

New in / Nouveautés

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June 2016 / juin 2016

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International Bibliographic Database on Higher Education

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Presentation

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

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

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

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

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

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

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

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



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We recommend

Higher Education Policy, v. 29, no. 2, pp. 149-126, June 2016 / International Association of Universities [IAU] . – Basingstoke, New York : Palgrave Macmillan
ISSN 0952-8733 . - Online ISSN 1740-3863
Access to full text articles available for IAU Members via [HEDBIB](#) using login.

This issue of the IAU quarterly journal Higher Education Policy presents 8 mixed-theme articles. Two articles focus on the effects of economic policy on higher education, one examines how research universities in the United States fared as a result of government finance policy during the economic crisis whilst the second analyses the impact of recent market-driven higher education policy in the United Kingdom on student-university relations. Two articles focus on academic leadership. The first examines the leadership challenges involved in the role of university department chairs and the second examines the role of academic middle managers in two English universities. The issue of branding in higher education is examined through a case study in a Turkish university. An article from Korea examines the results of study of academic staff perceptions towards the Korean government policy scheme of setting up 'World Class Universities'. Another, seldom explored aspect of international education is presented in an article detailing policy on postgraduate international students who have accompanying partners and children. Student welfare issues are also highlighted in an article which examines university parental notification policy towards students with alcohol abuse in a Nigerian faith-based university.

No more excuses: provide education to all forcibly displaced people = Plus d'excuses : il faut assurer l'éducation de toutes les personnes déplacées de force = Basta de excusas: impartir educación a todas las personas desplazadas por la fuerza / UNESCO; United Nations Refugee Agency [UNHCR] . - Paris : UNESCO Publishing, 2016 . - 11 p. (Education for all global monitoring report: policy paper, 26)

Abstract : This paper, covering all levels of education from basic to higher education, shows that the education rights of forcibly displaced populations are being neglected on a large scale. It calls for countries and their humanitarian and development partners to urgently ensure that internally displaced, asylum seeking and refugee children and youth are included in national education plans, and collect better data to monitor their situation.

URL : <http://unesdoc.unesco.org/images/0024/002448/244847E.pdf> (English)

<http://unesdoc.unesco.org/images/0024/002448/244847f.pdf> (French)

<http://unesdoc.unesco.org/images/0024/002448/244847s.pdf> (Spanish)

<http://unesdoc.unesco.org/images/0024/002448/244847a.pdf> (Arabic);

<http://unesdoc.unesco.org/images/0024/002448/244847tur.pdf> (Turkish)

Enquête sur le devenir des diplômés en 2013 / Agence universitaire de la Francophonie [AUF] . - Hanoi : AUF, 2016 . - 28 p.

Abstract : Produced by the Asia-Pacific Bureau of the French language University Agency, this survey on the future of graduates was conducted among a sample of 100 former students having followed training in French in Vietnam, Laos and Cambodia to assess the fit between knowledge and skills required for graduation and the employability of graduates.

URL : https://www.auf.org/media/filer_public/6c/3c/6c3ccb22-d117-441f-a6d4-33546c6e0a05/bap_bilan_enquete_regionale_formation_francophones-version02.pdf (French)

Taking Salzburg forward : implementation and new challenges / European University Association [Brussels] . - Brussels : EUA, 2016 . - 6 p.

Abstract : This document argues that doctoral education reform should continue and provides recommendations on how to make structures more coherent and gain ownership from all parts of the institution. It also considers challenges regarding ethics, digitalisation and globalisation. Although focused on Europe, it is also of value globally.

URL : http://www.eua.be/Libraries/publications-homepage-list/Doctoral-Education_Taking-Salzburg-Forward



IAU Themes

Equitable Access and Success in Higher Education

Affirmative action matters : creating opportunities for students around the world / Laura Dudley Jenkins, Michele S. Moses . - Basingstoke, New York : Taylor & Francis, 2014 . - 244 p. (International Studies in Higher Education) ISBN 978-60415508070

Abstract : This book contains case studies of affirmative action policies focusing on gender, race, ethnicity, class, social background or region, providing an inventory of group-targeted policies in 194 countries across five continents. The authors use a common framework for policy analysis.

Higher education and the Palestinian Arab minority in Israel / Khalid Arar, Kussai Haj-Yehia . - Basingstoke, New York : Palgrave Macmillan, 2016 . - 213 p. ISBN 978-1-137-53341-8 . - Online ISBN 978-1-137-53343-2

Abstract : This book examines developments in the access to higher education of Palestinian Arab citizens of Israel. The authors show that the Palestinian Arabs in Israel clearly understand the benefits of an academic degree as a lever for social status and integration. Indeed, since the 1980s, the proportion of Palestinian Arabs studying in Israeli higher education institutions has increased to 37,570 in 2014, in addition to 9,260 students who studied abroad. The authors discuss difficulties and challenges met by Palestinian school leavers who wish to enter higher education in Israel and the alternative of studying abroad. They also look at the cultural differences between Palestinian traditional communities and 'Western' Israeli campuses and address the implications for students and for the society at large.

Classmark : IL-53 ARA

Africa

Academic development in the mainstream : a case study in an undergraduate engineering programme in South Africa / H. Heydenrych, J. M. Case . - In: South African Journal of Higher Education, v. 29, no. 5, pp. 179-200, 2015 ISSN 1011-3487

Abstract : Academic development constitutes the current university response to these challenges of poor graduate throughputs in South African undergraduate programmes. The present case study - centred on the chemical engineering programme at the University of Cape Town analyses the possibilities for academic development in the mainstream programme. Quantitative longitudinal analyses of cohort graduate throughput showed significant improvements over two decades, both in aggregate and in demographic breakdown. A survey of academic staff in the programme pointed to the significant impact of the establishment, in the early 1990s, of a post focusing on academic development. These findings also gave evidence of a departmental culture centred on critical debate and innovation in the undergraduate programme.

Higher education in Kenya : an assessment of current responses to the imperative of widening access / George Odhiambo / 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. 38, no. 2, pp. 196-211, April 2016 ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : In this paper, current trends in accessibility, equity, participation and financing of higher education in Kenya are examined. The paper explores the challenges which need to be confronted and discusses the way forward for reforming higher education policies in Kenya to widen access and advance equity by suggesting a number of strategies. It highlights the need for programmes and policies focusing on improving access to quality secondary education experiences; increasing aspirations and application to higher education; and the improvement of policies on financial support to disadvantaged students through the already existing Higher Education Loans Board. It concludes with a

number of recommendations including a new revenue allocation particularly to the rising numbers of higher education aspirants from low income, rural, ethnic minorities and women.

Asia and the Pacific

Health-inclusive higher education : listening to students with disabilities or chronic illnesses / Kate Hughes, Tim Corcoran, Roger Slee . - **In:** Higher Education Research and Development, v. 35, no. 3, pp. 488-501, June 2016
ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : This paper reports on a small-scale project undertaken with students at a university in Australia who identified as having an impairment either at enrolment or by registering with the university's Disability Support Unit (DSU). The aim of the study was to explore with these students ways in which the university was currently meeting their academic support needs and the ways in which these needs might be better met. Consistent with the definition of disability within the Australian Disability Discrimination Act, it became apparent that a significant number of students who identified with that definition, or sought help from disability services, also presented with needs arising from chronic illness. The majority of participants cited an emotional or psychological illness, rather than a physical, intellectual or sensory one, as a possible precursor to difficulties in engagement with the university. The authors conclude by considering whether commonly used institutional categories are apposite to an understanding of the ways in which students perceive themselves and, importantly, their engagement with the university and success within it.

Improving the participation and engagement of Aboriginal and Torres Strait Islander students in business education / Thi Kim Anh Dang, Peter Vitartas, Kurt Ambrose, Hayley Millar / 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. 38, no. 1, pp. 19-38, February 2016
ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : This paper reviews the literature to identify key barriers to Aboriginal and Torres Strait Islander students' participation and engagement in business education. Apart from multiple general barriers to participation in higher education, factors specific to business as a profession and as an academic discipline are also considered. The paper then discusses a number of strategies Australian educational institutions could pursue when seeking to increase participation and engagement of Aboriginal and Torres Strait Islander students in business. Drawing on the review, the paper concludes with recommendations for higher education institutional policy to further improve Aboriginal and Torres Strait Islander student participation and engagement in business studies.

Widening participation creatively : creative arts education for social inclusion / Emma Felton, Krystle Vichie, Eloise Moore . - **In:** Higher Education Research and Development, v. 35, no. 3, pp. 447 - 460, June 2016
ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : This article presents a preliminary evaluation of a creative arts-based outreach programme to raise awareness and aspiration for university study among local secondary school students from low-income backgrounds. The programme is part of a national Australian federally funded initiative and is facilitated by an Australian university. The authors argue that arts education has a particular role in provoking attitudinal change. Evaluation, using surveys and ethnographic fieldwork, considered the value of creativity and trust as techniques of student engagement. The findings support an engagement model that employs creativity and uses student facilitators (undergraduate and postgraduate) to deliver the programme and to meet its aims.

Maori university graduates : indigenous participation in higher education / Reremoana Theodore, Karen Tustin, Cynthia Kiro, Megan Gollop, Mel Taumoepeau, Nicola Taylor, Kaa-Sandra Chee, Jackie Hunter, Richie Poulton . - **In:** Higher Education Research and Development, v. 35, no. 3, pp. 604-618, June 2016
ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : This article describes the history of Maori university graduates, their current situation and the implications for indigenous futures. Section one provides a brief historical overview of policies and practices that resulted in the widespread exclusion of Maori from university education until the 1970s and 1980s. Section two describes findings for Maori university graduates from the Graduate Longitudinal Study New Zealand (GLSNZ). Results show that nearly half (48.4%) were the first member of their immediate family to attend university. Humanities/education (50.8%) was the most common domain of study followed by commerce (17.7%), science/engineering (15.4%), health sciences (10.9%), law (2.8%) and PhD study (2.4%). More Maori graduates were females (71%). One-third of graduates were parents, and being a parent was associated with a lower likelihood of studying science and engineering compared to those participants

without children. The most common areas/fields that participants wished to work in post-graduation were education and training (28.3%), health care and medical (17.4%) and government (11.8%). Despite increases in higher education participation and completion, parity remains an issue. Similar to previous indigenous research findings, Maori are under-represented as graduates (7.1% of the total sample) and in particular as postgraduates (5.8%) considering that Mori constitute 14.9% of the New Zealand population.

URL : <https://ourarchive.otago.ac.nz/bitstream/handle/10523/61111/Maori%20university%20graduates%20-%20Working%20document%20.pdf?sequence=6>

Affirmative action in higher education in India : targeting, catch up, and mismatch / Veronica Frisanch, Kala Krishna . - In: Higher Education, v. 71, no. 5, pp. 611-649, May 2016
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : Using detailed data on the 2008 graduating class from an elite engineering institution in India, the authors evaluate the impact of affirmative action policies in higher education focusing on three issues: targeting, catch up, and mismatch. They find that admission preferences effectively target minority students who are poorer than average displaced nonminority students. Moreover, the study found that minority students, especially those in more selective majors, fall behind their same-major peers in terms of grades as they progress through college. The authors identify evidence in favour of the mismatch hypothesis: once selection into majors is controlled, minority students in more selective majors end up earning less than they would have had if they had chosen a less selective major.

URL : <http://www.nber.org/papers/w17727.pdf>

Europe and North America

Boys to Men : the underachievement of young men in higher education – and how to start tackling it / Nick Hillman, Nicholas Robinson / Higher Education Policy Institute [HEPI][UK] . - Oxford : HEPI, 2016 . - 60 p. (HEPI Report , 84)
ISBN 978-1-908240-14-9

Abstract : Young men in the United Kingdom are significantly less likely to enter higher education than young women, and they are also more likely to drop out and less likely to achieve a highly-graded degree. This paper looks at the data and the causes and details seven specific policy recommendations.

URL : <http://www.hepi.ac.uk/wp-content/uploads/2016/05/Boys-to-Men.pdf>

A blueprint for fairness : the final report of the Commission for Widening Access / Scotland. Commission for Widening Access . - Edinburgh : The Scottish Government, 2016 . - 84 p.
ISBN 978-1-78652-094-4 . - Online ISBN 978-1-78652-095-1

Abstract : This final report of the Commission on Widening Access in Scotland proposes 34 recommendations drawn out of five key priority areas. They include the creation of a Commissioner for Fair Access, the development of a Scottish Framework for Fair Access and access targets to be reached by 2030. The recommendations also set out proposals for minimum entry requirements and guaranteed places at university.

Transgender people at four big ten campuses : a policy discourse analysis / Doris Andrea Dirks / Association for the Study of Higher Education [ASHE][USA] . - In: The Review of Higher Education, v. 39, no. 3, pp.371-393, Spring 2013
ISSN 0162-5748 . - Online ISSN 1090-7009

Abstract : This article uses policy discourse analysis to examine language and attitudes towards transgender people in university campuses in the United States. The primary data for this study consists of policy reports from 4 universities in the USA from 1992-2010. This study asks how, despite seemingly benefitting transgender people, the discourses carried by the documents that discuss transgender people may actually undermine the intended goals of policy initiatives. For example, a report on the status of transgender people may use language depicting them as vulnerable or as disabled, even as it strives to make the university more welcoming to transgender individuals. The author concludes that understanding how language has been used to describe transgender people on university campuses may help institutions reflect on how to reframe equity work to become more inclusive of transgender people.

STEM intervention programs : funding practices and challenges / Blanca E. Rincon, Casey E. George-Jackson / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 41, no. 3-4, pp. 429-444, April-May 2016

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

Abstract : This study examines the funding practices and challenges of diversity initiatives found in the science, technology, engineering, and mathematics (STEM) fields in nine large research-intensive universities in the United States. Interviews with 55 intervention program administrators, representing 48 unique STEM intervention programs, were conducted. The interviews revealed that institutional funding priorities often run counter to national efforts to increase diversity within STEM. As institutions face budget cuts and reduced external funding, institutional support of STEM interventions reflects the university's commitment (or lack thereof) to diversifying the STEM fields. Many programs struggled with changes in funding over time, inadequate staffing and service delivery, and long-term program sustainability. (Abstract adapted from publisher)

'It all just clicked' : a longitudinal perspective on transitions within university / Hazel Christie, Lyn Tett, Vivienne E Cree, Velda McCune / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 41, no. 3-4, pp. 478-490, April-May 2016

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

Abstract : This paper explores the transitions that a group of students, admitted from further education colleges as part of broader widening access initiative at a Scottish research-intensive university, made across the lifetime of their degrees. It investigates how they negotiate their learning careers beyond the first year, and how they (re)define their approaches to independent learning as they progress to the later years of their courses. Evidence is drawn from 20 students who were interviewed during each of their three or four years of study to provide a longitudinal account of their experiences of engagement and participation at the university. The authors draw attention to three ways in which the students made transitions across the course of their degrees: to increased knowledge of the conventions of academic writing; to enhanced critical skills; and to practical strategies to prioritise learning.

Latin America and the Caribbean

Miradas sobre la educación en Iberoamérica 2015. Educación de los pueblos y comunidades indígenas (originarios) y afrodescendientes / Organization of Ibero-American States for Education, Science and Culture [OEI] . - Madrid : OEI, 2015 . - 270 p. (Metas Educativas 2021)

ISBN 78-84-7666-211-3

Abstract : This report analyses contextual elements as well as the different educational options offered to the indigenous communities in 17 countries. It broaches problems of access and dropout and equal opportunities.

URL : <http://www.oei.es/miradas2015/Miradas2015.pdf> (Spanish)

Scales of political action and social movements in education : the case of the Brazilian Black movement and law 10.639 / Renato Emerson Nascimento dos Santos, Inti Maya Soeterik . - In: Globalisation, Societies and Education, v. 14, no. 1, pp. 30-48, March 2016

ISSN 1476-7724 . - Online ISSN 1476-7732

Abstract : This paper examines social coordination by the Brazilian Black Movement in Brazilian education. It explains how these developments relate to the construction of race-based public education policies in the country. The article focuses on the first decade of this century, examining the multi-scale process of producing public education policies in Brazil, from primary education to higher education. It explores the political and policy context of access of black students to higher education, with developments including access quotas for afro-Brazilians in universities and the ProUni University for All policy (Programa Universidade para Todos).

Determinants of persistence and the role of financial aid : lessons from Chile / María Verónica Santelices, Ximena Catalán, Diana Kruger, Catherine Horn . - In: Higher Education, v. 71, no. 3, pp. 323-342, March 2016

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

Abstract : This article explores the determinants of persistence in the Chilean higher education system, considering academic and socio-demographic factors as well as the role of financial aid. The financial aid policy for students in Chile has undergone major changes over the last decade, which has allowed individuals from usually underrepresented income groups to enroll in higher education institutions. This analysis combines information from four public administrative agencies, obtaining a sample of over 75 % of all high school graduates for the period 2007–2010. Both

continuous persistence and reentry were studied at the system and at the institutional level for all four cohorts. Results show that short- and long-term dropout rates at the system level are high, and dropout rates are even higher at the level of institutions. Findings also show that the non-subsidised state loan is the instrument that displays the strongest correlation with persistence and it holds homogeneously across students from different socioeconomic groups. The authors found consistently positive effects of need-based grants targeting low-income students attending technical institutions.

Higher Education and Social Responsibility

Academic citizenship beyond the campus : a call for the placeful university / Rikke Toft Nørgård, Søren Smedegaard Ernst Bengtsen . - In: Higher Education Research and Development, v. 35, no. 1, February 2016
ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : Through combining theories of space and place with works on institutional being, virtues and modes of becoming, this article develops and promotes academic citizenship as the formation of dwelling, being and becoming on the placeful university beyond the campus. The authors argue that this is a prerequisite for the integration of the university in society and society in the university. They discuss the need for a concept of the placeful university to capture academic belonging in the nexus between university and society. As such, the conceptualisation of the placeful university provides an opportunity to re-imagine the possibilities of the university to integrate with people and society through dialogue and placeful-ness. Accordingly, supporting academic citizenship entails designing for the placeful university--a university that invites and promotes openness, dialogue, democracy, mutual integration, care and joint responsibility. (Abstract adapted from publisher)

Education and gender / Debotri Dhar, Ed. - London : Bloomsbury Academic, 2014 . - 178 p. (Education as a Humanitarian Response)
ISBN 97861-4725-0834-8 . - Online ISBN 978-1-4725-0953-6

Abstract : This book presents a range of current scholarship within the field of education development and gender. Chapters include promoting girls' education through NGOs in Kenya, the relationship between gender, race, class, and achievement in the Caribbean, women's advancement in Science, Technology, Engineering and Mathematics (STEM) in graduate education in the United States, a historical analysis of gender politics in the current Indian education system and feminist pedagogy.

Advancing student well-being and agency : outline of a 'capabilities-friendly' approach / M. Walker . - In: South African Journal of Higher Education, v. 29, no. 5, pp. 279-296, 2015
ISSN 1011-3487

Abstract : This article outlines the case for a 'capabilities-friendly' approach in higher education and advocates for an inclusive, social justice perspective, concerned with promoting equity in higher education and reducing inequalities in society through the actions of graduates. Drawing on the development ethics field in addition to the higher education literature, the article seeks to align development with higher education in ways which might benefit both fields. The article also details the need for the educational formation of agents who will make ethical contributions to reducing inequalities and poverty in society. Three worthwhile higher education capabilities are advanced, namely: affiliation, critical capacities and ethical citizenship. Finally, some of the gaps in the capability approach are noted.

