivity Index. Quantitative analysis indicated that there is a significant but small correlation between research self-efficacy and productivity.

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**Are dropout and degree completion in doctoral study significantly dependent on type of financial support and field of research?** / Margaux van der Haert, Elena Arias Ortiz, Philippe Emplit, Véronique Halloin, Catherine Dehon / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 39, no. 10, September 2014  
ISSN 0307-5079 . - Online ISSN 1470-174X

**Abstract** : This study was conducted on a sample of 3092 doctoral candidates from the Université Libre de Bruxelles, Belgium. The results show that students with no financing showed the highest withdrawal rate, while students with selective research fellowships showed the lowest one. Dropout is also influenced by the ability of the student, which is correlated to their success in the fellowship allocation procedure. However, the type of financial support influences dropout from doctoral studies even when controlling for student ability. Finally, the findings suggest that there are no significant differences in dropout and degree completion between fields of study, except for unfunded students.

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**Der Zusammenhang von Forschung, Bildung und Innovationen : Deskriptive Befunde aus Baden-Württemberg** / Kurt Hafner / Bayerisches Staatsinstitut für Hochschulforschung und Hochschulplanung [IHF] [Germany] . - In: Beiträge zur Hochschulforschung, v. 36, no. 3, pp. 74-92, 2014  
ISSN 0171-645X

**Abstract** : Baden-Wuerttemberg has evolved into an economically prospering region in Germany over the last few decades. The paper analyses the importance of research, education and innovation for Baden-Wuerttemberg's economic development. The author finds descriptive evidence for a positive impact from research and development (R&D) spending on innovation and productivity and thus on regional economic growth in Baden-Wuerttemberg. Moreover, Baden-Wuerttemberg takes a leading position in R&D activities by national and international comparison. However, its educational efforts show rather average results. Finally, this paper shows a distinct linkage of its universities and non-university research institutions with industry partners

**URL** : <http://www.bzh.bayern.de/uploads/media/3-2014-Hafner.pdf> (German)

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**Factors determining the career success of doctorate holders : evidence from the Spanish case** / Juan Francisco Canal Domínguez, Alan Wall / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 39, no. 7, pp. 1750-1773, December 2014  
ISSN 0307-5079 . - Online ISSN 1470-174X

**Abstract :** This paper analyses the determining factors of PhDs' career success among a sample of over 12000 Spanish doctoral graduates who received their doctorate subsequent to 1990. Two measures of success were used: earnings and a subjective measure of success was constructed based on the individuals' assessments of broader aspects of their job position. Analysis of the data by field of knowledge and gender found that males and PhD holders in the field of sciences achieve greater career success in terms of earnings. However on the basis of the subjective measure of career success, on the other hand, it is women and PhD holders in humanities and social sciences that are more successful. Regardless of the measure of success used, the most important determining factor in career success is job satisfaction. (Abstract adapted from publisher)

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**Nachwuchs im Netz : Eine Untersuchung der Genderrelevanz von Förderprogrammen für Postdocs /** Daniela Böhringer, Julia Gundlach, Svea Korff / Bayerisches Staatsinstitut für Hochschulforschung und Hochschulplanung [IHF] [Germany] . - In: Beiträge zur Hochschulforschung, v. 36, no. 3, pp. 52-72, 2014  
ISSN 0171-645X

**Abstract :** The postdoc phase following the completion of a PhD is a precarious period in most academic careers. To investigate how research organisations and universities address early-career researchers, this article describes a quantitative survey of postdoc support programmes of 43 German universities and 93 universities of applied science (fachhochschulen) found on the web. The authors found that most support programmes offer information and/or funding options. A few include explicit gender priorities. A qualitative analysis of selected programme descriptions reveals a balancing act: On the one side gender is neutralised, on the other side the different living situations of men and women regarding academia is addressed.

**URL :** <http://www.bzh.bayern.de/uploads/media/3-2014-Boehringer-Gundlach-Korff.pdf> (German)

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**Post-PhD trajectories : desperately seeking careers /** Lynn McAlpine . - In: Higher Education Review, v. 47, no.1, pp. 4-35, Autumn 2014  
ISSN 0018-1609

**Abstract :** Drawing on an 8-year research programme, this article examines the career trajectories of 40 Canadian and UK PhD graduates. Nine broad career trajectories emerged, reflecting the interplay of national, disciplinary and institutional influences together with individuals' horizons for action and efforts to craft their positions to achieve their goals.

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**Professionals' perceptions about the use of research in educational practice /** Georgeta Ion, Romita B. Iucu . - In: European Journal of Higher Education, v. 4, no. 4, pp. 334-347, December 2014  
ISSN 2156-8235

**Abstract :** This study, based on research carried out in the Romanian educational system over two years, examines ways educational research is used in educational practice. A survey was undertaken with 60 secondary school teachers, educational counsellors and representatives from professional associations. The results showed that almost half of respondents said they used research findings in their practice. Furthermore, over three quarters said that implementing research findings led to changes in their professional practices. Respondents reported that their sources of new ideas and information included professional associations, university researchers, teacher training centres, and central or regional centres. The most frequent source of new ideas came from colleagues from within and outside their institutions. Factors limiting the implementation of research findings into professional practice were considered to be shortage of financial resources and lack of time. Respondents considered that access to research could be improved by increasing the visibility of research conducted by universities, such as open access publication of research findings. In addition, respondents cited promoting collaboration between research institutions and practitioners and creating communities of practice.

