

New in / Nouveautés

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April 2017 / avril 2017

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Presentation

Welcome to the April 2017 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: Information and Communication Technologies; Internationalization, Sustainable Development; and Values-Based Leadership. 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 in June 2017.

***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).

More information on the IAU: www.iau-aiu.net. To join the IAU please go to <http://www.iau-aiu.net/content/join> and contact Juliette Becker (j.becker@iau-aiu.net).



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We recommend

Critical and alternative perspectives on student engagement [Special issue] / Bruce Macfarlane, Michael Tomlinson, Eds. / International Association of Universities [IAU]. - In: Higher Education Policy, v. 30, no. 1, pp. 1-140, March 2017

ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : The seven papers in this special edition of Higher Education Policy question the types of measurable data that are being used to evidence student engagement and which are coming to define university policies in systems around the world. The special edition is completed with a look at reputation management in four Nordic countries: Denmark, Finland, Norway and Sweden.

URL: <http://rd.springer.com/journal/41307/30/1/page/1>

Access to full text article for IAU Members via HEDBIB using IAU Member Login

Higher Education in the World 6 : Towards a socially responsible university: balancing the global with the local / Global University Network for Innovation [GUNI]. - Girona : GUNI, 2017 . - 537 p. (GUNI Series on the Social Commitment of Universities, 6)

ISBN 978-84-617-5508-0

Abstract : In this book, experts from 28 countries examine the dual responsibilities of universities at the local and global scale, exploring the potential conflict, or intrinsic difficulties in addressing societal demands based on the race for global competitiveness and in contributing to a more equitable and sustainable society at local and global level. The contributors reflect on how 'glocal' engagement should be included in teaching, learning, research and institutional activities, governance and leadership and identify best practices throughout the world. A special contribution by Eva Egron-Polak, IAU Secretary-General, outlines the development of the IAU-MCO Guidelines for an Institutional Code of Ethics in Higher Education and discusses how the Guidelines can assist higher education institutions to examine how well prepared their policies and processes are to meet ethical challenges.

URL : <http://www.guninetwork.org/report/higher-education-world-6>

Reforms and changes in governance of higher education in Africa / N. V. Varghese, Ed. / UNESCO International Institute for Educational Planning [IIEP]. - Paris : IIEP, 2016 . - 198 p.

ISBN 978-92-803-1408-3

Abstract : The fast growth of the higher education sector in Africa is due primarily to government reforms introduced in many countries of the region. This book is based on in depth studies in Ethiopia, Ghana, Nigeria, and South Africa. The results examine the nature of the reforms, their implementation, and their effects on the governance and management of institutions of higher education.

URL <http://unesdoc.unesco.org/images/0024/002469/246939e.pdf>

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IAU Themes

Information and Communication Technologies (ICTs)

A compendium of case studies and interviews with experts about open education practices and resources / Mediterranean Universities Union [UNIMED] . - Rome : UNIMED, 2016 . - 218 p.

Abstract : This publication is the first major output from the OpenMed Erasmus+ Capacity Building in Higher Education project, which aims to increase open education in the South Mediterranean region. Focusing on the MENA region, the report provides country profiles and details case studies on open education initiatives at universities in Egypt, Morocco, Palestine, and Jordan.

URL : <http://openmedproject.eu/results/compendium/>

Higher education and the revolution of learning analytics / International Council for Open and Distance Education [ICDE]. - Oslo : ICDE, 2016 . - 20 p.

ISBN 978-82-93172-38-3

Abstract : This details how higher education institutions are learning analytics, drawing upon trends in the USA, UK, Europe and Australia.

URL : https://icde.memberclicks.net/assets/RESOURCES/anne_la_report%20cc%20licence.pdf

NMC horizon report : 2016 higher education edition / New Media Consortium [USA]; EDUCAUSE . - Austin, Texas : The New Media Consortium, 2016 . - 50 p

ISBN 978-0-9968527-5-3

Abstract : The report charts the five-year horizon for the impact of emerging technologies in higher education across the globe. It details key trends driving educational technologies for learning.