The role of higher education in equitable human development / Chavanne Peercy, Nanette Svenson / UNESCO Institute for Lifelong Learning . - In: International Review of Education, v. 62, no. 2, pp. 139-160, 2016
ISSN 0020-8566 . - Online ISSN 1573-0638

Abstract : The authors of this paper begin with an extensive review of existing research and relevant literature on the contribution of higher education to more equitable human societies. In the second part of their article, they report on their own study which explores connections between higher education and development using equity as a reflection of human development – a holistic extension of economic development. Using data from a number of world reports by the United Nations, the World Bank and other organisations, they carried out a cross-national statistical analysis designed to analyse the relationship between tertiary enrolment levels and a composite equity variable. Their results indicate a strong association between higher education levels and higher levels of social equity which is stable across both developed and developing countries.

URL : <http://download.springer.com>

Asia and the Pacific

Human resource development for local development in Indonesian universities focusing on student service learning (kuliah kerja nyata or KKN) / Ayami Nakaya / Hiroshima University. Research Institute for Higher Education . - In: Daigaku Ronshu / Research in Higher Education, no. 47, pp. 217-230, March 2015
ISSN 0302-0142

Abstract : This article focuses on the revitalisation of student service learning (KKN) in Indonesian universities for local community development. First, it describes the historical development of student service learning, its implementation, and the revitalisation efforts by the government. Second, it examines specific programmes at one university. Third, it discusses the meanings of student service learning for university students. student service learning revitalisation has been prompted by its official recognition as a compulsory program (2006), funding for student service learning projects by the national government, and concomitant changes to the university accreditation system (2010). student service learning has several features: 1) students work as an interdisciplinary team; 2) students use this interdisciplinary approach to solve multidimensional problems in the local community; and 3) students learn how to empower community members for sustainable development based on co-creation, co-financing, and co-benefit. The two cases introduced in this article represent well-organized systems with effective educational materials. The preparatory training for student service learning includes suitable knowledge and skills, such as data analysis of the community, the concept of empowerment and conflict resolution, and clear self-evaluation indicators to improve their activities by themselves. The student reports show how students perceive the merits and meanings of learning achieved through the student service learning. The importance of teamwork between people with different specialties, information sharing, negotiation with community members, and motivation for local development fostered by empathetic experience are crucial outcomes of student service learning.

URL :

http://ci.nii.ac.jp/els/110009914093.pdf?id=ART0010450125&type=pdf&lang=en&host=cinii&order_no=&ppv_type=0&lang_sw=&no=1460559439&cp=

Europe and North America

L'educació per al desenvolupament a l'universitat : impulsant l'educació crítica i compromesa als estudis de grau : diagnosi de l'estat actual d'implementació, possibilitats i estratègies en l'educació formal de les universitats públiques catalanes = Education for Development at University: Fostering Critical and Committed Education in Degree Studies : Diagnosis of the current state of implementation, possibilities and strategies within formal education provided by the Catalan Public Universities / Rita Villà Taberner, Robert Mate Tejedor, Estel Peix Feliu, Jordi Prat Fernández, Heribert Jerez Daran / Fundació Autònoma Solidària . - Bellaterra : Fundació Autònoma Solidària (FAS), UAB . - 198 p.

ISBN 78-84-932814-4-1

Abstract : This overview was prepared within the framework of the project titled 'Fostering Education for Development at University', an initiative of the Fundació Autònoma Solidària (FAS) aimed at the specific and cross-cutting promotion of Education for Development (EFD) perspectives within a formal university ambit, with the object of fostering the role of the university in generating critical understanding and in preparing citizens who are both active and committed to transforming inequalities at the local-global scale.

URL : <http://www.uab.cat/doc/ExecutiveSummaryEducationForDevelopmentFAS> (English summary)

; <http://www.uab.cat/doc/diagnosiEpDuniversitats> (Catalan)

Latin America and the Caribbean

La responsabilidad social de las universidades : implicaciones para la América Latina y el Caribe / Eduardo Aponte Hernández, Ed. / UNESCO International Institute for Higher Education in Latin America and the Caribbean [IESALC] . - Caracas : IESALC, 2015 . - 293 p.

ISBN 978-980-7175-25-8

Abstract : Contents: Part 1: Contexto y Perspectivas de la Responsabilidad Social de las Universidades. Perspectives on the University Social Commitment in the Twenty First Century (Axel Didriksson Takayanagui and Juan Ramon de la Fuente, Mexico); Responsabilidad Social Universitaria en América Latina: Recursos y Controversias (Sylvie Didou Aupetit, Mexico); Transformaciones del Espi-ritu Comunitario de la Universidad: Base de la Responsabilidad Social de la Academia (José Joaquín Brunner, Chile); La Responsabilidad Social de las Universidades: Retos y Perspectivas (Elvira Martí-n Sabina and María Victoria Villaviciencio, Cuba); Coordinadas para un Mapa de Ruta de la Responsabilidad

Social en el Siglo XXI (Manuel Torres Marquez, Puerto Rico). Part 2: Tendencias de Gestion y Practicas de la Responsabilidad de las Universidades. Gobierno y "Responsabilidad Social" Universitaria en las Américas y el Caribe: Tendencias y Desafis (Eduardo Aponte Hernandez, Puerto Rico); La Responsabilidad Social y la Nueva Pertinencia de las Universidades Latinoamericanas (Alma Herrera Marquez y Axel Didriksson, Maxico); El Compromiso de la PUC Goias con la Calidad de la Formacion de Profesores: La Experiencia del Examen Vestibular de Admision para Estudiantes de Escasos Recursos. (Romilson Martins Siqueira y Rose Almas de Carvalho, Brasil); ¿Fomenta el Estado Chileno la Irresponsabilidad Social Universitaria? (Francisco Javier Gil, Marcela Orellana y Karla Moreno, Chile); Trayectoria de la Responsabilidad Social de las Universidades: Una Mirada desde Puerto Rico (José Luis Mendez, Puerto Rico); Produccion y Gestion del Conocimiento: El Rol y Alcance de las Catedras UNESCO en la Cooperacion Interuniversitaria en América Latina y el Caribe (Jochen Hönow, Venezuela); El Mundo Entero se Opaca cuando se nos Cierran los Ojos (Nicolas Gomez Davila, Colombia); Epilogo: La Responsabilidad Social de las Universidades: Implicaciones para América Latina y el Caribe (Eduardo Aponte Hernandez, Anita Yudkin Suliveres, Manuel Torres Marquez, Catedras UNESCO de Puerto Rico, Relatora de la Conferencia)

URL : <http://unesdoc.unesco.org/images/0024/002442/244270m.pdf> (Spanish)

Information and Communication Technologies (ICTs)

The state of open universities in the commonwealth : a perspective on performance, competition and innovation

/ Richard Garrett / Commonwealth of Learning [COL][Canada] . - Vancouver : COL, 2016 . - 51 p.

ISBN 978-1-894975-77-3

Abstract : This report critically examines specialist open and distance learning (ODL) universities. Institutions such as The Open University (UKOU), Indira Gandhi National Open University (IGNOU) and the University of South Africa (UNISA), have pioneered instructional and support methods, opening pathways for many non-traditional students.

URL : http://oasis.col.org/bitstream/handle/11599/2048/2016_Garrett_State-of-Open-Universities.pdf?sequence=1&isAllowed=y

Social media, professionalism and higher education : a sociomaterial consideration / Tara Fenwick / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 41, no. 3-4, pp. 664-677, April-May 2016

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

Abstract : From a theory-based perspective, this article outlines the problems that have been identified with social media use in professional practice and education and aims to open questions and alternative approaches for promoting social media professionalism in higher education. The examples used are drawn primarily from health and social care education. Current concepts about professionalism in these public service professions are examined, yielding critical considerations for online professionalism. This is followed by a discussion on digital media studies. The final section examines social media and professional practice in terms of higher education, highlighting areas for further research and development in curriculum and pedagogy.

Africa

Dakar Declaration on Open Access Publishing in Africa and the Global South / Council for the Development of Economic and Social Research in Africa [CODESRIA][Senegal] . - CODESRIA Conference on Electronic Publishing, 4, Dakar, Senegal, 29 March 29 - 1 April 2016 . - Dakar : CODESRIA, 2016 . - 3 p.

URL : <http://codesria.org/spip.php?article2595&lang=en>

Asia and the Pacific

Better 21C Credentials : evaluating the promise, perils and disruptive potential of digital credentials / Beverley Oliver / Deakin University [Australia] . - Geelong, Australia : Deakin University, 2016 . - 40 p.

ISBN 978-0-7300-0054-9 . - Online ISBN 978-0-7300-0053-2

Abstract : This paper discusses the emergence of micro credentials, proposes a framework to evaluate them, analyses 19 case studies, and compares a credit-eligible MOOC credential with a similar traditional university course.

URL : http://www.assuringgraduatecapabilities.com/uploads/4/5/0/5/45053363/better_21c_credentials.pdf

Change in university teachers' elearning beliefs and practices : a longitudinal study / Karen M. Scott / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 41, no. 3-4, pp. 582-598, April-May 2016

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

Abstract : This study focuses on six teachers in Medical and Health Sciences in an Australian university who developed and implemented an elearning resource, and the changes they made to the resource and its implementation over two years. A focus is whether the teachers' reflections on the changes provided an opportunity and stimulus for change in their elearning beliefs and practices. Findings highlight that change in elearning beliefs cannot be presumed to precede change in practices, and that changes in elearning beliefs and practices typically occur following critical unmet expectations, when students' learning preferences conflict with teachers' goals. Furthermore, teachers have sets of elearning beliefs that inform different practices in different contexts. Finally, this study has highlighted the continuing refinement and redevelopment of elearning resources that occur over time. (Abstract adapted from publisher)

Europe and North America

Online education : a catalyst for Higher Education Reforms / Karen Willcox, Sanjay Sarma, Philip Lippel / Massachusetts Institute of Technology [MIT][USA] . - Cambridge, Mass. : MIT, 2016 . - 39 p.

URL :

https://oepe.mit.edu/sites/default/files/MIT%20Online%20Education%20Policy%20Initiative%20April%202016_0.pdf

Validation of non-formal MOOC-based learning : an analysis of assessment and recognition practices in Europe (OpenCred) / European Commission. Joint Research Centre . - Brussels : Publications Office of the European Union, 2016 . - 101 p.

ISBN 978-92-79-54208-4

Abstract : This document presents the outcomes of research, conducted between May 2014 and November 2015 into emerging practices in assessment, credentialisation and recognition in Massive Open Online Courses (MOOCs). It concludes with a set of recommendations to European HEIs and policy makers to enable wider recognition of open learning in higher education and at the workplace.

URL : <http://publications.jrc.ec.europa.eu/repository/bitstream/JRC96968/lfna27660enn.pdf>

El impacto bibliométrico del movimiento MOOC en la comunidad científica española = The bibliometric impact of the MOOC movement in the Spanish scientific community / Ignacio Aguaded-Gómez, Esteban Vázquez-Cano, Eloy López-Menese / Universidad Nacional de Educación a Distancia [UNED][Spain] . - In: Educación XX1, v. 19, no. 2, pp. 77-104, 2016

ISSN 1139-613X

Abstract : In 2013 Spain was the leading European country in MOOC course offerings and is in a leading position worldwide in the number of MOOCs offered in 2014. This prolific activity is being transferred to the educational and scientific world in the form of posts in blogs, social networks and web pages, as well as scientific papers and books. This research consists of a bibliometric study of the scientific impact in the form of scientific articles or research books in journals and Spanish publishers from January 2010 to June 2014. The study was approached from a descriptive and quantitative methodology having bibliometric indicators of production, number of citations, and indicators of visibility according to their impact on different databases: Wos Social Science Citation Index, Scopus, In-Recs, Google Scholar and Spanish scientific journals (ANEP / FECYT). The results show that the impact of the Spanish scientific production in form of books and scientific articles in prestigious international databases (Wos-SSCI /Scopus) is very low, although the national impact categorisation according to ANEP/FECYT and In-Recs is moderately high.

España ha sido durante el año 2013 el país líder europeo en oferta de cursos MOOC y se encuentra en una posición puntera a nivel mundial en el número de cursos masivos ofertados en 2014. Esta prolífica actividad se está trasladando al mundo divulgativo y científico en forma de entradas en blogs, redes sociales y páginas web, así como en forma de artículos científicos y libros que intentan analizar el movimiento desde diferentes aproximaciones metodológicas. Hasta el momento, no se ha analizado la repercusión bibliométrica del impacto del movimiento MOOC en la comunidad científica española, por lo que el objetivo de esta investigación, es realizar un estudio bibliométrico de la repercusión científica en forma de artículo o libro de investigación en revistas y editoriales españolas durante el periodo comprendido entre enero de 2010 y junio de 2014. El estudio se afronta desde una metodología descriptiva y cuantitativa tomando como referencia indicadores bibliométricos de producción, en número de citas e indicadores de visibilidad y de impacto en diferentes bases de datos: Wos/Social Science Citation Index, Scopus, In-Recs, Google Scholar y la categorización de revistas científicas españolas (ANEP/FECYT). Los resultados muestran que el impacto de la producción científica española en formato libro y artículo en prestigiosas bases de datos internacionales (Wos-SSCI/Scopus) es muy bajo, aunque el impacto nacional según categorización ANEP/FECYT e In-Recs es moderadamente alto.

(Abstract from publisher)

URL : <http://revistas.uned.es/index.php/educacionXX1/article/view/16454/14153>

Latin America and the Caribbean

E-learning in higher education in Latin America / Organisation for Economic Cooperation and Development [OECD] . - Paris : OECD Publishing, 2015 . - 117 p. (Development Centre Studies)

ISBN 978-92-64-20996-1 . - Online ISBN 978-92-64-20999-2

Abstract : This report analyses the integration of information and communication technologies (ICTs) in higher education

in Latin America, focusing mainly on e-learning. Access to and quality of higher education, financial constraints and relevance to the needs of the labour market are all crucial challenges facing the higher education system in the region. The study attempts to understand how ICTs and new learning and teaching practices can help to meet these challenges. The report also provides the results of a survey of Latin American universities showing the degree of implementation and the impact of e-learning and includes a set of policy recommendations. In addition there is a section of country reports on distance education and e-learning in Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Dominican Republic, Ecuador, Guatemala, Honduras, Mexico, Panama, Peru, Uruguay, and Venezuela.

URL : <http://www.oecd->

[ilibrary.org/docserver/download/4114031e.pdf?expires=1463998471&id=id&accname=ocid195767&checksum=B331A166DC5B195A9179130F99FFFE50](http://www.oecd-ilibrary.org/docserver/download/4114031e.pdf?expires=1463998471&id=id&accname=ocid195767&checksum=B331A166DC5B195A9179130F99FFFE50)

Internationalization

Higher education cooperation, between the European Union, Latin America, and the Caribbean / European Commission . - Luxembourg : Publications Office of the European Union, 2015 . - 87 p.
ISBN 978-92-9201-861-0

Abstract : This report provides an overview of key figures and impact of European Union academic cooperation programmes implemented with Latin America and the Caribbean since 2007, involving over 6,650 students and academics. The first section is devoted to mobility and embraces both mobility between universities and degree-related mobility. It provides information on the participation of Latin American and Caribbean students and institutions under Erasmus Mundus and the intra-ACP academic mobility scheme. The second section is an overview of capacity-building actions and the third section explores the various dimensions of researchers' training, mobility, and career development.
URL : https://ec.europa.eu/europeaid/sites/devco/files/higher-education-cooperation_en.pdf

Counting family : making the family of international students visible in higher education policy and practice / Stephanie Doyle, Judith Loveridge, Niusila Faamanatu-Eteuati / International Association of Universities [IAU] . - In: Higher Education Policy, v. 29, no. 2, pp. 184-198, June 2016

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

Abstract : This article focuses on a significant group of postgraduate international students overlooked by institutions and policymakers, namely those with accompanying partners and children. The economic importance of international students to Australia, Canada, New Zealand, the United Kingdom, and the United States of America is highlighted. It is argued that an outdated construction of the international student as young and carefree contributes to the pattern of invisibility apparent in data collection systems and in the research literature. Drawing on the NAFSA formula, estimates are calculated for numbers of accompanying family members for five selected countries, and then immigration, education, and health policies pertaining to family members are examined.

URL : <http://www.palgrave-journals.com/hep/journal/v29/n2/full/hep201520a.html>

Establishing international branch campuses : a framework for assessing opportunities and risks / Stephen Wilkins / 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. 38, no. 2, pp. 167-182, April 2016
ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : At the start of 2016, there were 230 international branch campuses operating worldwide, but of the campuses that were established since the mid-1990s, around 10 per cent have failed. The purpose of this article is to propose a framework that the strategic decision makers in higher education institutions can refer to when evaluating opportunities to develop branch campuses in foreign countries. The framework derives from empirical evidence that was the product of a rigorous search of the literature and other secondary sources, and it has drawn upon business management theories such as institutional theory, Porter's industry-based view, and Barney's resource-based view. Thematic analysis was used to identify the following themes, or influencing factors, in the data: environmental, industry, and organisational. The framework provides higher education managers with an analytical tool to guide a process of systematic data collection and analysis, which includes reflection on institutional objectives, resources, and competencies. It is likely that the systematic, data-driven approach promoted by the framework will in future reduce the number of international branch campus failures.

Asia and the Pacific

Enhancing cross-border higher education institution mobility in the APEC region / Sarah Richardson / Asia Pacific Economic Cooperation [APEC] . - Singapore : APEC, 2015 . - 92 p.
ISBN 978-981-09-4645-6

Abstract : A detailed analysis, prepared by the Australian Council for Educational Research, of the policy contexts for institutional and cross-border mobility, the impacts these policies have had, and recommendations for removing barriers to such collaboration and exchange. Eight APEC countries are covered in the interview-based study (China, Indonesia, Malaysia, Mexico, Peru, Philippines, Singapore and Vietnam). The most prevalent form of HEI mobility found is collaborative programmes, which are regarded by many of the participants in this study as having excellent potential for knowledge transfer, student access and research collaboration. While campuses of foreign higher education institutions were also regarded favourably, participants expressed less certainty about their widespread benefits beyond those students with the means to attend them. Despite these reservations the majority of participants in this study regard HEI

mobility in very favourable terms and many predict a growth in the number of campuses of foreign higher education institutions in coming years.

URL :

<http://www.apec.org/~media/Files/Groups/GOS/Enhancing%20crossborder%20higher%20education%20institution%20mobility%20in%20the%20APEC.pdf>

Administrative practices as institutional identity : bureaucratic impediments to HE 'internationalisation' policy in Japan / Gregory S. Poole . - In: Comparative Education, v. 52, no. 1, pp. 62-77, February 2016

ISSN 0305-0068 . - Online ISSN 1360-0486

Abstract : This paper explores how bureaucracy impedes the implementation of higher education (HE) policy at Japanese universities. Rather than the means to internationalisation and reform in general, these systems themselves become the end, usually in direct opposition to not only innovation and change but, indeed, the university mission itself. After first outlining the macro-level processes and policies of the internationalisation of Japanese higher education, the author take an ethnographic approach to illustrate the micro-level administrative practices and assumptions at the university, framing them within the social theory of bureaucracy to allow for comparison with higher education in other parts of East Asia and worldwide. (Abstract adapted from publisher)

Brain gain - circulation policy and international student policy in Korea : in light of its migration policy and implications for Japan / Yuriko Sato / Hiroshima University. Research Institute for Higher Education . - In: Daigaku Ronshu / Research in Higher Education, no. 47, pp. 105-120, March 2015

ISSN 0302-0142

Abstract : In this paper, the characteristics of international student policy and the brain gain / circulation policy of Korea are analysed in light of its emigration history and immigration policies. The number of "Overseas Koreans" including the descendants of those who have emigrated overseas amount to seven million, about fourteen percent of the country's population. Their existence has been one of the pull factors for overseas study by Korean youth. Their descendants also come to study in Korea. According to a National Science Foundation (NSF) survey, forty-three percent of Koreans who received doctoral degrees in the United States will remain there. The network system between Korean students studying overseas and Korean companies has been established to promote their brain return. In 2014, the Korean government announced a comprehensive policy to attract and utilise overseas talents. Its main targets are "Overseas Koreans" and international students studying in Korea. It plans to establish a network between the "Overseas Koreans" and Korean companies to facilitate their brain return and circulation. The author compares the Korean situation of Brain drain / gain to Japan where the government has greatly encouraged overseas study, although this has occurred at a much smaller rate than in Korea and recommends establishing a similar 'brain return' system.