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## ▪ Sustainable Development

**Intergenerational learning and transformative leadership for sustainable leadership** / Peter Blaze Corcoran, Brandon P. Hollingshead, Eds. - Wageningen : Wageningen Academic Publisher, 2014 . - 431 p.  
ISBN 978-90-8686-252-8 . - Online ISBN 978-90-8686-802-5

**Abstract :** This book explores the challenges of future learning models beyond the UN Decade for Sustainable Development. Specifically focusing on intergenerational learning and leadership, authors from 26 countries in six continents describe ESD initiatives in often under-represented regions of the world. Part one outlines key principles and the conceptual foundation of education for sustainable development, intergenerational learning, and leadership. Part two, Perspectives, includes contributions from applied research and policy analysis. Examples include a research programme on intergenerational learning in Aboriginal Australia; implementation of university policy to promote sustainability in a Malaysian university; and developing teacher education curriculum at a South African university to include local ecological knowledge. Part three features the work of several university centres in environmental education and sustainable development in contrasting parts of the world: China, Pacific Island countries, United States, Malaysia, Kenya and Japan. Intergenerational learning activities of several regional and international networks and partnerships for education and sustainability are detailed in further chapters. These include the Earth Charter Movement; UNEP's Global University Partnership; and UNESCO networks in Asia-Pacific.

**Classmark :** INT-73 COR

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**The sustainability literacy test : can universities be sure they are producing sustainability literate graduates?** / Higher Education Sustainability Initiative . - HESI, 2014 . - 52 p.

**Abstract :** The Sustainability Literacy Test is a tool created by the academic community to evaluate students' knowledge of key areas of economic, social and environmental sustainability. This report, launched at the UNESCO World Conference on Education for Sustainable Development in Nagoya, Japan, 2014, details the Test and initial results of this pilot version which has been customised in 17 countries and regions and in 8 different languages.

**Classmark :** INT-73 HESI

**URL :** <http://www.comite21.org/docs/actualites-adherents/2014/sustainability-literacy-test-report---dec-2014.pdf>

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**Effective change management, governance and policy for sustainability transformation in higher education** . - In: Sustainability Accounting, Management and Policy Journal, v. 4, no. 3, pp. 264-284, 2013  
ISSN 2040-8021

**Abstract :** This paper brings together a consolidated analysis of the existing literature on effective change management and leadership in higher education with particular focus on the results of an international study of 188 leaders of sustainability in universities in Australia, the UK, the European Mainland, North America and South Africa.

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## Asia and the Pacific

**Skills for inclusive and sustainable development : perspectives from the Asia Pacific and beyond** [Special issue] / Robert Maclean, Shanti Jagannathan, Ed. / UNESCO International Bureau of Education [IBE][Switzerland] . - In: Prospects: Quarterly review of comparative education, v. 44, no. 2 (June 2014), pp. 137-316, June 2014  
ISSN 0033-0337

**Abstract :** This special issue focuses on skills for inclusive and sustainable development, specifically in countries in the Asia Pacific region and beyond, as they seek to achieve economic and social development that is fair, inclusive and sustainable. The authors also explore constructive ways that the "economic tigers" in Asia, which continue to experience unprecedented rates of economic growth, can achieve green growth. As the articles in this special issue demonstrate, Education for Sustainable Development (ESD) and Technical and Vocational Education and Training (TVET) are powerful forces that can help people to become active and ecologically responsible citizens, workers and consumers, able to address local and global challenges.

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**Campus sustainability in Chinese higher education institutions : focuses, motivations and challenges** . - In: International Journal of Sustainability in Higher Education, v. 16, no. 1, 2015  
ISSN 1467-6370

**Abstract :** This study examines sustainability in eight diverse higher education institutions in Changchun City, Jilin, China. Structured interviews were carried out with managers, students and government officials in addition to document analysis. The focus of sustainability among the studied HEIs was on water and energy conservation and on non-

technical initiatives, rather than more expensive technical initiatives, due to limited accessibility to funding. Significant variation was found among the institutions: central-level HEIs are the best resourced and therefore able to implement more intensive programmes in water and energy conservation. The study also found that the reliance of non-technical initiatives has negatively impacted student welfare and has become unpopular among students.

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## Europe and North America

**The future fit framework : an introductory guide to teaching and learning for sustainability in HE** / Stephen Sterling / Higher Education Academy [UK] . - York : HEA, 2012 . - 75 p.

**Abstract** : This Framework aims to encourage and help facilitate the process of embedding sustainability in higher education curricula. It was developed out of the experience of the Higher Education Academy (HEA) ESD Project, which ran from 2006-2011.

**URL** : [https://www.heacademy.ac.uk/sites/default/files/Future\\_Fit\\_270412\\_1435.pdf](https://www.heacademy.ac.uk/sites/default/files/Future_Fit_270412_1435.pdf)

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**Design of higher education teaching models and carbon impacts** / Sally Caird, Andy Lane, Ed Swithenby, Robin Roy, Stephen Potter . - In: International Journal of Sustainability in Higher Education, v. 16, no. 1, pp. 96-111, 2015  
ISSN 1467-6370

**Abstract** : This research examines the main findings of the SusTEACH study of the carbon-based environmental impacts of 30 higher education courses in 15 UK institutions, based on an analysis of the likely energy consumption and carbon emissions of a range of face-to-face, distance, online and information and communication technology (ICT)- enhanced blended teaching models. The findings showed that the main sources of carbon emissions were travel, residential energy consumption and campus site operations. Distance-based HE models reduced energy consumption by 88 per cent and achieved significant carbon reductions of 83 per cent when compared with campus-based HE models. The online teaching model achieved the lowest energy consumption and carbon emissions.

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**Sustainable campus : engaging the community in sustainability** / Linda Too, Bhisna Bajracharya . - In: International Journal of Sustainability in Higher Education, v. 16, no. 1, pp. 57-71, 2014  
ISSN 1467-6370

**Abstract** : This paper aimed to identify the major factors necessary for engaging university campus community in sustainability. The authors developed a holistic framework for community engagement in sustainability based on a multi-disciplinary literature review to elicit the drivers that enhance participation in sustainability programmes within universities. The framework includes factors such as psychological needs, physical facilities, personal motivations, public perception, price mechanisms and policies. Two case studies, within large universities in Australia and in the United States, examine the importance of these factors in influencing the level of community participation in their sustainability programmes. The authors conclude that the two universities' sustainability projects illustrate that the framework is highly applicable to university communities.