URL : <http://cdn.nmc.org/media/2016-nmc-horizon-report-he-EN.pdf>

A cross-national study of teachers' perceptions of online learning success / Elena Barberà, Pilar Gómez-Rey, Francisco Fernández-Navarro . - 2016 . - p. 25-41, v. 31, no. 1, pp. 25-41, 2016

Abstract : This study examines success factors in online learning from the instructors' perspective. Academic success comprises not only student satisfaction and good grades, but also perception of learning and knowledge transfer. A systemic model of inputs-process-outputs of learning was used. A total of 322 online teachers from four different universities and countries were used to study factors of attainment. Findings suggest that: (i) instructors from the University of Peking and the Autonomous Popular University of the State of Puebla, Mexico, reported learner factors as the most important for students on online courses, (ii) instructors from the University of New Mexico perceived institutional factors as the most important for establishing effective online learning and (iii) instructors from the Open University of Catalonia reported outcome factors as the most important for learners in online courses. Compared with other research results in online learning, instructors in this study generally reflect a greater concern about the content, social presence, instruction and their interactions than about technological matters.

Africa

Report of the Second African Ministerial Forum on ICT Integration in Education and Training / Association for the Development of Education in Africa [ADEA] . - Abidjan, Cote d'Ivoire : ADEA, 2016 . - 38 p.

Abstract : This report details the discussions of the African Ministerial Forum 'Integration of ICTs in Education and

Training' which took place in Abidjan, Cote d'Ivoire in June 2016. A set of recommendations that emerged from the Forum is detailed.

URL : http://www.adeanet.org/en/system/files/resources/ministerial_forum_ictinedu_2016_eng.pdf

Asia and the Pacific

Blended learning for quality higher education : selected case studies on implementation from Asia-Pacific /

Cher Ping Lim, Libing Wang, Eds. / UNESCO Office Bangkok and Regional Bureau for Education in Asia and the Pacific . - Bangkok : UNESCO Bangkok Office, 2016 . - 296

ISBN 978-92-9223-564-2 . - Online ISBN 978-92-9223-565-9

Abstract : The report presents a framework and self-assessment tool for building institutional capacity to implement and sustain blended learning. Case studies from HEIs in the region demonstrate how the framework can be operationalised.

URL : <http://unesdoc.unesco.org/images/0024/002468/246851E.pdf>

Europe and North America

Mobilizing people and ideas : supporting the creative economy and fostering Canadian culture in the digital world /

Universities Canada . - Ottawa : Universities Canada, 2016 . - 16 p.
Abstract : This report is a response to the Government of Canada's consultation on Canadian Content in a Digital World. It recommends additional government investments in research and innovation and the digital research infrastructure, investing in marketing Canadian higher education abroad; and enhancing support for Indigenous university students through more student financial assistance and institutional initiatives.

URL : <http://www.univcan.ca/wp-content/uploads/2016/12/universities-canada-submission-fed-govt-review-on-canadian-content-in-digital-world-dec-2016.pdf>

Los MOOC y su incidencia en el Espacio Europeo de Educacion Superior : retos y propuestas desde una perspectiva critica = MOOCs and their impact in the European Higher Education Area: challenges and proposals from a critical perspective /

Eloy López Meneses, Esteban Vázquez Cano / Instituto Europeo de Iniciativas Educativas [IEIE][Spain] . - In: Revista española de pedagogía, v. LXXV, no. 266, pp. 5-176, enero-abril 2017

ISSN 0034-9461

Abstract : The articles that constitute this special issue analyse, reflect and critique the pedagogical quality of MOOCs, accreditation and certification systems, the impact of MOOCs on social networks, their integration into teaching and their academic and social impact in different countries.

Los diversos artículos científicos que constituye el presente número se analizan, reflexionan y critican, especialmente desde el prisma de la docencia y la práctica universitaria en áreas tan sensibles como las investigaciones realizadas en el ámbito de los MOOC, la calidad pedagógica de los entornos MOOC, los sistemas de acreditación y certificación, el impacto de los MOOC en las redes sociales, su incardinación de los cursos en la enseñanza reglada y su impacto académico y social en diferentes países, entre otros temas.