URL :

http://ci.nii.ac.jp/els/110009914086.pdf?id=ART0010450118&type=pdf&lang=en&host=cinii&order_no=&ppv_type=0&lang_sw=&no=1460553133&cp=

Internationalisation and development in East Asian higher education : some excitement and errors / Terri Kim, Ed. . - In: Comparative Education, v. 52, no. 1, pp. 1-108, February 2016

ISSN 0305-0068 . - Online ISSN 1360-0486

Abstract : Contents: Internationalisation and development in East Asian higher education: an introduction (Terri Kim); Putting higher education in its place in (East Asian) political economy (Bob Jessop); The concept of greater China in higher education: adoptions, dynamics and implications (William Yat Wai Lo); Mobility, formation and development of the academic profession in science, technology, engineering and mathematics in East and South East Asia (Akiyoshi Yonezawa, Hugo Horta, Aki Osawa);

Administrative practices as institutional identity: bureaucratic impediments to HE 'internationalisation' policy in Japan (Gregory S. Poole); Western faculty 'flight risk' at a Korean university and the complexities of internationalisation in Asian higher education (Stephanie K. Kim); Internationalisation without cultural diversity? Higher education in Korea (Rennie J. Moon).

Internationalisation without cultural diversity? Higher education in Korea / Rennie J. Moon . - In: Comparative Education, v. 52, no. 1, pp. 91-108, February 2016

ISSN 0305-0068 . - Online ISSN 1360-0486

Abstract : This article examines why universities in Korea champion internationalisation and aggressively recruit foreign students with diverse ethnic backgrounds, yet resist ideas of valorising diversity. Through a qualitative analysis of

university curricula at three major Korean universities, ethnographic interviews with 50 foreign students and focus groups interviews with 30 Korean students, the author found that despite recent internationalisation efforts, notions of ethnic nationalism remain firmly entrenched at the level of university curricula and also at the level of micro-level interactions between foreign and domestic students. She explains this as an instance of Korea's continued attempts to selectively adopt elements of globalisation for national interests. (Abstract adapted from publisher)

Internationalizing Chinese higher education : a glonacal analysis of local layers and conditions / Huacong Liu, Amy Scott Metcalfe . - **In:** Higher Education, v. 71, no. 3, pp. 399-413, March 2016
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : This paper examines the local conceptions, interpretations, and implementations of internationalization at one Chinese higher education institution. The authors applied the Marginson and Rhoades glonacal analytical framework (global + national + local) drawing on local concepts to better understand the "layers and conditions" of the research site. The authors found that two local conceptions, Xue Shu Feng Qi (a Mandarin phrase relating to the academic culture) and Jie Gui (a metaphor for internationalization) were used by local actors in relation to the inbound and outbound flows of scholars and disciplinary norms that influenced the global and national reputation of the department.

Western faculty 'flight risk' at a Korean university and the complexities of internationalisation in Asian higher education / Stephanie K. Kim . - **In:** Comparative Education, v. 52, no. 1, pp. 78-90, February 2016
ISSN 0305-0068 . - Online ISSN 1360-0486

Abstract : These article examines Western faculty members who work at a Korean university and in n particular, it reveals the systematic disempowerment of Western faculty members, which eventually leads to their mass departure from South Korea. The ephemeral and transitional quality of the Western faulty members is what renders them even more commoditised for the benefit of a Korean university while the institution maintains the façade of internationalisation via the large-scale recruitment of Western faculty members by perpetually replacing those who leave with new recruits. (Abstract adapted from publisher)

'When in Rome, do as the Romans do' : do international students' acculturation attitudes impact their ethical academic conduct? / Azadeh Shafaei, Mehran Nejati, Ali Quazi, Tania von der Heide . - **In:** Higher Education, v. 71, no. 5, pp. 651-666, May 2016
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : This paper aims to investigate whether international students' acculturation-oriented attitudes impact their ethical academic conduct pertaining to research, exams and assignments in a public university in Malaysia. The results reveal that students adjusting to the local academic norms demonstrate significant positive commitments to host country's academic norms concerning research, exam and assignments. However, students upholding the norms of their home countries tend to show non-significant attitudes towards host country's academic norms. These findings have strategic policy implications for the host educational institutions that are highlighted in the paper. The paper also identifies its limitations and explores future research potential.

Europe and North America

Open doors 2015 : Report on international educational exchange / Institute of International Education [IEE][USA] . - New York : IIE, 2016 . - 145 p.
ISBN 978-0-87206-379-2

Abstract : The Open Doors 2015 report contains detailed information on international students in the USA as well as U.S. students who study abroad. It reveals that the number of international students at U.S. higher education institutions increased by ten percent over the previous year to 974,926 students in the 2014/15 academic year while the number of U.S. students studying abroad increased by five percent reaching 304,467, however still only about 10 percent of U.S. students study abroad before graduation. India, China and Brazil account for most of the growth in international students in the USA. While China remains the top country of origin of international students in the U.S., India's growth outpaced China's this year. There were large increases in the number of students from Brazil, Kuwait and Saudi Arabia, all countries whose governments are investing heavily in international scholarships for their students. Nigeria also ranked among the fastest growing international student populations in the United States. International graduate students at U.S. institutions increased more than international undergraduate students.

Classmark : US-444 BHA

URL : <http://www.iie.org/en/Research-and-Publications/Open-Doors/Data/Fact-Sheets-by-Country>

Student perspectives on going international / British Council . - London : British Council, 2015 . - 54 p.

Abstract : This report presents survey results from UK students on studying abroad - their motivations, disincentives, and the perceived impact of such study - and its implications for UK higher education. The rewards of relatively short and longer periods of international study can be comparable, implying that it is the experience of being abroad rather than the length that is critical.

URL : https://www.britishcouncil.org/sites/default/files/iu_bc_outwd_mbty_student_perception_sept_15.pdf

International education leadership of tomorrow : where are we and where we do we need to go? / Canadian

Bureau for International Education . - Ottawa : CBIE, 2016 . - 6 p. (CBIE Research in Brief, 4)

ISBN 978-1-894129-85-5

Abstract : This document follows the interactive webinar organised by the International Network of Tomorrow's Leaders (INTL), presents the findings of the workshop, and concludes with recommended next steps on leadership development to advance the international education sector in Canada and strengthen the capacity and innovation of its future leaders.

URL : <http://www.bccie.bc.ca/wp-content/uploads/2016/01/INTL-Where-are-We-and-Where-Do-EN.pdf>

Studying abroad : developing a model for the decision process of international students / Diana Branco Oliveira,

Ana Maria Soares / 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. 38, no. 2, pp. 126-139, April 2016

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

Abstract : The authors conducted a qualitative study in a public university in the north of Portugal to examine how international students choose a university. Results show that students seek an international experience mainly for personal, academic and professional development reasons, relying on personal contacts as information sources and support groups. Academic reputation and quality are the most important attraction factors. We develop a theoretical model of the studying abroad decision process, including the main motivations to leave the country of origin, the information sources and the decision factors.

Faculty-driven internationalization [Special issue] . - **In:** IIE Networker, pp. 5 - 46, Spring 2016

Abstract : Contents include: Faculty-Led Internationalization: Challenges, Opportunities, and Strategic Approaches; Building a Focus on Faculty: Steps to a Successful International Education Strategy; Internationalizing the Tenure Code; On the Power and Limits of Faculty-Led Internationalization; Making the Concept of Study Abroad Less Foreign to U.S. Students and Faculty; Creating Global Clinical Internships in Healthcare; Internationalization Efforts at Cornell: The Experience of a Major Research University; The Fear Factor - Engaging Yourself in Internationalization; The Ripple Effect in Faculty-Driven Internationalization.

URL : <http://www.naylornetwork.com/iie-nxt/index.asp>

Issues and challenges for small countries in attracting and hosting international students : the case of Lithuania

/ Jolanta Urbanovic, Stephen Wilkins, Jeroen Huisman / Society for Research into Higher Education [SRHE][UK] . - **In:**

Studies in higher education, v. 41, no. 3-4, pp. 491-507, April - May 2016

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

Abstract : This article analyses the perspectives of key stakeholders in a small East European higher education system (Lithuania) on its ambitious internationalisation strategy to substantially increase the percentage of higher education enrolments taken by international students. The potential advantages and disadvantages of this strategy are examined and the implications for higher education institutions in small countries are discussed. (Abstract adapted from publisher)

The impact of placements on the academic performance of UK and international students in higher education /

Ian Crawford, Zhiqi Wang / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v.

41, no. 3-4, pp. 712-733, April-May 2016

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

Abstract : This study investigates the effect of year-long placements on the academic performance of 268 accounting and finance students enrolled between 2006 and 2009 in the UK. The results show differences between UK and international students although both statistically and significantly increase their final-year marks and their chance to obtain a good degree (first or 2.1) following placements. UK sandwich students outshine international sandwich students

in the final year, while UK full-time students significantly underperform international full-time students in the first year only. The authors note that the academic performance of UK students can be partly explained by prior academic achievement and gender but that of international students is not related to any of these individual factors. There is evidence of self-selection among UK sandwich students since they outperform UK full-time students at all levels, while no such a pattern is found among international students.

Research and Doctoral Education

Intercultural postgraduate supervision : reimagining time, place and knowledge / Catherine Manathunga . - Abingdon : Routledge, 2014 . - 210 p.
ISBN 978-0415-535991

Abstract : This book explores the practice of intercultural postgraduate supervision where supervision relationships involve cultural differences between the supervisor and student. The author reflects and reinforces the idea that supervision is an art - not easy to teach or convey to others. However, she forwards that there are approaches that are more likely to succeed with culturally diverse students. The book details two opposed models of supervision, 'assimilationist' and 'transcultural', despite the acknowledgement that 'assimilationist' supervision works for some, there is a strong critique of this approach. The book includes three chapters of analysis of qualitative studies carried out in an Australian university.

Research productivity and academics' conceptions of research / Angela Brew, David Boud, Sang Un Namgung, Lisa Lucas, Karin Crawford . - **In**: Higher Education, v. 71, no. 5, pp. 681-697, May 2016
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : This paper asks the question: do people with different levels of research productivity and identification as a researcher think of research differently? It discusses a study that differentiated levels of research productivity among English and Australian academics working in research-intensive environments in three broad discipline areas: science, engineering and technology; social science and humanities; and medicine and health sciences. The paper explores the different conceptions of research held by these academics in terms of their levels of research productivity, their levels of research training, whether they considered themselves an active researcher and a member of a research team, and their disciplinary differences.

Supervisory styles : a contingency framework / Dirk Michael Boehe / Society for Research into Higher Education [SRHE][UK] . - **In**: Studies in higher education, v. 41, no. 3, pp. 399-414, April 2016
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : This paper outlines a contingency framework of supervisory styles aimed at assisting supervisors and research students in identifying appropriate supervisory styles under varying circumstances. The conceptual study reported here develops a contingency framework of supervisory styles identifying functional relationships between organisational, relationship and research task variables on the one hand, and the supervision process and product dimensions on the other. Drawing on the organisational behaviour stream of contingency theory and operating under the positivist paradigm, the framework assumes that no single supervisory style is effective in all situations. (Abstract adapted from publisher)

'We are like orphans' : exploring narratives of Lao doctoral alumni educated in Sweden / Ann-Louise Silfver, Britt-Marie Berge . - **In**: Higher Education Research and Development, v. 35, no. 3, pp. 575-588, June 2016
ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : This article explores the narratives of 10 doctoral alumni from Lao People's Democratic Republic who underwent doctoral studies in Sweden. The narratives identify challenges encountered by the alumni but more importantly reveal the agency by which these challenges were overcome. The most important strategy was that of collaborative learning, actively enlisting the help of other doctoral students and supervisors. Inspired by post-colonial perspectives, the article reveals juxtapositions between Lao colonial experiences and Swedish ignorance of their ramifications. The article argues that programmes in Sweden should work more actively towards a collaborative and inclusive learning process. This strategy becomes especially important when doctoral endeavours involve participants from both the global south and the global north, and it could be an important step in challenging the hegemonic position of the global north in processes of knowledge production. (Abstract adapted from publisher)

Africa

'Views from the nano edge': women on doctoral preparation programmes in selected African contexts / Charmaine Williamson / Society for Research into Higher Education [SRHE][UK] . - **In**: Studies in higher education, v. 41, no. 5, pp. 859-873, May 2016
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : The study explored the conceptual views of women, at a practice level, on a doctoral preparation programme which was implemented within the South African Development Community (SADC) and Ethiopian contexts. At the strategising level of policies, insufficient attention has been paid to the presence of women on doctoral preparation programmes and how individual women, in mutually aligned life circumstances with other women, and men, might advance gender equality outcomes. There are also theoretical gaps in relation to grand strategies in complex development contexts, such as gender and doctoral education, in terms of attending to how women access and/or experience these programmes. Using programme evaluation documents and participant observation, the research showed that viewing gender-targeting strategies differently opens up the possibilities for nano advances to be made, even in worlds of big complexities. (Abstract from publisher)

Are doctoral studies in South African higher education being put at risk? / Yusef Waghid . - **In:** South African Journal of Higher Education, v. 29, no. 5, pp. 1-7, 2015
ISSN 1011-3487

Abstract : The author argues that, in the quest to accelerate the number of doctorates produced in the country, higher education institutions (HEIs), in particular administrators and - to a lesser extent - supervisors, run the risk of trivialising doctoral education: because of an over-emphasis on throughput rates alone, the purpose of the doctorate is assigned to a mere exercise of technical compliance and completion.

Manufacturing - and exporting - excellence and 'mediocrity' : doctoral education in South Africa / Damtew Teferra . - **In:** South African Journal of Higher Education, v. 29, no. 5, pp. 8-19, 2015
ISSN 1011-3487

Abstract : This article provides a critical analysis of the doctoral (PhD) programme in South Africa with implications for the country in particular and the continent as a whole. The article posits that the country is simultaneously a citadel of excellence - and mediocrity - in the African academic landscape.

A response to Yusef Waghid's leading article / B. Thaver, L. Holtman . - **In:** South African Journal of Higher Education, v. 29, no; 5, pp. 20-28, 2015
ISSN 1011-3487

Abstract : The authors briefly outline some of the complex conditions at the institutional and system level that cultivate doctoral capabilities. They observe some tensions between traditional/collegial and - what is becoming - an increasing commodification of doctoral practices 'on the ground'. The authors advocate for opening up further avenues for thinking about doctoral processes, mindful of the cultivation of high-level technical and intellectual skills and appropriate levels of research support, in order to harness innovation.

Higher education research productivity : the influences of different forms of human capital / C. W. Callaghan . - **In:** South African Journal of Higher Education, v. 29, no. 5, pp. 85-105, 2015
ISSN 1011-3487

Abstract : This article reports on a study that tested the influence of different types of educational / work experience on higher education research productivity in a large South African research university. The results suggest that research productivity is relatively robust to forms of work experience other than that of being a researcher; that membership of professional associations is positively related to research productivity; and that length of formal education is not. The author concludes that research productivity may represent specific human capital; a form of learning primarily accessible only through a process of 'learning by doing'.

Asia and the Pacific

Academic superheroes? A critical analysis of academic job descriptions / Rachael Pitt, Inger Mewburn / 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. 38, no. 1, pp. 88-101, February 2016
ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : This article analyses a set of academic job advertisements in Australia and asks: What do academic

employers really want from the PhD now? Taking the position that the PhD is still the best way to prepare for academic work, the authors ask what skills and attributes should we help graduates develop for this destination?

Expert knowledge and policy-making : reflections on higher education research / Naoyuki Ogata / Hiroshima University. Research Institute for Higher Education . - In: Daigaku Ronshu / Research in Higher Education, no. 47, pp. 73-88, March 2015
ISSN 0302-0142

Abstract : This article studies higher education research in Japan based on framework analysis of the relationship between expert knowledge and policy-making. The authors maintain that the role of expert knowledge is essential in evidence-based policy. However, expert knowledge is not fully utilised in policy reports. One of the reasons is that the characteristics of reports make establishing a casual relationship difficult. The other and main reason is the issue of two clear-cut communities or cultures between scientists and policy makers. The authors suggest that a given number of researchers who are well-versed in policy trends and government. Furthermore, they recommend examining policymaking beyond the didactic interaction between researchers and policy makers that includes citizens or local-knowledge.

URL : http://ir.lib.hiroshima-u.ac.jp/files/public/37313/20150526103851707252/DaigakuRonshu_47_73.pdf

Issues of Japanese graduate education after the politics of expansion / Masashi Fujimurua / Hiroshima University. Research Institute for Higher Education . - In: Daigaku Ronshu / Research in Higher Education, no. 47, pp. 59-72, March 2015
ISSN 0302-0142

Abstract : A quarter century has passed since the politics of expanding graduate school was promoted by the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT). However, the number of applicants and enrolments of graduate students had already peaked by 2000. The politics of expansion has brought about various consequences and has arrived at a 'turning point'. The purpose of this paper is to examine the issues of enrolment expansion in postgraduate education and to clarify the present situation. The main findings are as follows: 1. For Doctoral Courses in Japan is that the supply has continued to rise since the 1990's, although demand for that has been rapidly decreasing since 2000 except for engineering, where employment prospects have been guaranteed. Part of the explanation lies in the fact that the doctoral courses have been considered to develop highly professional human resources regardless of the employment market. 2. Even though the demand for doctoral courses is decreasing, quota regulation by MEXT, which brings capacity close to one hundred percent. 3. Increase in working adult students and women in graduate school. Today, ten percent of Masters students and forty percent of Doctoral students are adult workers. Thirty years ago, few women chose careers in postgraduate study. In 2013 the ratio of female students of both Masters and Doctoral level doubled in most fields.

URL : http://ir.lib.hiroshima-u.ac.jp/files/public/37312/2015052610375075818/DaigakuRonshu_47_57.pdf

Teaching to enhance research / Tony Harland . - In: Higher Education Research and Development, v. 35, no. 3, June 2016
ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : In this paper, the author presents a conceptual argument for 'teaching-led research' in which university lecturers construct courses that directly and positively influence their research, while at the same time, safeguard and enhance the student experience. A research-pedagogy for higher education considers the link between teaching and research, but rather than the more usual conception of research-led teaching, in which teaching is enhanced by research, it becomes teaching-led research in which research is enhanced by teaching. A case study from a science degree programme in a university in New Zealand is presented. The author concludes by anticipating the likely cultural and political barriers to teaching-led research and suggests how tensions can be managed.