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## Other themes

### ▪ Academic freedom

**Rescuing scholars : historical perspectives, contemporary challenges** / Institute for International Education [IIE][USA] . - Rescuing scholars: historical perspectives, contemporary challenges , Bellagio, Italy, 11-15 November 2013 . - New York : IIE, 2014 . - 13 p.

**Abstract** : The result of an international conference in 2013, this paper features a nine-point plan of action, which aims to improve the mechanisms for helping scholars under direct threats and in need of immediate aid. It examines the prevention of crises through the creation of early warning systems and stronger international advocacy. Recommendations for protecting academics and higher education values of academic freedom and knowledge production and exchange are detailed.

**URL** : <http://www.iie.org/Research-and-Publications/Publications-and-Reports/IIE-Bookstore/Rescuing-Scholars>

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### ▪ Academic teaching personnel

**Dancing on the bottom line: an unruly cost-benefit analysis of three academic development initiatives** / Helen Sword . - In: Higher Education Research & Development, v. 33, no. 4, pp. 783-793, August 2014  
ISSN 0729-4360

**Abstract** : This article analyses three academic development initiatives at a large Australasian university: a three-day foundation course for new academics, a series of one-on-one teaching consultations and a two-year postgraduate certificate program. Weaving together qualitative, quantitative and arts-based methodologies, the pros and cons of each mode. (Abstract adapted from publisher)

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**Work-family balance : perspectives from higher education** / Soma Pillay, Subhash Abhayawansa . - In: Higher Education, v. 68, no. 5, pp. 669-690, November 2014  
ISSN 0018-1560 . - Online ISSN 1573-174X

**Abstract** : This article examines different types of work-family pressures amongst academic and non-academic staff in Australian universities. The authors were specifically interested in work-family experiences between domestic and migrant Australians. Among the major findings, domestic Australians experience greater levels of work-family imbalance across most of the measures used. (Abstract adapted from publisher)

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### ▪ Education and development

**Can funding for university partnerships between Africa and the US contribute to social development and poverty reduction?** / Christopher S. Collins . - In: Higher Education, v. 68, no. 6, 943-958, December 2014  
ISSN 0018-1560 . - Online ISSN 1573-174X

**Abstract** : This study explores United States funding for university partnerships between the United States and Africa. The primary objective was to study how funds are facilitated through partnerships to promote social development and poverty reduction. Findings include the innovative and resilient nature of the 11 projects included in the study as well as pitfalls in the bureaucratic system that administers the grants. (Abstract from publisher)

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### ▪ Education and employment

**Educating higher education students for innovative economies : what international data tells us** / Francesco Avvisati, Gwenaël Jacotin, Stéphan Vincent-Lancrin . - In: Tuning Journal for Higher Education, no. 1, pp. 223-240, November 2013  
ISSN 2340-8170

**Abstract** : This article analyses two international surveys of graduates five years after their graduation concerning their employment outcomes, contribution to innovation and their assessment of the quality of their university education. The results show that the innovative, tertiary-educated workforce comprises a mix of graduates holding degrees from all disciplines. The contribution to innovation of different graduates varies by type of innovation. When they assess the strong and weak points of their university education, graduates give a mixed picture of the quality of the education they

have received. The authors link the propensity to participate in innovation to the relative emphasis on theory and practice in university programmes and conclude by highlighting the importance of a competence-based approach to curriculum and pedagogy.

URL : [http://www.oecd.org/edu/ceri/11\\_Educating\\_Higher\\_Education\\_Students\\_for\\_Innovative\\_Economies.pdf](http://www.oecd.org/edu/ceri/11_Educating_Higher_Education_Students_for_Innovative_Economies.pdf)

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## ▪ Educational evaluation

**Rankings in institutional strategies and processes (RISP) : impact or illusion?** / Ellen Hazelkorn, Tia Loukkola, Thérèse Zhang / European University Association [EUA] . - Brussels : EUA, 2014 . - 56 p.  
ISBN 978-9-07899-748-1

**Abstract** : While rankings can be an important ingredient in strategic planning, it is vital that each university stays true" to its mission, according to this report. It also notes that it will be important for institutions to improve their capacity to generate comprehensive, high-quality data to underpin strategic planning and decision-making. The report ends with a series of questions that are designed to help university leaders in developing institutional responses with regard to rankings.

URL : [http://www.eua.be/Libraries/Publications\\_homepage\\_list/EUA\\_RISP\\_Publication.sflb.ashx](http://www.eua.be/Libraries/Publications_homepage_list/EUA_RISP_Publication.sflb.ashx)

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**A tale of two cities university rankings : comparing Hong Kong and Singapore** / Kay Cheng Soh, Kwok Keung Ho . - In: Higher Education, v. 68, no. 5, pp. 773-787, November 2014  
ISSN 0018-1560 . - Online ISSN 1573-174X

**Abstract** : This paper reviews the tertiary education development of the Singapore and Hong Kong, particularly as relating to university rankings. Starting with an account of the emergence and popularity of university rankings, the article examines the performance of universities of the two cities in international ranking systems (QS ranking, THE ranking, and the Shanghai ranking) and compares the relative merits of the higher education systems in both cities.

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**Essential foundations for establishing equivalence in cross-national higher education assessment** / Sarah Richardson, Hamish Coates . - In: Higher Education, v. 68, no. 6, pp. 825-836, December 2014  
ISSN 0018-1560 . - Online ISSN 1573-174X

**Abstract** : In this paper the authors draw on their experiences implementing the OECD's Assessment of Higher Education Learning Outcomes (AHELO) Feasibility Study across 17 countries. They consider the key standards required in a number of core technical areas to achieve equivalence. They discuss the development of assessment materials for use across languages; selection and engagement of students for the AHELO study; and the delivery of assessment materials and analysis of assessment data.