Sumario:

URL : <http://revistadepedagogia.org/index.php/es/ano-2017/295-n-266-enero-abril-2017/1430-sumario-ano-lxxv-n-266-enero-abril-2017>

Latin America and the Caribbean

Planned e-learning adoption and occupational socialisation in Brazilian higher education /

Luiz Miguel Renda dos Santos, Shintaro Okazaki / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 41, no. 11 - 12, pp. 1974 - 1994, November - December 2016

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

Abstract : This study explores university faculty members' e-learning adoption in Brazil. Attitude (perceived usefulness, ease of use, compatibility, and relative advantage), subjective norms (external influence and student-instructor interaction), and behavioural control (level of interactivity and resource facilitating conditions) collectively influence intention to use e-learning, which in turn determines actual behaviour. The effect of occupational socialisation was

posited as a moderator to examine the differences between full-time (professors) and part-time (tutors) faculty members. A quantitative survey was conducted and 446 usable responses were received in total. The research model fitted the data well and supported most of the hypotheses. In addition, the occupational categories (professors versus tutors) had an impact on some of the paths, while latent means were greater among professors, compared with tutors. In conclusion, significant implications are discussed while important limitations are recognised and future research directions are suggested.

Internationalization

Africa

Engaging the African academic diaspora : how ready are universities in Africa? / Ibrahim Oanda Ogachi / International Network for Higher Education in Africa [INHEA] . - In: International Journal of African Higher Education, v. 2, no. 1, pp. 25-53, 2015
ISSN 2313-5069

Abstract : While academic discussions on the negative effects of intellectual brain drain have been widely documented in the literature, the recourse to the academic diaspora as a resource to revitalise higher education institutions in Africa is recent. This recent positive consideration of the academic diaspora has largely been driven by academics in the African Diaspora, a reaction to the increased visibility of the African Diaspora generally as an economic resource to develop Africa, as attested by the African Union's recognition of the Diaspora as its 6th region. The persisting challenges to fully benefit from diaspora intellectual resources seem to lie on the lack of clear policy and thought from the African political and university leadership to embrace this alternative more sustainably. Equally lacking are detailed studies mapping the terrain of academic cultures within universities in Africa, and the readiness of African institutions to embrace the academic diaspora. This article attempts to provide such a perspective. The article reports data from a background study in which the author participated, regarding engagements between African Diaspora academics and African universities. The data is complemented by information gleaned from policy documents of universities in East Africa, to unravel their readiness to embrace the academic diaspora in terms of their strategies.

Alors que les discussions académiques sur les conséquences néfastes de la fuite des cerveaux ont été largement documentées dans la littérature, le sujet du recours à la diaspora académique pour revitaliser l'enseignement supérieur en Afrique n'est apparu que récemment. Ce sont les universitaires de la diaspora africaine qui sont à l'origine de cette vision positive de la diaspora académique, une réaction à la reconnaissance croissante de la diaspora comme ressource économique pour le développement de l'Afrique. Ceci a été notamment attesté par l'Union Africaine qui a reconnu la diaspora comme sa sixième région. Le manque de politiques claires de la part des autorités politiques et académiques pour profiter plus durablement des ressources intellectuelles de la diaspora empêche cependant de bénéficier pleinement de cette possibilité. On manque également d'études détaillées sur la culture académique des universités africaines et sur leur volonté d'inclure la diaspora académique. Cet article propose une telle perspective. Il présente les données d'une étude de fond, à laquelle l'auteur a participé, sur les interactions entre les universitaires de la diaspora africaine et les universités africaines. Ces données sont complétées par des informations glanées dans les documents stratégiques d'universités de l'est africain, pour déterminer leur volonté d'inclure la diaspora académique dans leur stratégie.

URL : <http://ejournals.bc.edu/ojs/index.php/ijahe/article/view/9263>

Asia and the Pacific

International mobility of Australian university students / Australia. Dept of Education and Training . - Canberra : Australian Government, 2017 . - 1 p.

Abstract : This research snapshot identifies key figures on international mobility of Australian university students from the annual survey of Australian universities.

URL : https://internationaleducation.gov.au/research/Research-Snapshots/Documents/Outgoing%20international%20mobility_HE_2015.pdf

Report on internationalisation policy & strategy : measurement of university internationalisation performance and relative improvement / Thailand. Ministry of Education. Office of the Higher Education Commission . - Bangkok : OHEC, 2016 . - 113 p.