Doctoral supervision in virtual spaces : a review of research of web-based tools to develop collaborative supervision / Dorit Maor, Jason D. Ensor, Barry J. Fraser . - In: Higher Education Research and Development, v. 35, no. 1, pp. 172-188, February 2016
ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : This current literature review explores the contribution that technology can make to higher degree research supervision. The literature search focused on technology, supervision and pedagogical supervision, and supervisor–supervisee relationships. Eighteen empirical articles, including Web 2.0 settings, were examined in relation to whether web-based tools could influence the training of doctoral students, be effective in supporting students, and reduce the

breakdowns in supervisory relationships. With a few exceptions, these studies showed that Web 2.0 tools enabled greater dialogue and interaction between the student and supervisor rather than a passive viewing of content. They created virtual spaces that combined technology and pedagogy into a process where research projects could be developed in a more collegial and collaborative way. It appears that combining technology with pedagogy translates into more innovative ways to undertake supervision, particularly participatory supervision. The need for digital pedagogies that facilitate multidimensional changes in higher degree supervision was identified for future research.

Europe and North America

The charter for access to research infrastructures / European Commission. Directorate General for Research and Innovation . - Luxembourg : Publications Office of the European Union, 2015 . - 15 p.
ISBN 978-92-79-45600-8

Abstract : These updated guidelines defines non-regulatory principles and guidelines that can be used, on a voluntary basis, in the definition of rules and conditions for access to research infrastructures. The current document considers the role of digital science and open access to research publications and data.

URL : https://ec.europa.eu/research/infrastructures/pdf/2016_charterforaccessto-ris.pdf#view=fit&pagemode=none

EUNIS-EUROCRIS Joint Survey on CRIS and IR / European University Information Systems; euroCRIS . - EUNIS, EUROCRIS, 2016 . - 2016

Abstract : This report provides the results of a survey among European universities. The two main questions the survey tried to answer were: are current research information systems (CRIS) gradually replacing institutional repositories (IRs)? and Are the two systems overlapping in their functionalities? While IRs are the preferred choice for managing research publications, dissertations and thesis, CRISs are regularly chosen to manage the institutional research information as a whole.

URL : <http://www.eunis.org/wp-content/uploads/2016/03/cris-report-ED.pdf>

Maintaining a quality culture in doctoral education at research-intensive universities / League of European Research Universities [LERU] . - Leuven : LERU, 2016 . - 38 p. (Advice Paper 19)

Abstract : This paper includes practical examples from the LERU universities on how they define expectations for high quality doctoral education, how they set up scrutiny processes, how they use indicators to measure quality and how they build in feedback mechanisms to enhance a quality culture. It also contains a number of recommendations for universities, policymakers and funders in Europe on how to maintain a quality culture in doctoral education.

URL : http://www.leru.org/files/publications/LERU_AP19_maintaining_a_quality_culture_in_doctoral_education.pdf

An impact analysis of regional industry–university interactions : the case of industrial PhD schools / Linda Gustavsson, Cali Nuur, Johan Söderlind . - In: Industry and Higher Education, v. 30, no. 1, pp. 41-51, February 2016
ISSN 0950-4222 . - Online ISSN 2043-6858

Abstract : Through an exploratory case study in Sweden, the authors identify and analyse the impact of the establishment of industrial PhD schools for participating industry and universities. The study was conducted focuses on three industry–university initiatives involving a total of 57 doctoral students, 9 universities and 39 companies. The results indicate that PhD schools based on the dynamics of the Triple Helix can be of great benefit for both industry and regional universities. In addition, the paper identifies critical success factors for industry–university collaborations involving joint PhD education.

European innovation policy concepts and the governance of innovation : Slovenia and the struggle for organizational readiness at the national level / Christiane Gebhardt, Peter Stanovnik . - In: Industry and Higher Education, v. 30, no. 1, pp. 53-66, February 2016
ISSN 0950-4222 . - Online ISSN 2043-6858

Abstract : This paper examines the interdependency of European Policy and governance of innovation. The authors elaborate on the policy implementation context of Slovenia, a small and less advanced European member state in a transition process. The literature on innovation policy, governance and existing innovation concepts aiming to accelerate economic development, European integration and growth is reviewed and integrated. Within this framework, the authors then review the capability and capacity of the Slovenian national government to channel European funding and organize

complex projects, such as the enabling, advancement and integration of regional innovation systems as a key concept of regional innovation strategy and smart specialization (RISS). They discuss the governance of innovation in the research tradition of neo-institutionalism and policy impact analysis related to problems of national and regional innovation systems. The paper outlines the importance of organizational readiness at the national level for the translation of high-level concepts, effective policies and efficient strategy implementation.

The European research elite : a cross-national study of highly productive academics in 11 countries / Marek Kwiek . - In: Higher Education, v. 71, no. 3, pp. 379-397, March 2016
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : This paper analyses 'highly productive' academics across 11 European countries. The upper 10 % of highly productive academics in 11 European countries studied (N = 17,211) provide on average almost half of all academic knowledge production. In contrast to bibliometric studies of research productivity this study focuses on academic attitudes, behaviour and perceptions as predictors of becoming research top performers. The paper demonstrates a large-scale cross-country corroboration of the systematic inequality in knowledge production. The findings showed that the European research elite is a highly homogeneous group of academics whose high research performance is driven by structurally similar factors, mostly individual rather than institutional. Highly productive academics are similar from a cross-national perspective, and they substantially differ intra-nationally from their lower-performing colleagues.

New public management and research productivity : a precarious state of affairs of academic work in the Netherlands / Liudvika Leisyte / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 41, no. 5, pp. 828-846, May 2016
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : This study uses survey data of Dutch academics carried out in 2015 at three universities to understand how pressure to perform has influenced the workload balance and what is the relationship between teaching–research balance and research productivity of female and male academics across different disciplines in different organizational contexts. The findings show that balanced teaching research workloads improve research productivity across gender groups. Further, the authors show that the perception of managerialism at a university is an important mediating factor of gender balance in research productivity.

Power, jobs and bodies : the experiences of becoming a gender scholar in doctoral education / Mary Ann Danowitz / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 41, no. 5, pp. 847-858, May 2016
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : This paper reports on an in-depth case study of a newly created interdisciplinary doctoral school at a German university. Data were collected from questionnaires, interviews and drawings with 12 third year students in addition to faculty interviews and classroom observation. Students described becoming scholars as they negotiated their roles and relationships in an interdisciplinary programme of gender studies. Three dominant themes or factors shaped students' experiences: (a) power and tensions associated with it, (b) jobs: discovering what was to be done, and when and how to do it to be successful, and (c) bodies: the doing of gender.

The labour market relevance of PhDs : an issue for academic research and policy-makers / Aurélie Boulos / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 41, no. 5, pp. 901-913, May 2016
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : Grounded in an auto-ethnography approach, this paper reflects on the challenges that the author (a young female European PhD graduate) experienced when she entered the job market. The ultimate aim is to contribute to the understanding of some aspects of the current situation of numerous overqualified young people, especially in social sciences and the humanities, who have difficulties in terms of simply finding jobs or jobs which fit their levels of qualifications and salary expectations. In this regard, it highlights the responsibility of higher education policies and academic institutions for contributing to the degradation of PhDs' unemployment and overskilling. Ultimately, it points out possible some solutions such as the potential of interdisciplinary academic research (including higher education and gender research) to successfully inform higher education policy in view of tackling the issue of the labour market relevance of PhDs' skills and attributes.

PhD students in the entrepreneurial university : perceived support for academic entrepreneurship / Dzamila Bienkowska, Magnus Klofsten, Einar Rasmussen . - In: European Journal of Education, v. 51, no. 1, pp. 56 -72, March 2016

ISSN 0141-8211 . - Online ISSN 1465 3435

Abstract : This study is based on survey responses of 464 PhD students from all faculties at one of the biggest universities in Sweden. The results show that the perceived support of commercialisation of research results varies at different hierarchical levels within the university. The score for perceived support from the highest level (central administration) did not differ much between the faculties, while significant differences were found at lower levels. The authors argue that variations between faculties and departments with regard to norms and cultures should be considered when stimulating entrepreneurial engagement, for example by using multiple channels of communication, as well as tailor-made strategies and activities.

URL : <http://onlinelibrary.wiley.com/doi/10.1111/ejed.12160/epdf>

'I wish I had a crystal ball' : discourses and potentials for developing academic supervising / Sanna Vehviläinen, Erika Löfström / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 41, no. 3-4, pp. 508-524, April-May 2016

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

Abstract : The authors of this paper note that many academic communities lack practices for sharing the pedagogical responsibility of supervision of PhD dissertations and Masters theses, and consequently, individual teachers face the challenges of supervision alone. This paper discusses a study in Finland based on university pedagogical training for supervision. Data consist of 44 academics' learning tasks, which were analysed to show how and to what extent supervision is interpreted as a social activity, and what kind of cultural elements appear in the teachers' discourses. The authors adopted the sociocultural approach to discourse analysis, examining the academics' experiences in the context of their wider culture. They found that a traditional supervisory discourse pervaded much of the challenges identified in the academics' descriptions; however, there was also evidence of an aspiring process-orientated dialogical supervision discourse. (Abstract adapted from publisher)

Sustainable Development

E-learning and education for sustainability / Ulisses Miranda Azeiteiro, Walter Leal Filho, Sandra Caeiro . - Frankfurt am Main : Peter Lang, 2014 . - 290 p. (Environmental Education, Communication and Sustainability, v. 35)
ISBN 978-3-631-62693-1 . - Online ISBN 978-3-653-02460-9

Abstract : This set of essays overviews e-learning and its potential in sustainability education.

Contents: An experience in developing and implementing blended learning for sustainability (Anne Sibbel); E-learning for sustainable development: linking virtual mobility and transboundary competence development (Joop de Kraker, Ron Cörvers, Angelique Lansu); Training and Employability, Competences from an e-learning undergraduate programme in Environmental Sciences (Ana Paula Martinho, Sandra Caeiro, Fernando Caetano, Ulisses M. Azeiteiro, Paula Bacelar-Nicolau) Transforming academic knowledge and the concept of Lived Experience: Intervention Competence in an international e-learning programme (Francisca Pérez Salgado, Gordon Wilson, Marcel van der Klink); Let's Play! Using simulation games as a sustainable way to enhance students' motivation and collaboration in Open and Distance Learning (Daniel Otto); Developing E-Learning Materials for Teaching Industrial Ecology and Environmental Sustainability (Anthony Halog, Gary Dishman); Greening Higher Education qualification programmes with online learning (Sally Caird, Andy Lane, Ed Swithenby); European Virtual Seminar on Sustainable Development: international, multi-disciplinary learning in an online social network (Joop de Kraker, Ron Cörvers); Electronic logistics for a sustainable distance education: the new UNED on-site virtualization of evaluation procedure documents (M^a Carmen Ortega-Navas, Rocío Muñoz-Mansilla, Fernando Latorre/Rosa María Martín-Aranda); Leveraging E-learning to Prepare Future Educators to Teach Sustainability Topics (Leanna Archambault, Annie Warren); The use of information and communication technologies by secondary school teachers for developing a more sustainable pedagogy in Latvia (Dzintra Iliško, Svetlana Ignatjeva) A critical narrative of e-learning spaces for sustainable development in the Global South (Rudi W. Pretorius); Cotonou 2012 and Beyond - An Assessment of E-learning for Sustainability in sub-Saharan Africa (J. Manyitabot Takang, Christine N. Bukania, Prakash Rao, Yogesh Patil, Manisha Ketkar, Viraja Bhat, Shilpa Kulkarni); Sustainability in an educational institution: analysing the transition to paperless e-processes, an Indian case Building an Online Master's Program for Deep Learning in Sustainability (Amelia Clarke); First Online Course on Desalination by Renewable Energies, Lessons Learnt (Juan A. de la Fuente, Vicente J. Subiela, Baltasar Peñate); Education, Digital Inclusion and Sustainable Online Communities (Luisa Aires, Paulo Dias, José Azevedo, M. Ángeles Rebollo, Rafael García-Pérez); E-learning for sustainable development: the way ahead (Walter Leal Filho).

The comprehensiveness of competing higher education sustainability assessments / Graham Bullock, Nicholas Wilder . - In: International Journal of Sustainability in Higher Education, v. 17, no. 3, pp. 282-304, 2016
ISSN 1467-6370

Abstract : The paper uses an evaluation framework (the GRI-HE) consisting of criteria developed by the Global Reporting Initiative and the Association of University Leaders for a Sustainable Future to analyse the comprehensiveness of nine publicly-available frameworks that have been used to assess higher education institution sustainability.

While finding that in general these assessments are not comprehensive and particularly lack coverage of the social and economic dimensions of sustainability, the paper identifies the Pacific Sustainability Index and Sustainability Tracking and Assessment Rating System (STARS) as the most comprehensive assessments in the sector. The analysis highlights areas where each HEI sustainability assessment framework can add criteria and improve their comprehensiveness and validity. Future research should explore the causes and relative importance of the gaps in these frameworks.

Asia and the Pacific

Teaching sustainable development in higher education : building critical, reflective thinkers through an interdisciplinary approach / Cathy Howlett, Jo-Anne Ferreira, Jessica Blomfield . - In: International Journal of Sustainability in Higher Education, v. 17, no. 3, pp. 305-321, 2016
ISSN 1467-6370

Abstract : This paper presents a case study of innovations in pedagogy for sustainability in higher education. It evaluates the design of a course aimed to teach sustainable development to first year undergraduate students within an Australian higher education setting. Data from student reflective essays and student course evaluations are used to make an argument for the success of an interdisciplinary approach designed to promote capacities in students for critical and reflective thinking. The findings suggested that genuine transformative learning can occur within an informed pedagogical approach to teaching for sustainability. The authors argue that substantive changes are required in both curricula and

pedagogical practice in higher education institutions to challenge dominant epistemologies and discourses to the environment. Central to such a shift, it is argued, is the need for higher education curricula to be interdisciplinary and for pedagogical practices to work to build capacities in students for critical and reflective thinking.

Sustainability champions?: Academic identities and sustainability curricula in higher education / Bronwyn E. Wood, Sue Cornforth, Fiona Beals, Mike Taylor, Rachel Tallon . - **In:** International Journal of Sustainability in Higher Education, v. 17, no. 3, pp. 342-360, 2016
ISSN 1467-6370

Abstract : This paper explores the experiences of academic staff who are committed to embedding sustainability within tertiary curricula and pedagogy. A survey of staff was undertaken in a New Zealand university and in-depth interviews conducted with 11 sustainability “champions”. A narrative variant of thematic analysis was used to examine the ways these sustainability “champions” made sense of the work they do. This revealed a sense of the identities that they held as educators of sustainability. Three types of identities emerged – the sustainability “saviour”, “nurturer” and “struggler”. These identities reflected the champion’s experiences, disciplinary affiliations and pedagogical approaches. Interdisciplinarity emerged as a key tenet and challenge for such sustainability champions.

Europe and North America

Educating for sustainability in language degrees : a tale of 2 case-studies / Séverine Hubscher-Davidson, Stéphanie Panichelli-Batalla . - **In:** International Journal of Sustainability in Higher Education, v. 17, no. 3, pp. 404-416, 2016
ISSN 1467-6370

Abstract : This paper aims to assess language students’ understanding of sustainable development issues. Study 1 surveys two cohorts of final-year language students in a university in the United Kingdom about to enter the graduate job market, and Study 2 surveys first-year language students before and after the inclusion of SD content in one of their modules. The questions to the students are provided along with qualitative and quantitative results. Results showed that only 48 per cent of language graduates are currently aware that they will need to take account of the environmental impact of their work as professional practitioners and 52 per cent do not consider it appropriate to learn about sustainable development (SD) during their degree. However, results also suggest that incorporating SD early on in the language curriculum could contribute positively to the development of sustainability literate graduates.

Interactive and situated learning in education for sustainability / Sergio Altomonte, Brian Logan, Markus Feisst, Peter Rutherford, Robin Wilson . - **In:** International Journal of Sustainability in Higher Education, v. 17, no. 3, pp. 417-443, 2016
ISSN 1467-6370

Abstract : This study aims to explore the opportunities offered by e-learning and m-learning in support of education for sustainability in disciplines of the built environment. The paper illustrates the development of an online portal and a mobile app aimed at promoting students’ motivation and engagement with sustainability in design. The findings add empirical evidence to the view that information and communication technology-enhanced pedagogies can substantially contribute to the agenda of sustainability in higher education, primarily due to their affordance of interactive communication and contextualisation of knowledge, while guaranteeing flexible time and pace of learning. The authors note that the tools trialed in this were mostly at their prototypical stage and their testing included a relatively short-term evaluation and a narrow, self-selected, user base. However, the approach and findings are felt to be applicable to a much wider range of educational contexts.

Latin America and the Caribbean

Higher education institution sustainability assessment tools : considerations on their use in Brazil / Heloisa Cronemberger de Araújo Góes, Alessandra Magrini . - **In:** International Journal of Sustainability in Higher Education, v. 17, no. 3, pp. 322-341, 2016
ISSN 1467-6370

Abstract : This paper proposes a sustainability assessment tool (SAT) to be used in higher education institutions (HEIs) in Brazil and the related program to be created for SAT dissemination and monitoring, publication of results and benchmarking. The characteristics of eight sustainability assessment tool were identified, seven of which are applied

through widely known international programs to identify aspects to be considered in the definition of the Brazilian model. This paper provides a base on which to construct SAT and program models tailored for Brazil.

Collaborative framework for designing a sustainability science programme : lessons learned at the National Autonomous University of Mexico / Lakshmi Charli-Joseph, Ana E. Escalante, Hallie Eakin, Ma. José Solares, Marisa Mazari-Hiriart, Marcia Nation, Paola Gómez-Priego, César A. Domínguez Pérez-Tejada, Luis A. Bojórquez-Tapia . - **In:** International Journal of Sustainability in Higher Education, v. 17, no. 3, pp. 378-403, 2016
ISSN 1467-6370

Abstract : The authors describe the challenges and opportunities associated with developing an interdisciplinary sustainability programme in an emerging economy and illustrate how these are addressed through the development of the first postgraduate programme (MSc and PhD) in sustainability science at the National Autonomous University of Mexico (UNAM). The implemented collaborative framework enabled a transformation of disciplinary research and teaching at UNAM into a postgraduate programme designed to generate cutting-edge educational and research capabilities. The approach to curriculum and programme design emphasized the process and methodological framework for curriculum development as much as the outcome itself. Several of the challenges faced were related to the nature of the institution (mainly because of the complexity of its organization and the emphasis in maintaining disciplinary boundaries), as well as to the curriculum development and design approach (acceptance of a competency-based programme appropriate for the MSc but considered restrictive for the PhD). The approach enabled the emergence of a shared vision that was appropriated by all the participants. This ultimately empowered them in the presentation of the curriculum to their disciplinary peers. Furthermore, the approach facilitated the creation of a programme that remained salient along the process, while increasingly gained legitimacy and credibility among the academic community.

Other themes

Academic teaching personnel

Academic job satisfaction and motivation : findings from a nationwide study in Portuguese higher education /

Maria de Lourdes Machado-Taylor, Virgilio A. Meira Soares, Rui Britesc, José Brites Ferreira, Minoos Farhangmehr, Odilia Maria Rocha Houveia, Marvin W. Peterson / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 41, no. 3-4, pp. 541-559, April-May 2016
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : This paper presents and analyses the findings of a nationwide study on satisfaction and motivation of academics in Portugal. All academics working in Portuguese higher education institutions were invited to complete a survey online. The data obtained from 4529 academics were extensively analysed and findings are presented along with their implications for HEIs in Portugal. Selected findings are that general satisfaction was higher among academic staff working in private universities than in public universities or polytechnic institutions. Academics aged 30 years or younger reported a higher degree of satisfaction, followed by those aged over 61 years. General satisfaction of academics was similar for women and for men. However, there are statistically significant gender differences with respect to dimensions of teaching climate, management, colleagues, personnel and professional development, institutional prestige and research climate.