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**Impact of accreditation on public and private universities : a comparative study** / Kwame Dattey, Don F Westerheijden, , Wiecher H. Adriann Hofman . - In: Tertiary Education and Management, v. 20, no. 4, pp. 307-319, December 2014  
s . - ISSN 0135-3883 . - Online ISSN 1573-1936

**Abstract** : This article assesses the impacts of accreditation processes on public and private universities in Ghana. It is based on analysis of evaluator reports for both types of institution. The results indicate no statistically significant improvement or deterioration between two cycles of evaluation. A comparison of the two-cycle aggregated assessment scores however showed a significant difference, with the public universities achieving higher scores, indicating improvements. Drawing on the evaluators' reports and the opinions of academics from both private and public institutions, the authors conclude that private universities, more than public universities, had to comply with more constraints of the accreditation process, specifically the requirement to affiliate to public universities; and using evaluators from public universities.

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## ▪ Educational finance

**Creating a culture of giving in Irish higher education : an education in direct(ing) philanthropic giving in Ireland** / Maria Gallo . - In: European Journal of Higher Education, v. 4, no. 4, pp. 373-387, December 2014  
ISSN 2156-8235

**Abstract** : This research draws on policy documents and academic literature in Ireland to analyse how creating and fostering a philanthropic culture is discussed. An illustrative case study of an Irish higher educational institution is presented to explore the "culture of giving". The case study findings suggest that the university's philanthropic



infrastructure educate students and alumni on the role of philanthropy in developing the campus, while identifying future strategic giving opportunities. The wider literature reinforces the need to build infrastructure, to expand national policy and to extend this education on the value of philanthropy in the public discourse. (Abstract adapted from publisher)

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**Croatia's new linear tuition system : students' friend or foe?** / Lucia Brajkovic . - In: International Higher Education, no. 79, pp. 26-27, Winter 2015  
ISSN 1084-0613

**Abstract :** A unique political situation predating Croatia's ascension to the European Union, along with countrywide student protests, led to the adoption of a linear tuition model in which students are exempt from any tuition payment during their first year of college. After the first year, they are charged tuition according to merit-based criteria. This article discusses the benefits and potential unintended consequences of this policy, as well as the possible adoption of this model by other countries.

**URL :** <http://ejournals.bc.edu/ojs/index.php/ihe/article/view/5849/5213>

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**The concept of public goods, the state, and higher education finance : a view from the BRICs** / Martin Carnoy, Isak Froumin, Prashant K. Loyalka, Jandhyala B.G. Tilak . - In: Higher Education, v. 68, no. 3, pp. 359-378, 2014

**Abstract :** The authors discuss trends in higher education financing in the BRIC countries - Brazil, Russia, India, and China. They show that in addition to increased privatisation of higher education financing, BRIC states are increasingly differentiating the financing of elite and non-elite institutions.

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## ▪ Educational forecasting

**Horizon scanning : what will higher education look like in 2020?** / Observatory on Borderless Higher Education [UK] . - London : UK HE International Unit, 2013 . - 73 p. (Research Series, 12)  
ISBN 978-1-84036-289-3

**Abstract :** This paper, commissioned by the UK Higher Education International Unit and Leadership Foundation for Higher Education, selects a number of current trends and considers their consequences for higher education sectors over this short timeframe. The main themes addressed are: demand for higher education, international mobility and transnational education, technology and the MOOCs phenomenon, partnerships and networks, leadership and management, trade liberalisation, funding, and rankings as an institutionalisation of competition.

**URL :** [http://www.obhe.ac.uk/documents/view\\_details?id=934](http://www.obhe.ac.uk/documents/view_details?id=934)

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## ▪ Educational management

**Mergers and alliances in higher education : international practice and emerging opportunities** / Adrian Curaj, Luke Georgiou, Jennifer Casingena Harper, Eva Egron-Polak, Eds. . - Heidelberg, New York, Dordrecht, London : Springer, 2015 . - 347 p.

**Abstract :** This book explores recent experiences of mergers and alliances in higher education. Part 1 deals with perspectives from the level of national higher education systems in France, Sweden, Romania, Wales, Ireland, China and South Africa and is illustrated by specific examples. Section 2 contains individual case-studies analysed in depth in France, UK, Romania, Spain, and Australia, allowing a more detailed insight into the specific rationales and the implementation issues involved in effecting a university merger.

**Classmark :** INT-341 CUR

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**Collegiality and managerialism : a false dichotomy?** Evidence from the higher education literature / Malcolm Tight . - In: Tertiary Education and Management, 20, 4, pp. 294-306, December 2014  
ISSN 1358-3883

**Abstract :** This article explores how collegiality and managerialism have been conceptualised, presented and researched in the higher education literature. It concludes that the two concepts are not as dichotomous as some have argued, and that both have a role in our thinking about the future of higher education. (Abstract adapted from publisher)

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**Developing leadership in higher education : perspectives from the USA, the UK and Australia** / Kay Hempsall / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - In: Journal of Higher Education Policy and Management, v. 36, no. 4, pp. 383-394, August 2014

**Abstract :** This article reports on the results of a study that investigated leadership development thinking, programmes and practices within higher education in Australia, the United States of America and the United Kingdom. A number of themes emerged that support the idea that the work of leadership will ideally be based on relationships rather than the 'command and control' models of the past and on distributed leadership processes and practices throughout the organisation.

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**Higher education commons : a framework for comparison of midlevel units in higher education organizations /** Torgny Roxå, Katarina Mårtensson . - **In:** European Journal of Higher Education, v. 4, no. 4, pp. 303-316, December 2014

ISSN 2156-8235

**Abstract :** This article describes the application of a framework based on individual responsibility within collective commons (Ostrom, 1990, 2010) on five academic strong 'microcultures' in a research-intensive higher education institution in Sweden. The research illuminates features of these microcultures and concludes that the framework presents an alternative to state-driven or market-inspired perspectives.