Abstract : This report focuses on the extent to which Thai universities have progressed in their internationalisation initiatives, as well as on policy strategy recommendations on further steps Thai universities can take to improve the efficacy of their internationalisation efforts.

URL : <https://drive.google.com/file/d/0B0tJlz-N98SrN3BycFhZUWVWZG8/view>

The 10th Review Meeting of the ASEAN International Mobility for Students (AIMS) Programme : Report / SEAMEO Regional Centre for Higher Education and Development [RIHED][Thailand] . - Bangkok : SEAMEO, 2016 . - 314 p.

URL : <https://www.luminpdf.com/viewer/ryTBFf2y8RAz6zmqN>

Higher degree by research in a foreign country : a thematic analysis of the experiences of international students and academic supervisors / Clemence Due, Sofia C. Zambrano, Anna Chur-Hansen, Deborah Turnbull, Christiane Niess . - In: Quality in Higher Education, v. 21, no. 1, p. 52-65, 2015

Including abstract, bibl.

Abstract : International students undertaking a higher degree by research may experience a range of difficulties and challenges while studying in their host country. Some of these challenges, including language and cultural difficulties, limited peer relationships and challenges in forming relationships with supervisors, have been outlined in the literature but there is less research that has considered both the experiences of international students and supervisors together to provide a cohesive overview of the issues that international higher-degree-by-research students may face. Using a qualitative interview design, this research therefore sought to examine this issue within one faculty in a single university in Australia. International higher-degree-by-research students were found to be diverse in their expectations and desires of their new host country and university. Thus, it should not be assumed that all students will have similar priorities. The article provides some suggestions for universities when developing or refining their programmes to better support international higher-degree-by-research students in settling into their new country and programme of study.

URL : <http://www.informaworld.com/smpp/title~db=all~content=t713443244~tab=issueslist>

Europe and North America

Advising international students in an age of anxiety / Institute for International Education [IIE][USA] . - New York : IIE, 2017 . - 13 p.

Abstract : This report shares initial information on steps taken by U.S. campuses and higher education associations in support of students from the Middle East and North Africa (MENA) currently enrolled or hoping to study in the United States. It was prepared in the context of the Executive Order on Immigration.

URL : <http://www.iie.org/Research-and-Publications/Publications-and-Reports/IIE-Bookstore/Advising-Students-in-an-Age-of-Anxiety#.WNokd2fxqUk>

Education indicators in Canada : an international perspective 2016 = Indicateurs de l'éducation au Canada : une perspective internationale 2016 / Canada. Council of Ministers of Education; Statistics Canada . - Ottawa : Statistics Canada, 2016 . - 128 p.

Abstract : Covering all levels of education, this report includes data on international students, educational finance, and intergenerational mobility.

URL : <http://www.statcan.gc.ca/pub/81-604-x/81-604-x2016001-eng.pdf> (English)

<http://www.statcan.gc.ca/pub/81-604-x/81-604-x2016001-fra.pdf> (French)

The determinants of international demand for UK higher education / Higher Education Policy Institute [HEPI][UK] . - Oxford : HEPI, 2017 . - 56 p. (HEPI Report, 91)

Abstract : This report, undertaken by London Economics and published by HEPI and Kaplan International, is the first econometric analysis of the impact of Brexit and other global changes on demand at UK universities from international students. It finds that the combined effect of potential EU fee increase and loan changes would increase international student revenue, but it would not be evenly distributed across universities. It is estimated that the fee increase would reduce enrolment from EU nationals by 30,000.

URL : <http://www.hepi.ac.uk/wp-content/uploads/2017/01/Hepi-Report-91-Screen.pdf>

Articulating perspectives on international and social mobility in higher education / Alain Fernex, Erica de Vries, Laurent Lima . - In: European Journal of Higher Education, v. 7, no. 1, March 2017
ISSN 2156-8235

Abstract : Transformations affecting higher education are manifold; amongst others one can mention the massification of higher education, trends towards privatization, and changing policy guidelines with a view to unification at the international level. The mobility phenomena accompanying all these transformations represent a challenge for researchers, practitioners, policy-makers, and students in the higher education field. In this article, the authors first define different types of mobility. Mobility, in its most obvious form, can be understood as geographical movement, national and international, of students and academics. However, the concept of mobility in higher education can also be understood as change in the course of a lifetime for an individual, or change, for an individual, in regard to social, economic, and cultural background.[Abstract adapted from publisher]