Collegiality and performativity in a competitive academic culture / Bruce Macfarlane . - In:

Higher Education Review, v. 48, no. 2, pp. 31-50, Spring 2016
ISSN 0018-1609

Abstract : The paper reports on a questionnaire survey of academics within a Faculty of a leading research university in Hong Kong designed to understand perceptions of structural, cultural and behavioural collegiality. These perceptions vary considerably by academic rank and gender with power vested in a mainly male professorial oligarchy. Collegiality appears to be most weakly formed as a behavioural norm and, linked to this finding, the study further indicates how ventriloquizing the values of collegiality has become a performative rife in academic life which, in practice, is increasingly characterised by isolation and individualised competition. (Abstract adapted from publisher)

Gender, academic careers and the sabbatical : a New Zealand case study / Dean O. Smith, R. Spronken-Smith, R.

Stringer, C. A. Wilson . - **In:** Higher Education Research and Development, v. 35, no. 3, pp. 589-603, June 2016
ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : This article examines academics' access to and perceptions of sabbaticals at a research-intensive university in New Zealand. Survey data from 915 academics (47% of all academics employed) revealed inequalities in access to and experience of sabbaticals, and highlighted academic, personal and gender issues. Men and women were generally united in their views on how family circumstances, children, childcare, partners, unfairness, inequity, transparency and finances, affected ability to take sabbatical leave, and that lack of transparency and gatekeeping were barriers to access. Yet, women indicated greater concern than men about the application process, adequacy of leave and the role of the Head of Department in accessing sabbaticals. Women were also significantly more likely to be ineligible for sabbaticals owing to casual employment status, and women who were eligible tended to take fewer, shorter sabbaticals. Academics view sabbaticals as vital for career progression and the findings highlight the need to facilitate equitable access to sabbatical leave across an institution.

Mobility, formation and development of the academic profession in science, technology, engineering and mathematics in East and South East Asia / Akiyoshi Yonezawa, Hugo Horta, Aki Osawa . - In:

Comparative Education, v. 52, no. 1, pp. 44-61, February 2016
ISSN 0305-0068 . - Online ISSN 1360-0486

Abstract : Data from two large-scale comparative surveys and secondary sources are used to investigate the role of international mobility in the formation and development of East and Southeast Asian academics in science, technology, engineering and mathematics fields. Based on Kim and Locke's [2010] framework, patterns of academic mobility are examined in relation to the formation and development of higher education systems. The analysis shows mixed trends in the international flow of academics and the formation of the region's academic profession in relation to more or less independent or colonial historical backgrounds. Recent globalisation and regionalisation initiatives seem likely to transform the heterogeneous identities of the region's academic profession.

Re-examination of the teaching-oriented faculties : focusing on the faculties at the low-prestige universities / Koichi Kuzuki / Hiroshima University. Research Institute for Higher Education . - In: Daigaku Ronshu / Research in Higher Education, no. 47, pp. 89-104, March 2015
ISSN 0302-0142

Abstract : This paper reports on research that asked academic teaching staff in Japanese universities to judge whether their interests lied primarily in teaching or in research. The main findings of this paper are: first, some teaching-oriented academic staff have higher interests in teaching than in research, and other faculty categorised in the same group have different interests. They hold a variety of interests in both teaching and research. Second, teaching-oriented academic staff tend to share the following characteristics: they devote more working hours to teaching while the working hours spared for research are not so long. Their research productivity is low, along with their low awareness of research activities.

URL : http://ir.lib.hiroshima-u.ac.jp/files/public/37314/20150526104014635224/DaigakuRonshu_47_89.pdf (Japanese)

Refugees, migrants, visitors and internally displaced persons : investigating acculturation in Academia / Nicholas Rowe, Rose Martin, Sarah Knox, Alfdaniels Mabingo . - In: Higher Education Research and Development, v. 35, no. 1, pp. 58-70, February 2016

ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : This article examines the authors' experiences as skilled practitioners who have 'migrated' into Academia from other professions. Similar to processes of geographic/political migration, the acculturation resulting from this professional resettlement can lead to the assimilation, integration, separation or marginalization of academic migrants. Within this article, the authors explore how differing pathways within and into Academia from other professional contexts can impact upon an academic immigrant's sense of belonging. Adopting the roles of an economic migrant, a refugee, an internally displaced person and a temporary visitor, the authors entangle their professional narratives with themes of citizenship and migration, to examine the complexity of integration and inclusion within higher education.

Restricted opportunities under employment reform : the experiences of select universities in the Chinese

Mainland / Manhong Lai, Ping Du, Leslie N. K. Lo . - In: Higher Education Research and Development, v. 35, no. 3, pp. 516-530, June 2016

ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : This study investigates changes to academic work life under recent employment reform in the Chinese Mainland. It employs a mixed-methods research approach, first conducting a survey of 1,770 teachers at nine universities in Mainland China. These nine universities consist of first-tier, second-tier, and ordinary universities. Next, through a qualitative research approach, 60 teachers at three of the nine universities were interviewed. Teachers from the departments of management, information technology, education, and physics were interviewed, reflecting a variety of work conditions. Our study finds that the employment reform, with its stress on quantitative research output, has led to further restrictions on academic work and the standardisation of academic development. The new measurements have led to a crisis of confidence and dignity for many senior teachers. Great pressure has also been placed on younger academics, who receive very limited promotion opportunities. This study offers a significant theoretical contribution to discussion on the changing academic work life and has policy implications for higher education personnel policy in China. (Abstract from publisher)

Shifting occupational identity : doing, being, becoming and belonging in the academy / Priscilla Ennals, Tracy Fortune, Anne Williams, Kate D'Cruz . - In: Higher Education Research and Development, v. 35, no. 3, pp. 433 - 446, June 2016

ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : This paper presents the initial findings of an ongoing action research project that set out to explore and develop aspects of identity among a group of Australian occupational therapy academics. Thirteen participants committed to collaboratively address a personal desire to become more scholarly and an institutional demand to be more productive in relation to research and publication. Participants explored and qualitatively defined issues impacting on their occupation. Emergent themes highlight identity confusion and regression, mixed perceptions about the comfort and camouflage of teaching and participants' desires to become and be more scholarly. The authors conclude that their findings, of relevance to academics following non-traditional pathways into the academy, suggest optimism around using action research for the active cultivation of scholarship and occupational theory to understand how academic identity may be developed within a supportive group.

Stressing academia? Stress-as-offence-to-self at Danish universities / Niels Opsrup, Signe Pihl-Thingvad / 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. 38, no. 1, pp. 39-52, February 2016
ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : This article reports on research on occupational stress among a sample of 2127 Danish university researchers. The results show that person-organisation incongruence with regard to freedom and independence in the job, job security, personal and professional development at work, and receiving peer recognition are associated with higher levels of stress among the researchers. Based on these results, the authors suggest three strategies for managers at universities to mitigate stress among academic employees: a tough recruitment process, a team-based organisation and a proactive human resource strategy.

The challenges of entering 'mid-career' : charting a balanced future / Lynn McAlpine, Cheryl Amundsen . - In: Higher Education Review, v. 48, no. 2, pp. 5-30, Spring 2016
ISSN 0018-1609

Abstract : What are the motivations, needs and interests of academics entering mid-career? To answer this question, the authors drew on data from a longitudinal research program to examine the career trajectories of thirteen social scientists and scientists, five or more years post-PhD, in research-teaching positions two university in England and two in Canada. The authors used an identity framework to understand how they navigated their work in the context of jurisdictional, institutional, and other pressures. The results suggest that though others might characterise them as entering mid-career, they still saw themselves striving towards their post-PhD goals of a) gaining permanence and b) feeling more established in their field. Institutional implications are noted.

The contemporary academic : orientation towards research work and researcher identity of higher education lecturers in the health professions / Pete Boyd, Caroline Smith / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 41, no. 3-4, pp. 678-695, April-May 2016
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : In this study, a framework for academic socialisation is developed and used to understand how lecturers in health professional fields in a wide range of higher education institutions in the UK attempt to 'juggle' four areas of work – teaching, leadership, knowledge exchange and research activity. Studying academics in professional fields, with a well-developed focus on employability and strong partnerships with employers, provides useful insight into contemporary academic work and identity. A significant proportion of lecturers in health professional fields, even of those working in research-intensive universities, appear to 'subvert' the paradigmatic primacy afforded across the higher education sector to research outputs and identity as a researcher. (Abstract adapted from publisher)

The role of Arab women faculty in the public sphere / Sana Almansour, Ken Kempner / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 41, no. 5, pp. 874-886, May 2016
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : This study considers the level of critical involvement women professors in Saudi Arabia have in their university and in the larger society. Specifically, the role of women professors at a women's university in Saudi Arabia is examined. This institution is the first in Saudi Arabia to have women as the principal decision-makers in running and managing a university. A sample of nine women professors was selected to consider the level of their participation in the public sphere. The results found that the majority of the professors interviewed are actively engaged in the public sphere in spite of the inherent problems impeding their participation. Chief among these identified by these professors are family obligations and a poor and bureaucratic research infrastructure. In addition the professors pointed to cultural issues related to transportation and international travel that also inhibit their participation in the public sphere. Despite this, many faculty members are still able to engage in the public sphere with support from their families. The authors conclude that to be a full participant in the global public sphere, professors at this university should have the freedom to develop their inquiry unfettered by bureaucratic impediments and, in as much as possible, by cultural restrictions. They suggest that other Arab universities hoping to achieve recognition for their research at the international level have increased international collaboration, promotion of English as the medium of research and establishing a competent research infrastructure.

The predictive value of job demands and resources on the meaning of work and organisational commitment across different age groups in the higher education sector / Kirsti Sarheim Anthun, Siw Tone Innstrand / 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. 38, no. 1, pp. 53-67, February 2016
ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : This study examines the predictive value of job demands and resources on the meaning of work and organisational commitment in academic staff in a Norwegian university across three age groups; young workers (<30 years), a middle age group of workers (30–49 years) and older workers (>50 years). Data were collected from a survey conducted among university employees (N = 3066). The analysis showed that both job demands and resources were related to the meaning of work and organisational commitment, however, the relative importance of demands and resources varied across the groups. Overall, older workers reported higher scores on the meaning of work and organisational commitment. The results suggest that different interventions should be considered when aiming to improve the meaning of work and commitment among different age groups.

The spaces and places that women casual academics (often fail to) inhabit / Gail Crimmins . - In: Higher Education Research and Development, v. 35, no. 1, pp. 45-57, February 2016
ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : This paper discusses a qualitative research project into the experiences of women casual academics in three Australian universities. The study used an in-depth arts-informed narrative study of six women casual academics over a twelve-month period. The research outcomes are presented in the form of a verbatim drama based on the words and stories of the participants in order to create congruency between the narrative communications of women casual academics' lived experience, and to make a space for the acknowledgement of women casual academics and a place for their voice.

Walking the tightrope between work and non-work and non-work life : strategies employed by British and Chinese academics and their implications / Xiaoni Ren, Darren Caudle / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 41, no. 3-4, pp. 599-618, April-May 2016
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : Drawing on in-depth interviews with 30 academics from various disciplines in both UK and Chinese universities, this comparative study examined the experiences of academics in British and Chinese universities of maintaining work–life balance. The study found that both British and Chinese academics adopted a range of approaches to cope with work–life imbalance. Three types of coping strategies were identified: behavioural, interpersonal, and intrapersonal. Whilst convergence occurs in academic' coping strategies, this study uncovers greater divergence. For example, the Chinese academics adopted a large range of approaches to coming with potential conflict between work and life. Managing time effectively and prioritising tasks were often mentioned. Most were confident in their abilities in this domain however relying of external support was seen to be very important, in particular from academics' families. For the Chinese academics, the coping strategies appear to reflect enduring Chinese cultural values, notably a propensity to support traditional gender divisions. Indeed, for many female academics, achieving a balanced life involved compromising career expectations. In comparison, British academics used a wider range of strategies to cope, and few gender differences were evident. Being able to 'switch off' or deliberately exclude work from family life was frequently mentioned. Learning to manage time and prioritise was seen to be crucial and maintaining a positive outlook was cited particularly by female academics to be useful. Unlike their Chinese counterparts, half of the British academics had experience of part-time working and acknowledge there were some advantages to this in balancing their work and non-work life.

Women graduates and the workplace : continuing challenges for academic women / Maureen Baker / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 41, no. 5, pp. 874-886, May 2016
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : This article discusses the persistence of a gender gap among university-based academics, despite the development of equity policies and 'family-friendly' initiatives. Over four decades of research are reviewed from Australia, Canada, New Zealand, USA and the UK. The paper summarises some of the structural, relational and interpretive factors contributing to the perpetuation of the gender gap. The author argues that academic work has been influenced by similar global trends visible in other workplaces and that academics share the prevalent patterns of gender relations contributing to the gender gap.

Women in academia : stories of female university professors in a research-intensive Canadian university / Luc Bonneville . - In: Higher Education Review, v. 48, no. 2, pp. 71-97, Spring 2016
ISSN 0018-1609

Abstract : This paper examines the experiences of women university professors in the context of their university careers in Canada. From 2012 to 2013, a series of semi-directed interviews (based on the life-story methodology) were conducted with female university professors. These allowed the collection of multiple testimonies attesting to the constraints and pressures felt by professors on a daily basis. From these testimonies the authors conclude that organisational structures shape the expectations that universities have towards professors and that these structures tend to be unfavorable to women.

Community participation

The inextricable link between community engagement, community-based research and service learning : the case of an international collaboration / M. Marks, K. Erwin, M., Mosavel . - In: South African Journal of Higher Education, v. 29, no. 5, pp. 214-231, 2015
ISSN 1011-3487

Abstract : This article argues that international community-based research projects, embedded in university community engagement sites, offer a dynamic learning environment. Drawing on the experiences of an international community-based research project, Building Global Bridges, that brought together students and faculty from the United States and South Africa, the article outlines multi-tiered learning benefits for community members, students from both countries, and for faculty members. It concludes by suggesting that international collaborations that centre on community-based research and service learning within a community engagement context offer a beneficial framework for co-producing knowledge for higher education institutes more broadly.

Visualizing access : knowledge development in university–community partnerships / Roni Strier, Dorit Shechter . - In: Higher Education, v. 71, no. 3, pp. 343-359, March 2016
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : This article tackles the need to democratise processes of knowledge production in the context of university–community partnerships. These partnerships, which are a rich source of academic research, allow universities to create more reciprocal relationships with communities, especially those affected by social inequalities. Through their social engagement and programmatic efforts, universities strive to increase the level of community access to educational, economic, and even political resources. This article presents a case study in the context of a long-term university–community partnership in Israel in which activist women living in poverty became involved in the production of knowledge. Findings refer to four main challenges in the process of co-production of knowledge with excluded populations: overcoming community antagonism and lack of trust toward academic research, engaging the community in the research process, grappling with ethical and practical issues in the process of knowledge dissemination and finally making research matters for social change. The article voices the need to develop more inclusive, action-oriented and accessible methods for knowledge production.

Curriculum

Investigation into sharing curricula across borders and its opportunities for open education resources / Giles Pepler, Sara Frank Bristow, Paul Bacsich, Nick Jeans, Riina Vuorikar / European Commission . - Luxembourg : Publications Office of the European Union, 2015 . - 30 p.
ISBN 978-92-79-48249-6

Abstract : A report concluding a European study on the sharing of curricula and syllabi across borders, including at higher education level. The report calls for multi-stakeholder collaboration between curricula and Open Educational Resources (OER) in the context of formal education in Europe.

URL : <http://publications.jrc.ec.europa.eu/repository/bitstream/JRC94956/jrc94956.pdf>

Economics of education

A critical exploration of changing definitions of public good in relation to higher education / Joanna Williams / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 41, no. 3-4, pp. 619-630, April-May 2016
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : In this paper the author explores how the definition of public good has shifted over time and how UK government higher education policies have incorporated these changes. The author argues that policy shifts have had an

impact in altering the social contract between universities and the state. She suggests that current policy and practice is moving universities away from Arendt's notion that educators have a moral and social responsibility to inculcate new generations into the pre-existing knowledge of society and onto more individualised outcomes.

URL : <http://www.tandfonline.com/doi/full/10.1080/03075079.2014.942270>

Political instability, austerity and wishful thinking : analysing stakeholders' perceptions of higher education's funding reforms in Portugal / Pedro Teixeira, Tatyana Koryakina . - In: *European Journal of Education*, v. 51, no. 1, pp. 126 - 139, March 2016

ISSN 0141-8211 . - Online ISSN 1465 3435

Abstract : This article analyses funding reforms in Portuguese higher education and discusses their aims vis-à-vis the actual changes in funding sources and modes of funding. The analysis is based in the perceptions of several major stakeholders (collected through semi-structured interviews) about the effects of funding reforms.

URL : <http://onlinelibrary.wiley.com/doi/10.1111/ejed.12126/epdf>

Putting higher education in its place in (East Asian) political economy / Bob Jessop . - In: *Comparative Education*, v. 52, no. 1, pp. 8-25, February 2016

ISSN 0305-0068 . - Online ISSN 1360-0486

Abstract : This article relates changes in higher education and research in East Asian societies to recent trends in political economy and, in particular, the reorientation of developmental states in the region.. The shift in the roles of HE and research is related to the reorientation of developmental states from export-oriented, investment-led growth to knowledge-intensive, investment-led growth, supplemented in some cases by efforts to create international financial hubs to exploit a global trend towards financialisation. These themes are explored through comparison of selected East Asian economies/societies. The article ends with some general conclusions about the state's continuing role in higher education and its internationalisation in the region. (Abstract adapted from publisher)

Research universities and The American Recovery and Reinvestment Act : competition, resource concentration, and the 'great recession' in the United States / Barrett J. Taylor, Brendan Cantwell / *International Association of Universities [IAU]* . - In: *Higher Education Policy*, v. 29, no. 2, pp. 199-217, June 2016

ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : This paper conceptualises the US federal government's response to the 'Great Recession' (2007-2009) as a 'natural experiment' whose broad emphasis on counter-cyclical spending contrasts with the tendency towards stratification within the quasi-market for academic research support. Results indicate that resources tended to flow towards a few already-advantaged universities, but also supported universities with lower levels of investment in research equipment and smaller bases of support from business and industry. Because the extent to which these results describe quasi-market mechanisms generally or merely reflect the peculiarities of the US system is unclear, the paper concludes with propositions that could be critiqued and refined through studies in other national contexts.

URL : <http://www.palgrave-journals.com/hep/journal/v29/n2/pdf/hep201521a.pdf>

Access to full text article available for IAU Members using login

The impact of market-driven higher education on student-university relations : investing, consuming and competing / Michael Tomlinson / *International Association of Universities [IAU]* . - In: *Higher Education Policy*, v. 29, no. 2, pp. 149-166, June 2016

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

Abstract : This article examines the ways in which the increasingly market-based higher education landscape in the United Kingdom is shaping students' attitudes and responses towards their higher education. Contemporary policy has framed higher education as a private good that generates largely private benefits. There has also been a concern that these changes will distort institutional relations and the traditional value of participating in higher education, reinforcing the growing commodification of UK HE. On the basis of a qualitative study with students in a range of higher education institutions from the four United Kingdom countries, it outlines the main impacts recent policy is having on students' attitudes and relationship to HE. Dominant market-driven discourses around investment, consumerism, employability and competition indicate widespread concerns among students about operating in higher-stakes markets, which are intensified by increased personal financial contribution towards HE. While the data reveal an identification with the student as 'consumer' and stringent expectations over what HE provides, it also points to an ethic of self-responsibility that is built on highly individualised discourses of personal application, proactivity and experience optimisation. Goal-driven and instrumental learning are evident, which relate to widespread concerns about future returns and the private good value of higher education.