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**Higher education system and the 'open' knowledge transfer : a view from perception of senior managers at university knowledge transfer offices /** Hossein Sharifi Weisheng Liu, Hossam S. Ismail. - **In:** Studies in higher education, v. 39, no. 10, December 2014

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

**Abstract :** Since the 1980s, many UK universities have established 'Knowledge Transfer Offices' to facilitate the commercialisation of university technology. This study examines senior higher education managers' perceptions concerning the 'open' paradigm in the management of university knowledge transfer (UKT). The study discovered four shared perspectives of management towards open' (versus closed) university knowledge transfer: (A) interconnectivity oriented management; (B) performance led management; (C) internal focused management; and (D) reconciliation oriented management. Despite each perspective's distinct stance, the perspectives share a central concern that interconnectivity and flexibility are the key characteristics of the future university knowledge transfer office management, and that business model based approach to the management of UKT is critical to a successful transformation to entrepreneurial university. (Abstract adapted from publisher)

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**How entrepreneurial leadership can engage university staff in the development of an entrepreneurial culture /** Paul Coyle . - **In:** Industry and Higher Education, v. 28, no. 4, pp. 263-269, August 2014

ISSN 0950-4222

**Abstract :** Using a case study, the process by which a university in the UK sought to implement its strategic objective to become an entrepreneurial university, by defining a set of desirable entrepreneurial attributes for all staff, is examined. It is concluded that the role of leaders, in connecting the desirable entrepreneurial attributes to the day-to-day-work of staff, is vital if an entrepreneurial culture is to be established throughout a university. Key aspects of entrepreneurial leadership that can support university-industry interaction are recommended.

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**Leadership provided by non-academic middle-level managers in the Australian higher education sector : the enablers /** Tricia Vilkinas . - **In:** Tertiary Education and Management, v. 20, no. 4, pp. 320-338, December 2014

ISSN 1358-3883

**Abstract :** This study examines the leadership behaviours and effectiveness of 75 non-academic middle-level managers in 28 Australian universities. Feedback was also sought from 816 of their work colleagues (line managers, peers and staff). The results of the analysis found that the managers were reasonably effective, were reflective and learnt new behaviours, displayed all leadership behaviours at a reasonable level and considered these to be important. In the main, the managers held similar perceptions to their work colleagues. The authors propose that future research is needed to identify gender and cultural differences.

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**Organisational and occupational boundaries in Australian universities : the hierarchical positioning of female professional staff /** Andrea Simpson, Tanya Fitzgerald / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 39, no. 10, September 2014

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

**Abstract :** This study examines the location of professional female staff in the organisational hierarchy at one Australian



university. The analysis indicated that significant gendered segregation existed within and across role level, function, and position title. Women comprised the majority of university professional staff yet the minority of senior administrative positions. Those women who were in senior executive positions were clustered in support areas at the fringe of the decision-making powers of the university. At mid-level management, where numbers of males and females were equivalent, evidence indicated that women assumed a level of greater responsibility yet at lower salary levels. (Abstract adapted from publisher)

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**Success factors for managing an entrepreneurial university : developing an integrative framework** / Leire Markuerkiaga, Nekane Errasti, Juan Ignacio Igartua . - In: *Industry and Higher Education*, v. 28, no. 4, pp. 233-244, August 2014  
ISSN 0950-4222

**Abstract :** In a qualitative review of the literature and studies on entrepreneurial universities, the authors identify the key factors - external, internal and strategic - required within an entrepreneurial university. These are synthesised into an integrative framework.

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**Supporting university industry linkages : a case study of the relationship between the organizational and individual levels** / Nisha Korff, Peter van der Sijde, Peter Groenewegen, Todd Davey . - In: *Industry and Higher Education*, v. 28, no. 3, pp. 281-300, August 2014  
ISSN 0950-4222

**Abstract :** This study reflects on support mechanisms identified by previous studies as important in the support and fostering of university-industry linkages and examines their implementation through a case study of a University of Applied Sciences in Germany. Using qualitative analysis, the authors demonstrate how the support mechanisms developed by the management of the university can be translated to the individual level and thereby can encourage and foster university-industry linkages. (Abstract adapted from publisher)

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**The entrepreneurial university : evidence of the changing role of universities in modern Russia** / Dina Williams, Alexey Kluev . - In: *Industry and Higher Education*, v. 28, no. 3, pp. 271-280, August 2014  
ISSN 0950-4222

**Abstract :** This paper examines the evolution of the entrepreneurial function in Russian universities. The study is based on a conceptualization of a university's entrepreneurial development pathway developed by the OECD. A survey of technology transfer and innovation development managers of 18 National Research Universities in Russia was carried out in 2012. The primary data were complemented by analysis of the strategy development documents of the universities surveyed. Results suggest that in the period studied, 2008–2012, a new type of university, the entrepreneurial university, has emerged in Russia. However, these entrepreneurial universities are facing serious challenges in the implementation of an entrepreneurial, innovation-oriented mission due to the lack of managerial competencies and inadequate infrastructure development. (Abstract adapted from publisher)

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**The entrepreneurial university wave : from ivory tower to global economic engine** / Henry Etzkowitz . - In: *Industry and Higher Education*, v. 28, no. 4, pp. 223-232, August 2014  
ISSN 0950-4222

**Abstract :** An entrepreneurial university with multiple missions for teaching, research and economic and social development is superseding the research university as the academic paradigm. Traditional academic roles are revised to include entrepreneurial elements, both to attract external resources and to see that knowledge is put to use. As a remit for regional cluster development takes hold globally across the tertiary academic sector, academic knowledge is interrogated for its potential to become the source of new jobs in arts festivals as well as start-ups. The rise of the entrepreneurial university is a key driver of transition from an industrial to a knowledge-based society, irrespective of previous development level or academic tradition. Controversy over entrepreneurial academic activities augurs this transition. (Abstract from publisher)

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**Towards a micro foundation of leadership, governance, and management in universities** / Steffen Blaschka, Jetta Frost, Fabian Hattke . - In: *Higher Education*, v. 68, no. 5, pp. 711-732, November 2014  
ISSN 0018-1560 . - Online ISSN 1573-174X