Beyond the amusement, puzzlement and challenges : an enquiry into international students' academic acculturation / Dely Lazarte Elliot, Kate Reid, Vivienne Baumfield / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 41, no. 12, pp. 2198-2217, December 2016
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : This paper investigates the phenomenological experiences of academic acculturation of selected non-British post-doctoral academics with a retrospective focus on their experiences as PhD students in the UK. The participants came from different disciplines and countries of origin to pursue several years of postgraduate research in different British higher education institutions. The typical, yet distinct, experiences of an exceptional group of early career academics offer invaluable insight into the joys, excitement, puzzlement and challenges that international students often encounter as they embark on studying and living in a foreign country such as the UK. Using Urie Bronfenbrenner's bio-ecological theory of human development, our paper presents a theoretical perspective that can help elucidate and offer a greater understanding of what appear to be complex incidences in international students' experiences. These incidences can, arguably, be crucial to the success or failure of students' sojourns.

Globalisation of researcher mobility within the UK Higher Education : explaining the presence of overseas academics in the UK academia / Nabil Khattab, Steve Fenton . - **In:** Globalisation, Societies and Education, v. 14, no. 4, pp. 528-542, November 2016
ISSN 1476-7724 . - Online ISSN 1476-7732

Abstract : In this paper examines the factors that are associated with the presence of non-UK academics in research only posts in the UK and are concentrated in 'elite' research universities. The authors argue that the power structure within UK 'elite' universities dictates a division of labour through which the inflows of overseas academics into the UK academic labour markets are skewed towards these elite academic institutions where they are employed primarily in research-only posts. These posts, are less valued and are difficult to fill by UK academics. This explains the over-concentration non-UK academics within these posts and suggests that it is not a coincidence, but a result of a division of labour in which they are 'used' as a replacement labour. [Abstract adapted from publisher]

International mobility of French Ph.D.s / Claire Bonnard, Julien Calmand, Jean-François Giret . - **In:** European Journal of Higher Education, v. 7, no. 1, pp. 43-55, March 2017
ISSN 2156-8235

Abstract : This research investigates the determinants of international mobility of Ph.D.s upon graduation. It is based on a survey of 400 young Ph.Ds who graduated in France between 2003 and 2008, half of whom were still abroad more than six years after graduating. The impacts of personal, occupational and scientific characteristics on the successive mobility decisions after graduating were scrutinized. The findings show that motivations for going abroad relate principally to the difficulty in finding employment on the French labour market. The choices as to longer term expatriation are more fragmented and can be less readily unravelled. By contrast, readiness to return to France is often accounted for by family factors.

Internationally mobile academics : concept and findings in Europe / Ulrich Teichler . - **In:** European Journal of Higher Education, v. 7, no. 1, pp. 15-28, March 2017
ISSN 2156-8235

Abstract : Examination of international mobility of academics reveals that it can be enormously varied – for example, migration initiated by their parents or other factors, periods of training and short-term employment abroad, short visits, and last but not least long-term or permanent professional mobility. Surveys have been undertaken addressing modes and sequences of international mobility during the life-course. They suggest that more than a quarter of academics in Europe have spent a substantial period of their life in other countries than that of their current employment and more than half at least short periods abroad. This seems to have some beneficial effects on their international views and activities

as well as beyond their academic life. However, in some respects the effects are small, and a relatively large proportion of academics believe that international mobility have not boosted their academic employment situation and career in general. [Abstract adapted from publisher]

Networks of international student mobility : enlargement and consolidation of the European transnational education space? / Eva Maria Vögtle, Michael Windzio . - **In:** Higher Education, v. 72, no. 6, pp. 723-741, December 2016

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

Abstract : This article examines the impact of membership in the Bologna Process on patterns and driving forces of cross-national student mobility. Student exchange flows are analysed for almost all Bologna Process member states and non-Bologna OECD members over a ten-year period (from 2000 to 2010). The results of the network analyses reveal that cross-national student exchange networks are stable over time. At the core of these networks are the USA, Great Britain, France, and Germany; they attract highest shares of students from most remaining countries in the sample. Moreover, the results demonstrate that homophily between countries determines student exchange patterns: the most relevant ties exist between bordering countries. Moreover, membership in the Bologna Process impacts on mobility patterns, and the size of the effect increases over the periods investigated.