Towards a 21st century university : teachings from consumer behaviour applicable to higher education / R. du Preez . - In: South African Journal of Higher Education, v. 29, no. 5, pp. 140-155, 2015
ISSN 1011-3487

Abstract : The author argues that knowledge from consumer psychology can contribute to the understanding of the students. Specifically, first, develop and manage the university's corporate and brand image; second, determine the valence of decision-making criteria and market accordingly; third, research the consumer target market; and, finally, attend to consumer needs. Five challenges are presented to HEIs (specifically universities) in South Africa and recommendations for future research are made.

Education - business cooperation

Considering university-business cooperation modes from the perspective of enterprises / Samo Pavlin . - In: European Journal of Education, v. 51, no. 1, pp. 25-39, March 2016
ISSN 0141-8211 . - Online ISSN 1465 3435

Abstract : This article analyses enterprises' engagement in university-business cooperation (UBC) activities: research and development, mobility of academics and students, curriculum development and lifelong learning. It first provides an introductory overview of university-business cooperation policy. It then presents a selection of UBC models, elements and processes that help to develop this area. In the second part, it introduces a UBC survey among enterprises in various European countries. The survey researched the relations between UBC approaches and the processes, drivers, barriers, organisational characteristics and modes of cooperation. It explored which are the most practiced UBC modes and the most important determinants. One of the key findings revealed that companies' engagement in innovation departments supported all five modes of UBC under investigation. Other findings of the article suggest that national and European policies cannot uniformly address the development of various UBC modes. There are substantial differences between teaching- and research-related activities. Integrating these two areas represents one of the biggest challenges with regard to orientating higher education towards the world of work.

URL : <http://onlinelibrary.wiley.com/doi/10.1111/ejed.12163/epdf>

Enriching the values of micro and small business research projects : co-creation service provision as perceived by academic, business and student / James Thatcher, Hanan Alao, Christopher J. Brown, Shahriar Choudhary / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 41, no. 3-4, pp. 560-581, April-May 2016
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : The paper reports on an empirical study analysing the university/business values derived from one small business engagement project in a UK university. Data collected through semi-structured interviews, observations, document analysis and discussions were coupled with critical evaluation of work and action-based learning (ABL) literature. Analysis reveals evidence of multiple value adding factors; the existence of knowledge, present or generated through blended learning techniques, was a key value adding element. The findings enabled the construction of a universal process model providing a project framework, detailing areas of collaborative efforts and associated recompenses; this included ease in project advancements and a noticeably advanced project outcome. Given the growing importance of Small to Medium-sized Enterprises (SMEs) to the UK economy, the authors conclude that understanding the value co-created by collaborative projects in delivering both work-based and ABL for graduates/students, academics and enterprise management is important.

Enhancing the development of competencies : the role of UBC / Carmen Delia Dávila Quintana, José-Genés Mora, Pedro J. Pérez, Luis E. Vila . - In: European Journal of Education, v. 51, no. 1, pp. 10 - 24, March 2016
ISSN 0141-8211 . - Online ISSN 1465 3435

Abstract : This article examines how university business cooperation (UBC) can be expanded from knowledge transfer to the core field of education. The authors suggest that businesses should take on a more proactive role in university business cooperation. This may help to support opportunities for university students to learn from innovative and entrepreneurial activities and eventually lead to a win-win situation: universities would better fulfil their societal mission, companies would benefit from the fact that graduate training was aligned with their business needs, and this would promote further university business cooperation network activities and projects amongst academics and practitioners.

The relevance of problem-based learning for policy development in university-business cooperation / Sue Rossano, Arno Meerman, Tobias Kesting, Thomas Baaken . - In: European Journal of Education, v. 51, no. 1, pp. 40 - 55, March 2016

ISSN 0141-8211 . - Online ISSN 1465 3435

Abstract : This article examines the role of academic entrepreneurship in higher education and focuses on the development of students' transversal skills through active, student-centred problem-based learning (PBL). Based on a survey of students participating in university-business cooperation-based PBL in a large university of Applied Sciences in Germany, the authors analyse the development of students' transversal skills. The findings show that UBC-based PBL has an effect on the interpersonal skills of students, such as teamwork and communication, and is a promising approach with regard to entrepreneurship education and in so doing pave the way for long-term and more intense UBC activities.

URL : <http://onlinelibrary.wiley.com/doi/10.1111/ejed.12165/epdf>

Education and development

Expanding tertiary education for well-paid jobs, competitiveness and shared prosperity in Kenya / World Bank . - World Bank, 2016 . - 75 p.

ISBN 978-1-4648-0848-7

Abstract : This study analyses three critical topics: the quality and relevance of tertiary education, governance, and student financing. It provides policy recommendations to the government of Kenya and tertiary education leaders and stakeholders.

URL : <https://openknowledge.worldbank.org/bitstream/handle/10986/24275/9781464808487.pdf?sequence=4>

Higher education and economic development in the OECD : policy lessons for other countries and regions / Romulo Pinheiro, Pundy Pillay / 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. 38, no. 2, pp. 150-166, April 2016

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

Abstract : This paper sheds light on the role of tertiary or higher education in economic development across in: Finland and South Korea. A number of key aspects are discussed, from the nature of the social contract between higher education and the economy to the endogenous characteristics of domestic higher education to the links between the sector and regional development, innovation and the labour market. The lessons learned are of importance to policy makers and institutional planners across the world, not least to less developing nations and regions, due to the unprecedented opportunities brought by a global, knowledge-based economy.

Education and employment

A practical guide for work integrated learning : effective practices to enhance the educational quality of structured work experiences offered through colleges and universities. / Ontario. Higher Education Quality Council . - Toronto : Higher Education Quality Council, 2016 . - 188 p.

Abstract : This guide focuses on internships, placements, co-ops, field experiences, professional practice and clinical practicums. It is divided into seven chapters, with an introduction to experiential learning theory, followed by background information and suggestions to improve the quality of Work-integrated learning programmes, programme evaluation and recommendations for broader curricular integration, and developing meaningful partnerships with industry, government and community organizations.

URL : http://www.heqco.ca/SiteCollectionDocuments/HEQCO_WIL_Guide_ENG_ACC.pdf

Talents: ce qu'ils attendent de leur emploi "Et si l'économie sociale et solidaire était une solution?" / Conférence des grandes écoles [France] . - Paris : Conférence des Grandes Ecoles, 2016 . - 41 p.

Abstract : These survey among over 2000 students of 'Grandes Ecoles' in France and over 1000 alumni reveals that students and graduates are committed and confident in the future and that the most important criteria in their career

choices are their interest in the job, the work environment and that the work is keeping with their values.

URL : http://www.ipsos.fr/sites/default/files/doc_associe/consultation_ipsos-bcg-cge.pdf

What do graduates do? The class of 2014 : An analysis of the first destination of University and College of Education graduates / Higher Education Authority [Ireland] . - Dublin : HEA, 2016 . - 84 p.

ISBN 1-905135-50-5

Abstract : This report looks at how 2014 graduates - from degree, postgraduate, Masters and Doctorate courses – have fared in relation to employment and further education. It shows that employment rates for Honours Bachelor Degree graduates have risen significantly, from 45% in 2009 to 58% in 2014. Dublin remains the region with the most employment opportunities for graduates, followed by the South-West region.

URL : http://www.hea.ie/sites/default/files/hea-whatgraduatesdo-the_class_of_2014-final.pdf

Are all colleges equally equalizing? How institutional selectivity impacts socioeconomic disparities in graduates' labor outcomes / Matt S. Giani / Association for the study of higher education [ASHE][USA] . - In: The Review of Higher Education, v. 39, no. 3, pp. 431-461, Spring 2016

ISSN 0162-5748 . - Online ISSN 1090-7009

Abstract : The purpose of this study is to examine the extent to which the magnitude of disparities in the labour market outcomes of United States college graduates stemming from socioeconomic background varies according to institutional selectivity. The data used for the study are drawn from the National Center for Education Statistics' Education Longitudinal Study of 2002, which followed a 2002 cohort of high school students for ten years. The results suggest that socioeconomic background did impact the wages and earnings of students who earned their bachelor's degree during this timeframe and that the magnitude of these disparities varies appreciably across institutional selectivity tiers.

Brain drain and the disenchantment of being a higher education student in Portugal / Luísa Cerdeira, Maria de Lourdes Machado-Taylor, Belmiro Cabrito, Tomás Patrocínio, Rui Britesc, Rui Gomes, João Teixeira Lopes, Henrique Vaz, Paulo Peixoto, Dulce Magalhães, Sílvia Silva, Rafaela Ganga / 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. 38, no. 1, pp. 68-77, February 2016

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

Abstract : Portugal now faces a growing number of university graduates in several fields of education and training that do not have a job based on their formal qualifications. Despite the differences of unemployment by area of education and training, unemployment of the young skilled has been a problem in recent years. There has been a subsequent exodus of highly skilled professionals from the Portuguese economy, leaving it with a reduced supply of skilled people. This article discusses the employability of graduates from several academic areas and discusses the educational and economic policies that generate a real brain drain.

Entrepreneurial skills and education : job matching of higher education graduates / Aleksander Kucel, Péter Róbert, Mărian Buil, Núria Masferrer . - In: European Journal of Education, v. 51, no. 1, pp. 73 - 89, March 2016

ISSN 0141-8211 . - Online ISSN 1465 3435

Abstract : Using a large comparative survey (REFLEX-HEGESCO) conducted in 16 European countries as well as Turkey and Japan which analyses the experiences of students who are employed five years after graduation. The authors found that entrepreneurial education at a higher education institution helps graduates to find jobs that match their skills, thereby reduce the probability of over-education in 18 OECD countries five years after graduation. The survey results also indicate a stronger need to teach entrepreneurial skills at higher education institutions and to introduce policies that promote innovation at the micro and macro levels in countries' economies.

URL : <http://onlinelibrary.wiley.com/doi/10.1111/ejed.12161/epdf>

Evaluating the competency mismatch between Master of Engineering graduates and industry needs in China / Lijun Peng, Shulin Zhang, Jibao Gu / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 41, no. 3-4, pp. 445-461, April-May 2016

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

Abstract : This study investigates the mismatch between the educational attainment of a graduate with a Master of Engineering (MEng) degree and industry needs in China. A competency list for MEng graduates from the perspective of industry needs was constructed and a survey was conducted among MEng graduate students, alumni, and employers to

assess the listed items. The analysis of the survey data yielded five competencies. Mismatches were found for all five factors. Each discrepancy is discussed in detail in this paper.

What determines enterprises' perceptions of future development in higher education : strange bedfellows? / Tomaž Deželan, Jason Laker, Samo Pavlin . - In: *European Journal of Education*, v. 51, no. 1, pp. 107 - 125, March 2016

ISSN 0141-8211 . - Online ISSN 1465 3435

Abstract : This article analyses how employers' experiences with higher education determine their perceptions of it and areas for improvement. The article builds on a international employer survey which finds that the degree to which companies participate in university-business cooperation efforts considerably affects their perception of the future development of higher education. It discusses implications of the growing role of university business cooperation in higher education and argues that all actors should consider how to develop approaches and policies to support cooperation in particular professional domains.

URL : <http://onlinelibrary.wiley.com/doi/10.1111/ejed.12169/epdf>

Educational assessment

Empirically exploring higher education cultures of assessment / Matthew B. Fuller, Susan T. Skidmore, Rebecca M. Bustamante, Peggy C. Holzweiss / Association for the study of higher education [ASHE][USA] . - In: *The Review of Higher Education*, V. 39, no. 3, pp. 395-429, Spring 2016

ISSN 0162-5748 . - Online ISSN 1090-7009

Abstract : Using data collected from a stratified, random sample of 370 U.S. institutional research and assessment directors, the models tested in this study provide empirical support for the value of using the Administrators' Survey of Assessment Cultures as an assessment tool. The resulting model provided good fit statistics and included five factors: a) faculty perceptions, b) use of data, c) sharing, d) compliance or fear motivators, and e) normative purposes for assessment. Internal consistency estimates were also good. Predictive discriminant analysis correctly classified the majority of the respondents (80.7%) as belonging to a student learning or accreditation group. Implications for assessment leadership, practice, and future research are offered.

The influence of disciplinary assessment patterns on student learning : a comparative study / Tansy Jessop, Barbara Maleckar / Society for Research into Higher Education [SRHE][UK] . - In: *Studies in higher education*, v. 41, no. 3-4, pp. 696-711, April-May 2016

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

Abstract : This paper explores disciplinary patterns of assessment and feedback, using data from the Transforming the Experience of Students through Assessment project. Its central research question concerns the effect of disciplinary assessment patterns on student learning. Audit data from 18 degree programmes at 8 UK universities showed variations in assessment patterns across three disciplinary fields: Humanities, Professional and Science courses. There were variations in assessment demands; in the quantity of feedback and in the proportion of examinations. Analysis showed that there were no significant differences between disciplines in students' perceptions of learning from examinations. Humanities students evaluated the appropriateness of their assessment lower than other discipline groups; professional students were less clear about goals and standards.

URL : <http://www.tandfonline.com/doi/full/10.1080/03075079.2014.943170>

The relationship between classroom assessment and undergraduates' learning within Chinese higher education system / Fangfang Guo, Jinghuan Shi / Society for Research into Higher Education [SRHE][UK] . - In: *Studies in higher education*, v. 41, no. 3-4, pp. 642-663, April-May 2016

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

Abstract : This study is the first to explore the relationship between classroom assessment and student learning in Chinese higher education institutions based on the data from Chinese College Student Survey (CCSS) 2011. First, the study describes how undergraduates experience and evaluate assessment carried out at the curriculum level. Second, the study investigates whether a structural model of classroom assessment on student learning represents the national data of CCSS. Third, the study explores the relationship between classroom assessment and undergraduates' learning process and outcome. The results suggest that the assessment characterised by communication and conversation between academic staff/faculty and students has a larger effect on student learning than the assessment without communication and conversation. The major messages for Chinese higher education are the importance of making

examinations part of rather than the end of learning, the importance of integrating paper/report writing into learning, and the importance of providing meaningful and timely feedback to students about their assessment tasks. Perhaps most importantly overall is the need for better communication between faculty and students. (Abstract from publisher)

URL : <http://www.tandfonline.com/doi/full/10.1080/03075079.2014.942274>

Educational cooperation

Management of cultural differences under various forms of China–UK higher education strategic alliances /

Xiaoqing Li, Joanne Roberts, Yanni Yan, Hui Tan / Society for Research into Higher Education [SRHE][UK] . - In: *Studies in higher education*, v. 41, no. 3-4, pp. 774-798, April-May 2016

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

Abstract : Through an empirical investigation, this study of ten China–UK higher education strategic alliances reveals that although cultural differences exist, their impact depends on the structure of the strategic alliance. Although cultural conflicts occur more frequently in equity joint ventures than in non-equity modes, the impact of conflict arising from cultural differences is more serious and significant in non-equity arrangements. Moreover, partners perceive cultural differences as sources of mutual interest. The authors state that the findings imply that the negative impact of cultural differences can be ameliorated to varying degrees depending on the type of China–higher education strategic alliance.

Educational evaluation

La acreditación de títulos universitarios oficiales en el ámbito de ciencias de la educación : una cuestión de alfabetización académica /

Eduardo García Jiménez, Fernando Guzman-Simon / Universidad Nacional de Educación a Distancia [UNED][Spain] . - In: *Educación XX1*, v. 19, no. 2, pp. 19-43, 2016

ISSN 1139-613X

Abstract : Publication of rules governing the organisation of teaching has led Spanish universities and evaluation agencies to a set of challenges related to the design, development and evaluation of learning outcomes in the context of the European Higher Education Area (EHEA). Evaluation of Bachelor/Master's theses is providing substantial information on the differences between expected learning outcomes and those actually achieved by the student. Academic writing is fundamental to determine the quality of learning outcomes of a university curriculum leading to a degree. However, the evaluation of academic writing as evidence of quality poses significant challenges to universities that train students and evaluate their work but also rating agencies that accredit qualifications. One of those challenges is the definition of the object of evaluation - the Bachelor/Master's thesis - from different types of academic "end of studies work". From a socio-discursive perspective, this article describes the various prototypes of Bachelor/Master's thesis (educational intervention, empirical research, theoretical review, historical research) as a genre within an area of educational knowledge. .

La publicación de las normas que regulan la ordenación de las enseñanzas oficiales ha llevado a las universidades y agencias de evaluación españolas a un conjunto de retos ligados al diseño, desarrollo y evaluación de los resultados de aprendizaje en el escenario del EEES. En este ámbito, la evaluación de los "Trabajos Fin de Estudios" (TFG o TFM) está aportando información sustancial sobre la diferencia entre los resultados de aprendizaje esperados en un plan de estudios y los realmente logrados por el alumno. La escritura académica - en forma de TFG y TFM - es una evidencia fundamental para determinar la calidad de los resultados de aprendizaje de un plan de estudios que conducen a un título universitario oficial. No obstante, la evaluación de la escritura académica, como evidencia de la calidad de un título, plantea importantes retos no solo a las universidades que forman a los estudiantes y evalúan sus trabajos de fin de estudios, sino también a las agencias de evaluación que acreditan los títulos. Uno de esos retos es la definición del propio objeto de evaluación - los TFG/TFM - a partir de los diferentes prototipos del género discursivo académico "Trabajo Fin de Estudios". Desde una perspectiva socio-discursiva, este artículo propone una descripción de los distintos prototipos de TFG y TFM (intervención educativa, investigación empírica, revisión teórica, investigación histórica) como género en una comunidad discursiva en el área de conocimiento de Educación. Sus características sociales y materiales requieren de los estudiantes el desarrollo de una identidad académica en la escritura que evidencie los resultados de aprendizajes previstos en la legislación.

(Abstract from publisher)

URL : <http://revistas.uned.es/index.php/educacionXX1/article/view/16451/14151>

The emergence of contesting motives for student feedback-based evaluation in Australian higher education /

Stephen Darwin . - In: *Higher Education Research and Development*, v. 35, no. 3, pp. 419-432, June 2016

Abstract : Student feedback-based evaluation performs a significant social role in framing perceptions of the quality of teaching in contemporary Australian higher education at an individual, institutional and sectoral level. In this paper, the complex social origins of competing motives for student feedback-based evaluation in Australian higher education are explored and analysed. It is argued this provides an important means of understanding the polarising effects of student feedback-based evaluation in Australian universities.

Educational management

Evolving higher education business models : leading with data to deliver results / Louis Soares, Patricia Steele, Lindsay Wayt / American Council of Education [ACE] . - Washington D.C. : ACE, 2016 . - 70 p.

Abstract : This report and its three accompanying appendices on financial data and change in higher education are funded by the TIAA Institute and were inspired, in part, by proceedings from an ACE/TIAA Institute convening of college and university presidents, provosts, and chief financial officers, in September 2015; they explored ways to improve the decision-making models pertaining to finance and innovation in higher education

URL : <http://www.acenet.edu/news-room/Documents/Evolving-Higher-Education-Business-Models.pdf>

Management and gender in higher education / Pat O'Connor . - Oxford University Press, 2014 . - 224 p.
ISBN 978-0-7190-8358-7

Abstract : This book examines the recent evolution of higher education in Ireland, with attention to ways in which this has been characterised by gendered practices. The author grounds her examination specifically in what is termed the "Celtic Tiger" period, 1997-2007. Exploring the trends which have shaped this period - increasing demand for education, increase in diversity of students, and a decline in state funding, the author maps how gender operates within this landscape. The book contains original research carried out by the author, both quantifying the numbers of senior managers in Irish higher education by gender and conducting interviews of both men and women in senior management roles. In addition, an examination of higher education policy documents relating to management and gender.