**Abstract :** This article reports on a longitudinal case study of a comprehensive reorganisation of a German university. The findings suggest that leadership, governance, and management are not necessarily conflictory but reflect in four

complementary micro patterns. Rather than 'managerialism' replacing 'collegialism, organisational change unfolds in oscillating sequences of these four micro patterns. The findings furthermore indicate that the strategic issues of research and teaching at the university's core remain largely autonomous, despite their increasing managerial regulation. (Abstract adapted from publisher)

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## ▪ Educational outcomes

**A new indicator for higher education student performance** / Adelfio Giada, Boscaino Giovanni, Capursi Vincenza . - In: Higher Education, v. 68, no. 5, pp. 653-668, November 2014  
ISSN 0018-1560 . - Online ISSN 1573-174X

**Abstract :** This paper proposes a new student performance indicator that can be applied to different countries, enabling more equitable comparisons. The Italian university system is used as a starting point to examine the current measures and to develop a new performance indicator. The new indicator includes two dimensions: the current marking and the workload borne by the student for each course.

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**A synergistic approach to turning the tide of grade inflation** / Kim C. O' Halloran, Michael E. Gordon . - In: Higher Education, v. 68, no. 6, pp. 1005-1023, December 2014  
ISSN 0018-1560 . - Online ISSN 1573-174X

**Abstract :** After providing background information on the extent and causes of grade inflation in the United States, the authors propose a synergistic approach to dealing with the problem of grade inflation. The authors contend that attempts to reform grading have not succeeded because their focus is too narrow.

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**Lost in translation : the meaning of learning outcomes across national and institutional policy contexts** / Cristina Sin / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 39, no. 10, pp. 1823-1837, December 2014  
ISSN 0307-5079 . - Online ISSN 1470-174X

**Abstract :** This paper examines the understanding and implementation of learning outcomes in three European countries: England, Portugal and Denmark, further to Bologna policy developments. The implementation of learning outcomes is analysed from the lens of different policy fields (European, national and institutional). Differences in understanding and use were found, especially between the institutional fields in the three national contexts, as well as between academic practice and student experience. A discrepancy also emerged between policy which highlights students' centrality in a learning-outcomes-based approach and the limited relevance of learning outcomes to students.

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**Studienverlaufsstatistik als Berichtsinstrument : Eine empirische Betrachtung von Ursachen, Umsetzung und Implementationshindernissen** / Markus Seyfried, Philipp Pohlenz / Bayerisches Staatsinstitut für Hochschulforschung und Hochschulplanung [IHF] [Germany] . - In: Beiträge zur Hochschulforschung, v. 36, no. 3, pp. 34-51, 2014  
ISSN 0171-645X

**Abstract :** This article discusses longitudinal approaches of data collection and analysis based on students' individual study processes. In addition, it shows how the respective results are used as internal reporting tools for study programmes in higher education.

**URL :** <http://www.bzh.bayern.de/uploads/media/3-2014-Seyfried-Pohlenz.pdf> (German)

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## ▪ Educational policy

**Education Policy Outlook 2015 : making reforms happen = Perspectives des politiques de l'éducation 2015 : les réformes en marche** / Organisation for Economic Cooperation and Development [OECD] . - Paris : OECD, 2015 . - 200 p.  
ISBN 978-9-26422-544-2 (PDF) ; 978-9-264220-942 (print) . - Online ISBN 978-9-26422-853-5

**Abstract :** This publication provides a review of 34 OECD countries' experiences in implementing education reform at all levels of education, including higher education. The publication addresses the need for improvement in education in a comparative manner, while taking into account the importance of national context. The 2015 edition explores specific reforms adopted over the past seven years. In depth country profiles are provided for : Australia, Canada, Chile, Czech Republic, Denmark, Finland, Germany, Ireland, Mexico, Netherlands, New Zealand, Norway, Portugal, Spain, Turkey, and the United Kingdom.

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**Report to the minister for education and skills on system reconfiguration, inter-institutional collaboration and system governance in higher education** / Higher Education Authority [Ireland] . - Dublin : HEA, 2013 . - 38 p.

**Abstract** : This report sets out how the Irish Higher Education Authority believes key elements of the National Strategy for Higher Education can be implemented.

**URL** : <https://www.education.ie/en/Publications/Policy-Reports/HEA-Report-to-the-Minister-for-Education-and-Skills-on-Irish-higher-education.pdf>

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## ▪ Educational publications

**Communicating higher education : an analysis of journals in the field of higher education** / Ariane de Gayardon . -

**In**: International Higher Education, no. 79, pp. 10-11, Winter 2015

ISSN 1084-0613

**Abstract** : Based on a global inventory of journals and publications focused on higher education research, this article analyses trends in the languages, countries of publication, audience and focus.

**URL** : <http://ejournals.bc.edu/ojs/index.php/ihe/article/view/5839/5203>

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## ▪ Educational quality

**International higher education and international quality standards** / Council for Higher Education Accreditation [CHEA] [USA] . - Washington, DC : CHEA, 2014 . - 2 p. (Policy Brief, 3)

**Abstract** : This policy brief outline the benefits and disadvantages of a single set of international standards: they could help with international comparisons and benchmarking quality but would not acknowledge the variation with higher education and, for specific institutions, 'their respective roles in their societies'.

**URL** : [http://www.chea.org/pdf/CIQG\\_Policy\\_Brief\\_Vol-3.pdf](http://www.chea.org/pdf/CIQG_Policy_Brief_Vol-3.pdf)

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**The State of affairs and the impact of quality assurance and accreditation on tertiary education in Eastern Europe, Caucasus, Central Asia, and Mongolia : scoping study, report** / UNESCO; International Network for Quality Assurance Agencies in Higher Education [INQAAHE] . - Paris : UNESCO publishing, 2014 . - 39 p.

**Abstract** : This Final report of a scoping study examines good practices, areas for future improvement and related recommendations regarding external reference points, governance and independence, stakeholder inclusion, use of international experts, external quality assurance standards and procedures, accountability, and financial and human resource capacity.