The ties that bind : the roles and mundane practices of networks in constructing educational internationalisation in the high north / Marit Sundet . - **In:** Globalisation, Societies and Education, v. 14, no. 4, pp. 513-527, November 2016
ISSN 1476-7724 . - Online ISSN 1476-7732

Abstract : This article examines how internationalisation is creating a new set of cross-national shared institutional practices. It analyses educational collaboration within a network of academics and an administrator from eight higher education institutions located in the Barents region. The Norwegian HEI is located in the northern part of Norway, and seven HEIs are located in the Northwest of Russia.

Travelling academics : the lived experience of academics moving across countries / Liisa Uusimaki, Susanne Garvis . - **In:** Higher Education Research and Development, v. 36, no. 1, pp. 187-200, January 2017
ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : The article reports on a study that explored the personal narratives of two female travelling academics at a Swedish University who had moved from Australia. To complement previous accounts of difficult migration and enculturation within the research literature, this article focuses mainly on the successful experiences of the academics and how their own sense of agency allowed them to navigate the new educational context. The article identifies key factors that have enacted these achievements and contributes to the understanding of travelling academics and their needs as they move to new higher education contexts. In particular, the article contributes to the long-term migration to a non-English-speaking country (Sweden) by two academics who had previously studied and worked within an English-speaking university system (Australia). In conclusion, the article suggests ways pedagogy and policy can respond to support other international academics who choose to travel and work in another country, enhancing and 'living' internationalization within the global world.

Sustainable Development

Assessment tools' indicators for sustainability in universities : an analytical overview / Naif Alghamdi, Alexandra den Heijer, Hans de Jonge . - **In:** International Journal of Sustainability in Higher Education, v. 18, no. 1, pp. 84-115, 2017

ISSN 1467-6370

Abstract : This paper analyses 12 assessment tools of sustainability in universities. The paper further explores how the theoretical concept of a sustainable university is translated into more measurable variables to support practitioners and academics in assessing sustainability in universities. The tools reviewed share similar traits in terms of criteria, sub-criteria and indicators. The authors found that five benchmarks are essential for a holistic framework: management; academia; environment; engagement and innovation.

Africa

The role of Ethiopia's public universities in achieving the United Nations Sustainable Development Goals / Paul O'Keeffe / UNESCO Institute for Lifelong Learning . - **In:** International Review of Education, v. 62, no. 6, pp. 791-813, 2016

ISSN 0020-8566 . - Online ISSN 1573-0638

Abstract : The rapid expansion of public universities in Ethiopia has taken centre stage in facilitating the country's aim of equipping a new generation with the expertise needed to fuel the country's economic development. While impressive strides have been made over the last two decades, various development challenges threaten to derail this promising progress. This article examines three of the main challenges – urbanisation, climate change and food security – and the potential for universities to address them. Based on a study using key informant analysis research with 50 experts in Ethiopian education and development, the author concludes that the developing public university system offers promising capabilities to assist the country on its developmental path despite many inherent problems.

URL : <http://rd.springer.com/article/10.1007/s11159-016-9599-9>

Asia and the Pacific

Education and capacity building with research : a possible case for Future Earth / Yasuhiro Fukushima, Gakushi Ishimura, Andrew James Komasiński, Reiko Omoto, Shunsuke Managi . - **In:** International Journal of Sustainability in Higher Education, v. 18, no. 2, pp. 263-276, 2017

ISSN 1467-6370

Abstract : This paper suggests the structure of a platform for education and capacity building for Future Earth, which is a global platform for international scientific collaboration related to Global Environmental Change. It details potential programme structure in the Asia-Pacific policy region and also suggests competencies, contents and human resources for education and capacity building for Future Earth within the region.