A department chair : a life guard without a life jacket / Faiza Gonaim / International Association of Universities [IAU] . - In: Higher Education Policy, v. 29, no. 2, pp. 272-286, June 2016

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

Abstract : This paper addresses the global deficiency in leadership preparation for department chairs who occupies a critical position in universities, the effective characteristics of department chairs as they were identified in the literature and the challenges that they face.

URL : <http://www.palgrave-journals.com/hep/journal/v29/n2/full/hep201526a.html#abs>

Access to full text article for IAU Members using login

Barriers to women leaders in academia : tales from science and technology / Liza Howe-Walsh, Sarah Turnbull / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 41, no. 3, pp. 415-428, April 2016

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

Abstract : There is growing concern regarding the lack of women in senior positions in science and technology (ST) in United Kingdom (UK) universities. This article reports on research to examine women's experiences regarding the perceived barriers to leadership in ST faculties in UK universities. Using in-depth interviews the authors explore personal narratives to highlight the perceived barriers to career advancement. Findings report on the gendered nature of ST faculties and how women struggle to navigate their careers. The investigation illustrates the effect of organisational influences such as temporary work arrangements, male-dominated networks, intimidation and harassment, as well as individual influences such as lack of confidence. (Abstract from publisher)

Follow the leaders? An analysis of convergence and innovation of faculty recruiting practices in US business schools / David Finch, David L. Deephouse, Norm O'Reilly, Tyler Massie, Carola Hillenbrand . - In: Higher Education, v. 71, no. 5, pp. 699-717, May 2016

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

Abstract : This paper examines convergence and innovation in business schools through an analysis of faculty hiring criteria. The qualifications examined are academic degree, scholarly publications, teaching experience, and professional

experience. Three groups of schools are examined based on type of university, position within a media ranking system, and accreditation by the Association to Advance Collegiate Schools of Business. Data are gathered using a content analysis of 441 faculty job postings from business schools based in the USA over two time periods. Contrary to claims of global convergence, the authors found that most qualifications still vary by group of business school. Moreover, innovative hiring is more likely to be found in non-elite schools.

Leadership influence on institutional transformation in the post-merger and incorporation era : the case of the Durban University of Technology / B. S. Ngcamu, Damtew Teferra . - *In: South African Journal of Higher Education*, v. 29, no. 5, pp. 232-243, 2015

ISSN 1011-3487

Abstract : This article reports on a study that investigated leadership features in a higher education institution in South Africa that have the potential to influence transformation in the post-merger and incorporation era. A questionnaire was completed by 131 university employees in junior to middle leadership positions. Almost half (48%) of the participants perceived that university leaders are proactive from the top; 45% of participants considered that university leaders were prepared to listen. The authors conclude that leadership attributes are not encouraged by university leaders. Another finding was that employees in administration tended to know more about transformation than their academic counterparts, due to the fact that transformation has been presented and executed as an administrative agenda.

Supporting academic middle managers in higher education : do we care? / Alan Floyd / *International Association of Universities [IAU]* . - *In: Higher Education Policy*, v. 29, no. 2, pp. 167-183, June 2016

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

Abstract : This paper reports on the findings from two separate, but related, research projects investigating the role of the academic middle manager in two culturally different English universities, specifically to examine the support that such leaders have received in relation to taking on and adapting to this increasingly challenging role. By drawing on semi-structured interviews with 28 academic middle managers from one pre- and one post-1992 university, the paper argues that we need to provide more support and individually tailored training for today's middle managers so that the best may become the sector's effective senior leaders of tomorrow.

URL : <http://www.palgrave-journals.com/hep/journal/v29/n2/full/hep201511a.html>

Access to full text article for IAU Members using login

Women as leaders of higher education institutions : a British - German comparison / Barbara Read, Barbara M. Kehm / *Society for Research into Higher Education [SRHE][UK]* . - *In: Studies in higher education*, v. 41, no. 5, pp. 815-827, May 2016

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

Abstract : Only 17% of vice chancellors (VCs) of UK universities and 12% of German Universities were women. This paper discusses findings from a study consisting of interviews with eight female VCs of British and German higher education institutions. The paper looks at the ways in which characteristics of 'ideal' leaders in academia are produced in gendered ways, and looks at the influence of dominant academic cultures, status of institutions and national policy landscapes. From an analysis of the findings the authors argue that in addition to increasing the numerical proportion of women leaders in academia, work also crucially needs to be done to challenge academic cultural practices and dominant gendered conceptualisations of the 'leader'.

Women's leadership in the Asian century : does expansion mean inclusion? / Louise Morley, Barbara Crossouard / *Society for Research into Higher Education [SRHE][UK]* . - *In: Studies in higher education*, v. 41, no. 5, May 2016

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

Abstract : This paper draws on British Council commissioned research in response to concerns about women's absence from senior leadership positions in higher education in South Asia. The study researched literature, policies, and available statistics and collected original interview data from 30 academics in Afghanistan, Bangladesh, India, Nepal, Pakistan, and Sri Lanka. A central finding was that gender is not a category of analysis in higher education policy, research or statistical data in the region. The interview data suggest that leadership was frequently not an object of desire for women. Being associated with particular types of masculinities, leadership often carried a heavy affective load for those women who transgressed patriarchal socio-cultural norms and disrupted the symbolic order of women being led by men. Leadership was frequently perceived and experienced by women in terms of navigating a range of ugly feelings and toxicities that depleted aspirations, well-being and opportunities.

Educational policy

Driving innovation, fairness and excellence in Australian higher education / Australia. Government . - Canberra : Australian Government, 2016 . - 22 p.

ISBN 978-1 -76028-725-2 . - Online ISBN 978-1 -76028-726-9

Abstract : This sets out options for reform that support the Australian Government's vision of a stronger, more sustainable system of higher education. The Government is seeking feedback on the individual elements of a new higher education reform package to be considered later in 2016

URL :

https://docs.education.gov.au/system/files/doc/other/he_reform_paper_driving_innovation_fairness_and_excellence_3_may_2016.pdf

Success as a knowledge economy : teaching excellence, social mobility and student choice / United Kingdom. Department for Business, Innovation and Skills . - London : Her Majesty's Stationary Office, 2016 . - 83 p.

ISBN 978-1-4741-32855 . - Online ISBN 978-1-4741-32862

Abstract : Among the proposals outlined in this White Paper, the UK government has called for increasing competition and choice in the sector by making it easier for new higher education institutions to gain degree-awarding powers. The government also proposes linking future tuition increases to university teaching performance as measured by a new Teaching Excellence Framework.

URL : https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/523546/bis-16-265-success-as-a-knowledge-economy-web.pdf

Educational quality

Assessment of quality assurance systems for postgraduate programmes in Tanzania and Mozambique / Swedish International Development Cooperation Agency [SIDA] . - Stockholm : SIDA, 2015 . - 139 p.

Abstract : This contains results of four HEI audits undertaken between March-October 2015 in Tanzania and Mozambique. The authorities responsible for quality assurance of higher education in these countries were also reviewed.

URL :

<http://sidapublications.sitrus.com/optimaker/interface/stream/mabstream.asp?filetype=1&orderlistmainid=18492&printfileid=18492&filex=26941214281548>

ENQA Quality assurance professional competencies framework / European Association for Quality Assurance in Higher Education [ENQA] . - Brussels : ENQA, 2016 . - 14 p.

Abstract : This document is a follow-up to an initial report from April 2014 which identifies the common core competencies of quality assurance and quality enhancement professionals in ENQA member agencies.

URL : <http://www.engq.eu/indirme/papers-and-reports/occasional-papers/ENQA%20Competencies%20Framework.pdf>

Open and distance learning quality assurance (QA) in Commonwealth universities : a report and recommendations for QA and accreditation agencies and higher education institutions / Commonwealth of Learning [COL][Canada] . - Burnaby : COL, 2016 . - 63 p.

ISBN 978-1-894975-79-7

Abstract : This report offers insights and findings on how quality assurance is currently being practiced in open universities in the Commonwealth, from the perspectives of policy makers, leaders and practitioners in open and distance education institutions.

URL : http://oasis.col.org/bitstream/handle/11599/2046/2016_Latchem_ODL-Quality-Assurance.pdf?sequence=3&isAllowed=y

Overview of the quality assurance system in higher education : Japan / National Institution for Academic Degrees and University Evaluation [Japan] . - 2nd Edition . - Tokyo : NIAD-UE, 2014 . - 33 p.

Abstract : Compiled in bilingual format, this publication provides information on the higher education and quality assurance systems in Japan.

URL : http://www.niad.ac.jp/english/overview_jp_e_ver2.pdf

Factors influencing practical training quality in Iranian agricultural higher education / Gholamreza Mojarradi, Esmail Karamidehkordi / 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. 38, no. 2, pp. 183-195, April 2016
ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : This paper presents an analysis of the factors influencing the practical training quality of agricultural higher education programmes from the senior students' perspective. The study was conducted in two public universities located in the north-west of Iran using a cross-sectional survey and structured interviews with a randomised sample of 254 agricultural senior students. The students reported that they received low-quality practical training throughout their agricultural courses. In order for there to be an improvement in the quality of practical training, three elements are essential: active participation of academic staff, effective inter-organisational communication with private and public institutions, and active participation of students in the curriculum. Establishing a strong linkage between universities and relevant institutions could provide the required facilities and an effective learning environment for the students through internship opportunities outside universities and would prepare them for the labour market.

How do quality assurance systems accommodate the differences between academic and applied higher education? / Michael L. Skolnik . - **In:** Higher Education, v. 71, no. 3, pp. 361-378, March 2016
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : The article explores the ways in which quality assurance structures and standards in Canada, Australia, Austria, Denmark, Finland, Belgium, Florida, Ireland, the Netherlands and New Zealand include recognition of the differences between academic and applied sectors of higher education systems. The research identified some features of quality assurance systems that recognise the characteristics of applied higher education, such as having different statements of expected learning outcomes for applied and academic programmes or requiring different qualifications for faculty who teach in applied programmes.

Quality assurance of joint degree programs from the perspective of quality assurance agencies : experience in East Asia / Angela Yung-Chi Hou, Martin Ince, Sandy Tsai, Wayne Wang, Vicky Hung, Chung-Lin Jiang, Hui-Jung Chen . - **In:** Higher Education Research and Development, v. 35, no. 3, pp. 473-487, June 2016
ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : Joint degree programs have gained popularity in East Asia, due to the growth of transnational higher education in the region since 2000. However, the external quality assurance (QA) and accreditation of joint degree programs is a challenge for QA agencies, as it normally involves the engagement of several institutions and multiple national accreditation procedures. The purpose of this study is to explore current QA approaches to joint degree programs in Europe and East Asia from the perspectives of QA agencies. There are four major findings from the study. First, East Asian countries tend to stipulate national regulations for a joint degree program. Second, an external QA mechanism for joint degree programs has not yet been developed in East Asian nations. Third, the adoption of international accreditation as the popular approach for joint degree programs in business fields in Asia raises the serious issue of national jurisdiction over higher education. Fourth, the European Consortium for Education's (ECA) single accreditation mode is highly recommended by QA agencies.

What happens to quality in an age of disruption? [Special issue] / Association of American Colleges and Universities [AACU] . - **In:** Liberal Education, v. 101, no. 1/4, pp. 2 - 75, Winter 2015-Spring 2016
ISSN 0024-1822

Abstract : Contents : My favorite professor, server IC21: money smothering people in higher education (Clifford Adelman); Quality assurance and accreditation in challenging times: examining priorities and proposed reforms (Debra Humphreys and Paul L. Gaston); Policy priorities for accreditation put quality college learning at risk (Carol Geary Schneider); Spreading innovations into the mainstream: building strong foundations (Stephen C. Ehrmann and M. J. Bishop); Navigating the rapids: on the frontiers of the knowledge revolution (Judith A. Ramaley); Centennial Series: the continuous death and resurrection of the liberal arts (Norman Jones); Perspectives The information literacy imperative in Higher Education (Todd J. Wiebe); Against being inclusive (Jeffrey Carlson); Leveraging Innovation in science education: using writing and assessment to decode the class size conundrum (Eileen Kogel Camfield, Eileen Eckert McFall, and Kirkwood M. Land); My View: In defense of Japanese liberal education (By Rie Mori).

URL : <https://www.aacu.org/liberaleducation/2015-2016/fall-winter>

Educational role

The fully-functioning university and its contribution to the advancement of knowledge / Tom Bourner, Asher Rospigliosi, Linda Heath . - In: Higher Education Review, v. 48, no. 2, pp. 51-70, Spring 2016
ISSN 0018-1609

Abstract : This paper explores the implications of the concept of a 'fully-functioning university' for its contribution to the advancement of knowledge. It starts by reviewing that concept and the tripartite mission on which it is based. The main question that the paper seeks to answer is, 'what kinds of research can best support the advancement of knowledge, the higher education of students and those beyond the walls of the university, respectively?' The paper also explores how universities can serve the advancement of knowledge, beyond 'research'. It concludes with some ideas for how a fully-functioning university can contribute to the advancement of knowledge in ways that also contribute to the advancement of students and the community and society more widely.

Unfolding the meaning of public(s) in universities: toward the transformative university / Carolina Guzmán-Valenzuela . - In: Higher Education, v. 71, no. 5, pp. 667-679, May 2016
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : This paper critically examines some taken-for-granted definitions about what is understood by 'public' and its relation to universities. It highlights the need to uncover assumptions and value orientations that are at the basis of these definitions and that tend to guide both conceptualisations and practices about the public role of the universities. It is argued that under neoliberal regimes, the public university takes on private aspects and the private university may even take on public aspects: universities are here characteristically becoming hybrids. Despite these overlapping patterns, absences are discerned both in the idea and in the practices of public universities. The idea of the transformative university is proposed to help to remedy these deficiencies.

Educational systems

Democratization and massification of higher education in Turkey and challenges ahead / Bekir S. Gür / University of California [USA]. Center for Studies in Higher Education . - Berkeley : CSHE, 2016 . - 7 p. (Research and Occasional Paper Series, CSHE. 3.16)

Abstract : Based on an analysis of available statistics and reports, this essay analyses this process of massification in Turkey, including a brief synopsis of its higher education system at the beginning of the new millennium, and then the rapid expansion after 2006. It then discusses four major challenges waiting to be addressed in this nation of some 80 million. First, there is still significant unmet demand for higher education in Turkey and there is no clear strategy on how to meet with the increasing demand in the coming years. Second, there is a substantial shortage as well as regional imbalance of quality faculty. Third, the governance structure of higher education system has been poor; the system is considered as too centralized, highly rigid, and out-of-date. Fourth, as Turkey abolished tuition fees at public universities since 2013, it needs to develop a sustainable financial model.

URL :

http://www.cshe.berkeley.edu/sites/default/files/shared/publications/docs/ROPS.CSHE_3.16.Gur_HEMassificationTurkey.2.22.2016.pdf

Education in Colombia / Organisation for Economic Cooperation and Development [OECD]] . - Paris : OECD Publishing, 2016 . - 302 p. (Reviews of National Policies for Education)
ISBN 978-92-64-25059-8 . - Online ISBN 978-92-64-25060-4

Abstract : Despite a fundamental transformation of its education system over the past two decades, Colombia faces two critical challenges: high levels of inequality from the earliest years and low levels of quality across its education system. This report assesses Colombia's policies and practices in comparison with best practices in other OECD countries. It analyses the Colombian education system's major strengths and the challenges it faces, at all levels of education including higher education. Recommendations are provided on how Colombia can improve quality and equity to reach its goal of being the "most educated" country in Latin America by 2025.

URL : <http://www.oecd->

<http://www.oecd-ilibrary.org/docserver/download/9116021e.pdf?expires=1464016567&id=id&accname=ocid195767&checksum=D392DC35A8E58B0E9F9980E2711D7E0C>

Education in Latvia / Organisation for Economic Cooperation and Development [OECD] . - Paris : OECD Publishing, 2016 . - 287 p. (Reviews of National Policies for Education)

ISBN 978-92-64-25061-1 . - Online ISBN 978-92-64-25062-8

Abstract : This report covers all levels of education including higher education and provides an assessment of Latvia's policies and practices compared against compared to OECD best policies and practices in education an skills. This comparison brings to the fore the many strengths of Latvia's education system, but also highlights the challenges it faces and provides a number of recommendations in response.

URL : <http://www.oecd->

[library.org/docserver/download/9116011e.pdf?expires=1464017561&id=id&accname=ocid195767&checksum=F56ABDF29C914D3117D54B7BFFB09492](http://www.oecd-ilibrary.org/docserver/download/9116011e.pdf?expires=1464017561&id=id&accname=ocid195767&checksum=F56ABDF29C914D3117D54B7BFFB09492)

Higher education in Portuguese speaking African countries / Patrício V. Langa . - Cape Town : African Minds, 2013 . - 80 p.

ISBN 978-1-920677-03-9

Abstract : This report is the result of a baseline study on the state of the higher education systems in the five Portuguese speaking countries in Africa (PALOP): Angola, Cape Verde, Guinea-Bissau, Mozambique and São Tomé and Príncipe. The project was undertaken by an African international expert in the field of higher education studies and was fully sponsored and supported by the Association for the Development of Education in Africa (ADEA). The report offers a historical overview of the development of higher education in the PALOP from colonial times to date. The information and data contained in this report are based on the available higher education literature and official documents as well as interviews with key informants in the PALOP. The main objective of the baseline study is to map the landscape and dynamics of change in the higher education systems of PALOP countries. It focuses on describing the latest developments of trends of expansion, financing, governance and policy reforms closely linked to development of higher education systems of these countries. Furthermore, the baseline study brings knowledge that can facilitate an informed debate and the dissemination of knowledge on the role of higher education for development in Africa.

URL : <http://www.africanminds.co.za/wp-content/uploads/2014/02/AM-HE-in-Lusophone-Africa-Text-and-Cover-web.pdf>

South African higher education reviewed : two decades of democracy / Council on Higher Education [South Africa] . - Pretoria : CHE, 2016 . - 382 p.

ISBN 978-0-9946785-4-3

Abstract : This publication provides a broad overview of the main trends and developments in different aspects of higher education in South Africa since 1994. It contains detailed peer-reviewed task team reports on higher education Regulation, Governance, Teaching and Learning, Research, Community engagement, Academic Staffing, and Funding.

URL :

http://www.che.ac.za/sites/default/files/publications/CHE_South%20African%20higher%20education%20reviewed%20-%20electronic.pdf

The concept of greater China in higher education : adoptions, dynamics and implications / William Yat Wai Lo . -

In: Comparative Education, v. 52, no. 1, pp. 26-43, February 2016

ISSN 0305-0068 . - Online ISSN 1360-0486

Abstract : This article explores the changes in the higher education systems of Hong Kong, Taiwan and mainland China in terms of their 'Chineseness' as a potentially unifying regional identity that can be counterposed to Westernisation. The recent and polyvalent theme of 'Greater China' is invoked it to describe and interpret the institutional frameworks, within which higher education is developing in this imaginary region, as well as to establish possible discursive linkages in the continuing transformation and strategic reorientation of higher education and its role in the recent economic, political and socio-cultural developments. In this regard, the interrelated discourses of 'Chineseness' and Greater China have the following functions: they imply regionalism; they enable a break with their imperial and colonial past; and they provide the basis for different kinds of hybridisation between Chinese and Western intellectual, educational and cultural traditions and values. (Abstract from publisher)

Enrolment

The transition from secondary education to higher education : case studies from Asia and the Pacific / UNESCO; UNESCO Office Bangkok and Regional Bureau for Education in Asia and the Pacific . - Paris, Bangkok : UNESCO Publishing, 2015 . - 130 p.