**URL** : <http://unesdoc.unesco.org/images/0023/002301/230152e.pdf>

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**Report on the scoping study of quality assurance in tertiary education in the Caribbean** / Caribbean Area Network for Quality Assurance in Tertiary Education [CANQATE]; UNESCO . - Bridgetown, Barbados : CANQATE, 2014 . - 18 p.

**Abstract** : The study focuses on the implementation of the network of External Quality Assurance Agencies (EQAA) in the Caribbean, including the current landscape of higher education quality assurance organisations and their existing gaps; their impact on the internal quality systems of tertiary institutions; and the way forward to strengthen and improve quality assurance systems in the region.

**URL** : <http://unesdoc.unesco.org/images/0023/002301/230150e.pdf>

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**Transparency of European higher education through public quality assurance reports : final report** / European Association for Quality Assurance in Higher Education [ENQA] . - Brussels : ENQA, 2014 . - 74 p.

ISSN 1458-105 . - ISBN 978-952-5539-74-5 . - Online ISBN 978-952-5539-75-2

**Abstract** : This provides Quality Assurance agencies with a set of European Guidelines for summary reports and recommendations on the structure and publication of the comprehensive reports.

**URL** : <http://www.enqa.eu/indirme/papers-and-reports/occasional-papers/Transparency%20of%20European%20higher%20education%20through%20public%20quality%20assurance%20reports%20%28EQAre%29.pdf>

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**Embedding quality culture in higher education in Ghana : quality control and assessment in emerging private universities** / Stephen Ntim . - **In**: Higher Education, v. 68, no. 6, pp. 837-849, December 2014

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

**Abstract :** This article identifies institutional processes and structures that support the development of an internal quality culture in the emerging private universities in Ghana. A survey was carried out with a sample of 120 senior administrative staff, academic staff and students from 30 private universities. The overall findings suggest that 95% of Ghanaian private universities are embedding quality assurance culture as demanded in national policy. The study also identified some of the institutional processes and structures that support the development of internal quality culture.

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**Factors affecting the quality of engineering education in the four largest emerging economies** / Prashant Loyalka, Martin Carnoy, Isak Froumin, Raffiq Dossani, J. B. Tilak, Po Yang . - In: Higher Education, v. 68, no. 6, pp. 977-1004, December 2014

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

**Abstract :** This study assesses and compares the quality of engineering education across the BRIC countries (Brazil, Russian Federation, India and China). Primary and secondary data from each BRIC country from 2008 to 2011 and outcome-based indicators associated with the quality of education programmes was assessed. The analysis suggests that in all four countries, a minority of engineering students receives high quality training in elite institutions while the majority of students receive low quality training in non-elite institutions. The analysis also shows how the BRIC countries vary in their capacity to improve the quality of engineering education. (Abstract adapted from publisher)

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## ▪ Educational research

**Rethinking higher education research : ontology mapping of higher education systems** / Tanveer Hasan, Arkagud Ramaprasad, Chetan Singai . - In: Research and development in higher education : higher education in a globalized world . - HERDSA, 2014 . - pp. 161-171 (37)

ISSN 1441 001X . - ISBN 978-0-908557-96-7

**Abstract :** This paper proposes an ontology for mapping higher education systems and illustrates this with a mapping of the higher education institutions in Karnataka, India. The authors propose this method as an alternative to ranking - which focuses on selective criteria - increasingly used to characterise higher education systems.

URL : [http://www.herdsa.org.au/wp-content/uploads/conference/2014/HERDSA\\_2014\\_Hasan.pdf](http://www.herdsa.org.au/wp-content/uploads/conference/2014/HERDSA_2014_Hasan.pdf)

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**The skewed global landscape of higher education training and research** / Laura E. Rumbley . - In: International Higher Education, no. 79, Winter 2015

ISSN 1084-0613

**Abstract :** Around the world, the number of both research centers/institutes focused on matters of higher education and degree-granting programs in the field of higher education, is growing. However, the expanding quantitative picture masks many unanswered questions about the content and quality of these activities. Furthermore, the concentration of centres and programmes in a small number of wealthy countries presents a stark geographic divide between those with access to research and training relevant to the increasingly important field of higher education, and those without.

URL : <http://ejournals.bc.edu/ojs/index.php/ihe/article/view/5838/5202>

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## ▪ Educational systems

**All India survey on higher education 2012-2013 (provisional)** / India. Ministry of Human Resource Development. Dept of Higher Education . - New Delhi : India Ministry of Human Resource Development, 2014 . - 43 p.

**Abstract :** This provisional report, the annual snapshot of the status of higher education, covers all institutions in the country. It features statistics on the number and type of institutions per region, student and staff enrolment, and pupil/teacher ratio.

URL : [http://mhrd.gov.in/sites/upload\\_files/mhrd/files/statistics/AISHE2012-13\\_0.pdf](http://mhrd.gov.in/sites/upload_files/mhrd/files/statistics/AISHE2012-13_0.pdf)

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**Mapping Australian higher education 2014-15** / A Norton, I. Cherastidtham / Grattan Institute [Australia] . - Melbourne, Australia : Grattan Institute, 2014 . - 102 p.

ISBN 978-1-925015-62-1

**Abstract :** This report by an independent Australian think-tank comprises chapters on higher education providers, students, research, finance, policymaking, and benefits for students, employers and the public.

URL : <http://grattan.edu.au/wp-content/uploads/2014/10/816-mapping-higher-education-2014.pdf>

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## ▪ Ethics

**Ethics : a global focus** / Eva Egron-Polak / European Association for International Education [EAIE] . - In: Forum, Winter 2014

ISSN 1389-0808

**Abstract :** This article explores the ethical challenges for higher education in the context of globalisation and increased competition. The responsibilities of higher education institutions to ethical issues are outlined with reference to two key documents: the 'Institutional Code of Ethics in Higher Education' developed by the International Association of Universities (IAU) and the Magna Charta Observatory; and the IAU policy statement 'Affirming Academic Values in Internationalization of Higher Education: A Call for Action'. Both the guidelines and the policy statement invite higher education institutions to place the pursuit of shared interest and mutuality (or reciprocity) of benefits, respect and fairness at the heart of their international collaborations.