ISBN 978-92-9223-510-9 . - Online ISBN 978-92-9223-511-6

Abstract : This publication is a collection of country/system case studies together with a synthesis report that provides an overview of the university and college admission policies, and their impact on the provision of secondary education in the region. The case studies are for: Australia, China, Hong Kong SAR (China), India, Japan, Malaysia, the Philippines and the Republic of Korea.

URL : <http://unesdoc.unesco.org/images/0023/002328/232851e.pdf>

Enterprise education

Perseverance among university students as an indicator of entrepreneurial intent / B. Urban, P. Richard . - In: South African Journal of Higher Education, v. 29, no. 5, pp. 263-278, 2015
ISSN 1011-3487

Abstract : In South Africa the lowest rate of entrepreneurial intentions has been recorded when compared to other sub-Saharan African countries, where students are less likely to put effort into starting their own business but rather direct their efforts to finding employment. This article investigates levels of final year university students' entrepreneurial intentions and levels of perseverance, considered one of the key motivating factors necessary for entrepreneurship. Following a survey, statistical analysis revealed relatively low levels of student entrepreneurship intentions and perseverance, with no links detected between the two constructs. According to the authors, these findings suggest that students do not hold positive perceptions of personal feasibility and desirability as far as entrepreneurship is concerned, which has a negative impact on the size of the country's pool of intentional entrepreneurs.

Industry and education

Building technology transfer capacity in Turkish universities : a critical analysis / Marina Ranga, Serdal Temel, Ilker Murat Ar, Rustem Baris Yesilay, Fazilet Vardar Sukan . - In: European Journal of Education, v. 51, no. 1, pp. 90 - 106, March 2016
ISSN 0141-8211 . - Online ISSN 1465 3435

Abstract : This article examines the technology transfer capacity of Turkish universities and provides several policy recommendations for further improvement. The analysis uses the dataset of a recent project funded by the European Patent Office and managed by Edge University Science and Technology Centre and the Turkish Patent Institute. This was the first large-scale national assessment of IPR activities in Turkish universities. The findings reveal an early-stage university technology transfer capacity, facing many challenges caused by low technology- and market-oriented research capacity, institutional obstacles to patenting, licensing and spin-offs, low IPR awareness and spread of IPR policies, and the current IPR regime. University-industry cooperation activities, such as contract research, joint projects and publications, consultancy, etc. that have been present for three decades in Turkey continue to be the major paradigm and tend to be considered as a separate strand from technology transfer activities, such as patenting, licensing and spin-off formation that are less developed. Systemic policy intervention expanded to the broader national innovation ecosystem to improve technology absorption capacity and interest in technology-driven innovation, together with a combined top-down/bottom-up transformative action that can accelerate the change of deeply-rooted old perceptions and practice.

URL : <http://onlinelibrary.wiley.com/doi/10.1111/ejed.12164/epdf>

Government and governance of regional Triple Helix interactions / Mike Danson, Emanuela Todeva . - In: Industry and Higher Education, v. 30, no. 1, pp. 13-26, February 2016
ISSN 0950-4222 . - Online ISSN 2043-6858

Abstract : This conceptual paper contributes to the discussion of the role of regional government and regional Triple Helix constellations driving economic development and growth within regional boundaries. The impact of regionalism and subsidiarity on regional Triple Helix constellations, and the questions of governmentality, governance and institutional development at the regional level, were investigated. It is emphasized that the position of regional authorities in the structure of government and policy boundaries is best implemented at the regional level, and that localised policy practices represent a more precise view of government–industry–university interactions. In addition, the regional Triple Helix context as a prerequisite for stakeholder engagement, enhancing innovation capabilities and entrepreneurial behaviour, was studied. Examples are drawn from Scotland, England and other, comparable parts of Europe.

Open innovation, Triple Helix and regional innovation systems : exploring CATAPULT Centres in the UK / Kerry Kerry, Mike Danson . - In: Industry and Higher Education, v. 30, no. 1, pp. 67-78, February 2016

Abstract : Through the lens of UK CATAPULT Centres this conceptual paper presents an examination of the links between open innovation, the Triple Helix model and regional innovation systems. Highlighting the importance of boundary-spanning intermediaries, the combined role of these concepts is explored in detail. A conceptual model is then proposed which shows how the Triple Helix model of innovation occurs within regional innovation systems, and how it is underpinned by open innovation principles. Finally, areas requiring further research are discussed, with a call for further emphasis on and exploration of the overlapping nature of the concepts.

Regional dimensions of the triple helix model : setting the context / Emanuela Todeva, Mike Danson . - In: *Industry and Higher Education*, v. 30, no. 1, pp. 5-11, February 2016

ISSN 0950-4222 . - Online ISSN 2043-6858

Abstract : This paper examines the concept of the Triple Helix at the sub-national, and specifically regional, level is established and examined, with special regard to regional economic development founded on innovation and research activities. The discussion on regional competitiveness lays the foundations for the exploration of contrasting environments, sectors and administrations. The authors offer a framework that captures the array of institutions, driving factors, players and powers active at the regional level. This introductory paper presents and summarizes the articles that follow, emphasizing their contribution to the literature. It shows how the various contributions exploit the Triple Helix model to analyse policy delivery at a regional level, and describes how other models and characterizations of interactions and collaborations between institutions are being associated with the Triple Helix concept, highlighting both their shortcomings and the way they enrich its application.

The ceiling to coproduction in university–industry research collaboration / Angela McCabe, Rachel Parker, Stephen Cox . - In: *Higher Education Research and Development*, v. 35, no. 3, pp. 560-574, June 2016

ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : This paper examines university–industry research collaboration modelled under engaged scholarship. Data sourced from interviews with 47 academic and industry project leaders from 23 large-scale research projects in Australia. The paper demonstrates a ceiling to the coproduction of knowledge arising from the preconceived beliefs of both academics and industry partners regarding project roles and responsibilities. The findings show that coproduction was constrained by academic partners assuming control over much of the research activities and industry partners failing to confront or challenge academic decision-making because both academics and industry partners placed a higher value on academic knowledge compared with applied or practical knowledge. It is argued the theory of engaged scholarship, and consequent initiatives to encourage engaged scholarship, fail to account for the superior status of academic knowledge.

Interdisciplinarity

Creating interdisciplinary space on campus : lessons from US area studies centers / Jonathan Z. Friedman, Elizabeth Anderson Worden . - In: *Higher Education Research and Development*, v. 35, no. 1, pp. 129-141, February 2016

ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : This article explores the effect of allocating campus space to interdisciplinary initiatives on their success. It draws on case studies of interdisciplinary centers for the study of the Middle East in five United States universities. From interview and observational data, the authors examine how faculty and staff perceive and use their space to support interdisciplinarity, and the ways that spatial attributes condition centers' operation. The findings show that differences in the amount of space, architecture and campus location of the interdisciplinary centres was related to their legitimacy, among the academic community, effectiveness and use. The article concludes with lessons for practice and further research concerning the different ways that campus spaces can be designated to facilitate idea trading across disciplinary boundaries, build cross-disciplinary community, and achieve legitimacy for interdisciplinary enterprises.

Marketing

Branding in higher education : a case study from Turkey / Burçak Çağla Garipağaoğlu/ International Association of Universities [IAU] . - In: *Higher Education Policy*, v. 29, no. 2, pp. 254-271, June 2016

ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : Drawing upon the brand-building experience of a young and successful Turkish foundation1 university, this

case study attempts to broaden our understanding of branding in Higher Education. To illustrate how a young university creates, demonstrates and delivers its brand 'promises' to its target audience in a real-life context, members of the Board of trustees, including the founder, the president, vice presidents and advisors to the president were interviewed. The data was analysed using content analysis. The findings are grouped under three main themes: brand conceptualisation, brand strategies and brand management principles. Findings revealed that how the leaders interpret 'being a brand' in higher education shapes and drives brand management principles and brand strategies.

URL : <http://www.palgrave-journals.com/hep/journal/v29/n2/full/hep201524a.html#abs>

Access to full text article available for IAU Members using login

Rankings

5th ranking of Pakistani higher education institutions (HEIs) 2015 / Pakistan. Higher Education Commission . - Islamabad : Pakistan Higher Education Commission, 2016 . - 13 p.

Abstract : This document provides an overall top 10 and ranking tables of institutions per area of specialisation based on the total score made up from the assessment of the following components: Quality assurance; Teaching quality; Research; Finance & facilities; and Social integration/Community development.

URL : http://hec.gov.pk/InsideHEC/Divisions/QALI/Others/RankingofUniversities/Documents/Ranking_Doc.pdf

One size fits all? A different perspective on university rankings / Valentina Goglio / 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. 38, no. 2, pp. 212-226, April 2016
ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : This paper examines several methodological shortcomings of rankings for national higher education systems. Specifically, the author stresses that the individual recipients of information contained in university rankings are currently overlooked. Indeed, university rankings are addressed to a generic recipient, but actually, there are multiple audiences for rankings, and each of these audiences has different needs and each one attributes a different value to information attached to rankings. Referring to a theoretical tool borrowed from bioethics, this paper highlights that the ranking game involves a variety of recipients and that the current setting of the ranking panorama leaves room for gaps to emerge.

Nearing world-class : Singapore's two universities in QSWUR 2015-16 / Kaycheng Soh / 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. 38, no. 1, pp. 78-87, February 2016
ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : This study looked into the details of indicator rankings and found that the two universities are comparable to those in the top 10 universities in the same ranking in practically all indicators with the exception of Citations. Further analysis of the data of the 58 highest ranking universities with complete data revealed discrepancies in the assigned and attained indicator weights. Moreover, the Academic and Citations categories were not able to be used in stepwise regression calculations. These indicate that the computed Overall result is not what the ranker intended it to be and needs re-interpretation. If rankings are not anchored in statistical ground, discussions on rankings are at the abstract and verbal level, similar to discourses on alchemy (faith) vis-a-vis chemistry (facts). (Abstract from publisher)

The hurdles to being world class : narrative analysis of the world-class university project in Korea / Deok-Ho Jang, Kiung Ryu, Pilnam Yi, Daniel A. Craig / International Association of Universities [IAU] . - **In:** Higher Education Policy, v. 29, no. 2, pp. 234-253, June 2016. - ISSN 0952-8733 . - Online ISSN 1740-3863

Access to full text article available to IAU Members using login

Abstract : This study examines the Korean Government's policy scheme of setting up the World-Class University (WCU) Project (2008-2013). In-depth interviews were conducted to investigate the perceptions of major actors, including WCU academic staff and government officials. The findings suggest that the limits of the governmental scheme have marginalised the organisational capacity of the selected departments, and that most of the limits have stemmed from strong institutional pressure on the departments. In institutional environments, such as the governmental guidelines for micro-management, there is a conflict between regulation from the government and universities. Moreover, harmful political dynamics between the Korean Ministry of Education, Science, and Technology and other audit and finance-related governmental institutions have worked against the selected departments. Common observations throughout the study indicate that the objective of the project is not sufficiently focused on the global definition of the world-class universities, and that the strategy and regulation of the project are some way from representing an optimal form of world-

class work.

URL : <http://rd.springer.com/article/10.1057%2Fhpe.2015.23#/abs>

Regional development

Declaration by Heads of State of the East African Community partner States of the East African Community / East Africa Community . - Arusha : EAC, 2016 . - 3 p.

Abstract : This Declaration promulgates the harmonisation of higher education and training systems in the East African Community by establishing a common frame of reference. It stresses the growing importance of knowledge as a key factor for social and human growth and recognizes that higher education is the leading instrument in creating a knowledge society.

URL : <http://iucea.org/eahea2/download/declaration-on-the-eac-common-higher-education-area/>

Levantamiento e inventario de experiencias sobre procesos de vinculación de las universidades al desarrollo local = Survey and inventory of experiences on processes linking universities local development / Unión de Universidades de América Latina y el Caribe [UDUAL][Mexico] . - Mexico D.F. : UDUAL, 2015 . - 85 p.

Abstract : This report provides the results of a survey on university linkages with local and regional development undertaken in 2014 with 215 universities in Argentina, Brazil, Colombia, Costa Rica, Chile, Ecuador, El Salvador, Mexico, Panama, Paraguay, Peru and Uruguay.

URL : <http://www.udual.org/pdf/InformeDL.pdf> (Spanish)

Academic institutions as change agents for territorial development / Mari Jose Aranguren, José Maria Guibert, Jeus M. Valdalisó, James R. Wilson . - In: Industry and Higher Education, v. 30, no. 1, pp. 27-40, February 2016 ISSN 0950-4222 . - Online ISSN 2043-6858

Abstract : This paper explores this proactive strategic role for academia in regional development by means of an analysis of a particular case of institutional entrepreneurship in the Basque Country region of Spain. The telling of such stories is critical if we are to reach a better understanding of the impact universities can have in their regions beyond a quantitative, market-focused analysis.

The impact of regional higher education spaces on the security of international students / Helen Forbes-Mewett . - In: Higher Education Research and Development, v. 35, no. 1, p. 115-128, February 2016 ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : This case study explores the organisational structure and support services relevant to a regional higher education space in Australia and how this impacts the security of international students. In-depth qualitative interviews with staff and students offer insights into the small-scale organisation of a regional campus, international students' cultural adjustment and the type and level of support available to facilitate student security in this space. This study challenges ideas that suggest international students are best served by large urban university spaces of education with top-down mechanistic administration. It is argued that the organic structure of a regional university education space is conducive to providing a high level of security for international students.

Student attitudes

What students want: using a choice modelling approach to estimate student demand / Paula Sheppard, Richard Smith / 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. 38, no. 2, pp. 140-149, April 2016 ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : Higher education institutions operate in an increasingly competitive global market, and require precise knowledge regarding the preferences of potential students. The authors conducted a study to estimate the relative importance of the attributes that inform student choice and also quantify these trade-offs in monetary terms using 'willingness to pay'. Using data from a UK postgraduate institution we illustrate how this method can be applied and can provide an accurate measure of student preferences as well as quantifying the trade-offs students are willing to make. The results show that staff expertise, and flexibility of the teaching platform, were the attributes that students most highly value when choosing a postgraduate degree.

Student engagement

A study of student engagement : the development of the National Survey of Student Engagement in the United States / Soichiro Aihara / Hiroshima University. Research Institute for Higher Education . - In: Daigaku Ronshu / Research in Higher Education, no. 47, pp. 169-184, March 2015
ISSN 0302-0142

Abstract : This paper examines factors that formed the features of the National Survey of Student Engagement (NSSE) in the United States. Its research questions are: Why does the concept of student engagement in the NSSE is dominantly based on the behaviour and time spent by students on academic work? And why it emphasises improving the learning environments of college. The NSSE was revised in 2013, and NSSE benchmarks were changed to NSSE indicators and High-Impact Practice. The first feature of NSSE indicators was to measure students' advanced thinking with learning and reasoning indicators. The second feature reorganised psychological elements with indicators of Quality of Interactions and Supportive Environment; The NSSE indicators incorporate learning theory and teaching design to student engagement and construct the comprehensive concept of student engagement with behavioural and psychological elements of student interaction and cognition. (Abstract adapted from publisher)

URL :

http://ci.nii.ac.jp/els/110009914090.pdf?id=ART0010450122&type=pdf&lang=en&host=cinii&order_no=&ppv_type=0&lang_sw=&no=146055585&cp=

Student politics in Africa: representation and activism / African Minds [South Africa] . - Cape Town : African Minds, 2016 . - 267 p. (Higher Education Dynamics Series, 2)
ISBN 978-1-928331-22-3 . - Online ISBN 978-1-928331-23-

Abstract : This report includes chapters on: student organising, student activism and representation; historical and current developments in student politics in Anglophone and Francophone Africa; and in-depth case studies on student representation and activism in a cross-section of universities and countries.

URL : http://www.africanminds.co.za/wp-content/uploads/2016/03/9781928331223_txt.pdf

Student and graduate welfare

Alumni services at Japanese universities : the present state and issues based on a nationwide survey / Kazuki Ohkawa, Toshiyuki Shimada, Yasuhiro Yamashita, Junro Nishide / Hiroshima University. Research Institute for Higher Education . - In: Daigaku Ronshu / Research in Higher Education, no. 47, pp. 187-200, March 2015
ISSN 0302-0142

Abstract : This article examines alumni services beings offered by universities in Japan. It is based on a survey of all Japanese unviversities and personal interviews that were conducted at leading universities. The results indicated that nearly all universities provided some form of alumni services. They were actively developing initiatives linked to both supporting alumni in finding employment and changing jobs and also to maintaining relations between alumni and the university. As for the purpose of providing alumni services, a number of universities listed "maintaining relationships between the university and alumni" and "improving interests in the alma mater." Alumni were also seeking support from their alma maters. As an issue related to the implementation of alumni services, there were many universities acquiring information about their alumni and handling their personal data.

URL :

http://ci.nii.ac.jp/els/110009914091.pdf?id=ART0010450123&type=pdf&lang=en&host=cinii&order_no=&ppv_type=0&lang_sw=&no=1460558781&cp= (Japanese)

The status of parental notification policy and practice for students involved with alcohol abuse at a private university in Nigeria / Augusta Olaorea, Israel Olaorea / International Association of Universities [IAU] . - In: Higher Education Policy, v. 29, no. 2, pp. 218-233, June 2016
ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : This study examined the status of parental notification policy and practice at a faith-based private university in Nigeria for students involved with alcohol use. The study revealed that the absence of a documented policy on procedure on parental notification led to inconsistencies in the informal notification practices. Parents, staff and students expressed varied degrees of frustration at the lack of proper parental notification practices. Factors such as mode of notification, timing and purpose of notification, clarification of familial relationships between students and parents-guardian emerged as key indicators.

Teacher education

'The road is never straight' : emerging teachers negotiating language and identity / L. Kajee . - In: South African Journal of Higher Education, v. 29, no. 5, pp. 201-213, 2015

ISSN 1011-3487

Abstract : This article is based on a qualitative case study of 35 education students at a historically Afrikaans-medium university in Johannesburg, South Africa. The participants in the study were all from disadvantaged educational backgrounds and speakers of English as an additional language. The author used postmodern theory in analysing students' shifts in language practices, as they negotiate and re-negotiate their identities as writers and as emerging teachers through their narrative writing. Notable too was the students' grappling between linguistic identity: English, Afrikaans and the mother tongue, as well as their subsequent constraints and silences.

Teaching

Understanding graduate school aspirations : the effect of good teaching practices / Jana M. Hanson, Michael B. Paulsen, Ernest T. Pascarella . - In: Higher Education, v. 71, no. 5, pp. 735-752, May 2016

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

Abstract : This longitudinal sample of students at 4-year colleges and universities in the USA examined whether eight good teaching practices (non-classroom interactions with faculty, prompt feedback, frequency of interactions with faculty, teaching clarity and organization, challenging classes and high faculty expectations, frequency of higher-order exams and assignments, academic challenge and effort, and integrated ideas, information, and experiences) influenced post-undergraduate degree aspirations. students' background characteristics and institutional characteristics that are theoretically associated with aspirations were controlled for. Using pretest and posttest data from the Wabash National Study of Liberal Arts Education, the findings suggest that good teaching practices are positively related to undergraduate students' aspirations for postgraduate education.