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## ▪ Industry and education

**The European round table of industrialists and the restructuring of European higher education** / Ilkka Kauppinen .

- In: Globalisation, Societies and Education, v. 12, no. 4, pp. 498-519, November 2014

ISSN 1476-7724 . - Online ISSN 1476-7732

**Abstract :** The restructuring of European higher education (EHE) since the 1980s is a widely studied subject. However, this paper argues that previous studies have paid insufficient attention to the role of transnational policy-making groups in this complex and multilevel process. This argument is supported by focusing on how the European Round Table of Industrialists (ERT) has participated in this restructuring since the mid-1980s. The main finding is that the current restructuring of EHE reflects interests of the ERT that represents the emerging transnational capitalist class (TCC) at European level. (Abstract from publisher)

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## ▪ Private education

**Private twilight : wither private universities in Kenya** / Ishmael I. Munene . - In: International Higher Education, no. 79, pp. 18-19, Winter 2015

ISSN 1084-0613

**Abstract :** It is a trying time for private universities in Kenya. Declining market share and attendant financial woes are ominous signs for the once vibrant sector. The article identifies the blurring of institutional distinctiveness, government policy promoting public growth and public sector resurgence through privatization as factors precipitating the private decline.

**URL :** <http://ejournals.bc.edu/ojs/index.php/ihe/article/view/5844/5208>

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## ▪ Regional development

**Pathways to an East Asian Higher Education Area : a comparative analysis of East Asian and European regionalization processes** / Roger Y. Jr Chao . - In: Higher Education, v. 68, no. 4, October 2014

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

**Abstract :** The Author argues that historical regional developments in Europe and East Asia greatly influence the formation of an East Asian Higher Education Area. As such, this article compares European and East Asian regionalization and higher education regionalization processes to show this path dependency in East Asian regionalization of higher education on its regionalization process. Lastly, the author advances that (1) defining the East Asian region; (2) developing regional guidelines/frameworks; and (3) establishing sub-regional higher education areas, using regional guidelines/frameworks, need to be done prior to integrating into an East Asian Higher Education Area. This integration process is to be advanced by institutionalizing regional mobility, quality assurance and mutual recognition of higher education and professional qualification with the establishment of regional institutions focused on these areas.

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**The political economy of open regionalism and education in small (and micro) states: the construction of the Caribbean Educational Policy Space in CARICOM** / Tavis D. Jules . - In: Globalisation, Societies and Education, v. 12, no. 4, pp. 474-497, November 2014

ISSN 1476-7724 . - Online ISSN 1476-7732

**Abstract :** Using analysis of policy documents that focus on regionalism within the Caribbean Community (CARICOM) countries, the author forwards that open regionalism facilitates the expansion of education into a regional tradable commodity that is embedded and linked to the Caribbean Single Market and Economy (CSME). He suggests that open regionalism is used as a governance framework by CARICOM's states to enact national educational reform. The author concludes by arguing that open regionalism is an approach driven by the knowledge-based economy, premised upon innovation which facilitates regional entry into hemispheric relations. (Abstract adapted from publisher)

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## ▪ **Social Science education**

**The worldwide emergence of liberal education** / Kara A. Godwin . - In: International Higher Education, no. 79, pp. 2-4, Winter 2015  
ISSN 1084-0613

**Abstract :** During the last two decades, liberal education (often called liberal arts or general education) has emerged with surprising prevalence in places where it has rarely existed before. A new study provides an inaugural profile about where, when, and in what format liberal education is emerging worldwide, identifies regional trends, and raises critical questions.

**URL :** <http://ejournals.bc.edu/ojs/index.php/ihe/article/viewFile/5835/5199>

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## ▪ **Student attitudes**

**The work values of first year Spanish university students** / P. A. Cortés-Pascual, J. Cano-Escoriaza, Orejudo, S. . - In: Higher Education, v. 68, no. 5, pp. 733-747, November 2014  
ISSN 0018-1560 . - Online ISSN 1573-174X

**Abstract :** This study analyses attitudes to work in a sample of 2,951 first-year students at a university in Spain. Students' attitudes were analysed using four dimensions: intrinsic, social, extrinsic pragmatic and extrinsic geographic mobility. The results showed that the students had high levels of intrinsic and pragmatic extrinsic values and differences that varied according to gender, degree subject and study programme. Seven typologies of students' relationships with work values were identified by the authors.

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**Using expectations and satisfaction to measure the frontiers of efficiency in public universities** / Emerson Mainardes, Helena Alves, Mario Raposo . - In: Tertiary Education and Management, v. 20, no. 4, pp. 339-353, December 2014  
ISSN 1358-3883

**Abstract :** This article is based on a survey of 1669 students at 11 Portuguese public universities examining their expectations and satisfaction towards their courses and university. The authors identified the faculties that demonstrated a positive relationship between student expectations and satisfaction, using this to create a measure of efficiency.

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## ▪ **Teaching methods**

**Exploring the links between mentoring and work-integrated learning** / Theresa Smith-Ruig . - In: Higher Education Research & Development, v. 33, no. 4, pp. 769-782, 2014  
ISSN 0729-4360

**Abstract :** This study explores the career-related and psycho-social benefits reported by students in a mentoring programme in an Australian university whereby the students were assigned mentors from a range of organisations. The results found that students achieved increased confidence, improved knowledge about their chosen profession, stronger career focus/understanding and, for some, opportunities leading to employment post-study. These benefits are then considered in relation to how they mirror the outcomes of academics' work-integrated learning. While the sample size is small, the authors consider that the findings have implications for academics and career development professionals in higher education seeking to better integrate theoretical knowledge with the realities of the workplace, thereby helping to prepare students more effectively for their careers.

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