URL : <http://www.emeraldinsight.com/doi/full/10.1108/IJSHE-10-2015-0170>

Education for sustainability using a campus eco-garden as a learning environment / Chi Chiu Cheang, Winnie So Wing-Mui, Ying Zhan, Kwok Ho Tsoi . - **In:** International Journal of Sustainability in Higher Education, v. 18, no. 2, pp. 242-262, 2017

ISSN 1467-6370

Abstract : This paper aims to explore stakeholder perspectives of the role of a campus eco-garden in education for sustainability (EfS) in a university in Hong Kong. Semi-structured interviews were conducted to reveal stakeholder understandings of a campus eco-garden, as well as its associated expectations of learning activities and education outcomes. Three stakeholder groups were interviewed; designers, educators and environmental and non-environmental subject-related students. The results showed that all three stakeholder groups expected cognitive learning of EfS to be enhanced by the eco-garden. The use of affective learning was not strongly expected by the stakeholders. Psychomotor learning was believed to be the most difficult to do. To fulfill the potential of the eco-garden in EfS, all stakeholders suggested learning activities and roles for both students and teachers.

URL : <http://www.emeraldinsight.com/doi/full/10.1108/IJSHE-10-2015-0174>

Engaging sustainability good practice within the curriculum design and property portfolio in the Australian higher education sector / Joanna Poon . - In: International Journal of Sustainability in Higher Education, v. 18, no. 1, pp. 146-162, 2017
ISSN 1467-6370

Abstract : This research is based on case study institution of an Australian university, using desk-top study including the review of the University's Strategic Plan, policy agenda on sustainability and the documents on sustainability courses and units. Semi-structured interviews were held with academics who have course development and management responsibility within the university, colleagues who have a sustainability-focused role on estate management and colleagues whose roles are to manage sustainability initiatives at the institution level. Analysis of the findings showed that despite the university having clear strategic aims and initiatives on the incorporation of sustainability within the curriculum design and property portfolio, there is disconnection between policy development and policy implementation. As a result, the incorporation of sustainability varies largely between curricula within the institution. The incorporation of sustainability within the property portfolio is clear and effective. However, within the curriculum, it is polarised. The level of incorporation depends on the nature of the course or unit and is largely driven by the initiatives of the individual academic. Good practice identified in the incorporation of sustainability within the curriculum is to use a problem-based approach supported by real life projects to enhance the students' authentic learning experience.

Global consciousness and pillars of sustainable development : a study on self-perceptions of the first-year university students / Tamara Savelyeva, William Douglas . - In: International Journal of Sustainability in Higher Education, v. 18, no. 2, pp. 218-241, 2017
ISSN 1467-6370

Abstract : This paper aims to provide data on the self-perceived state of sustainability consciousness of first-year students at a university in Hong Kong. The authors conducted 787 questionnaires and collected 989 reflective narratives of first-year students of a university in Hong Kong, who were enrolled in the General Education course. The quantitative results revealed an increase in the self-perceived knowledge and behavioral aspects of sustainability consciousness of Hong Kong students and their low engagement in sustainability-related civic, campus or action groups. However, qualitative results revealed three aspects of the students' sustainability consciousness: intentionality to make a difference; engagement with complex questions about identity, society and nature; and eschatological perspectives, which included imaginative, future-oriented and action-oriented approaches to critical reflection, supported by the rhetoric of hope, promises and commitment for better future. (Abstract from publisher)

URL : <http://www.emeraldinsight.com/doi/full/10.1108/IJSHE-04-2016-0063>

Greening of a campus through waste management initiatives : experience from a higher education institution in Thailand / Siwaporn Tangwanichagapong, Vilas Nitivattananon, Brahmanand Mohanty, Chettiyappan Visvanathan . - In: International Journal of Sustainability in Higher Education, v. 18, no. 2, pp. 203-207, 2017
ISSN 1467-6370

Abstract : This paper described the effects of 3R (reduce, reuse and recycle) waste management initiatives on a campus community in Thailand. It is based on a study whereby demonstration projects on waste segregation and recycling, as well as waste a reduction campaign, were set up on the campus to ascertain people's attitudes and investigate their behavioral responses toward waste management practices. Data were collected through a questionnaire survey, observations, interviews and the project's document review. A waste audit and waste composition analysis was carried out to assess waste flows and actual waste management behaviors and measure the change in the recycling rate. The findings show that 3R waste management initiatives had positive effects on people's attitudes about resources, waste management and consciousness of the need to avoid waste, but these initiatives did not affect recycling and waste management behavior. Incentive measures showed a greater positive effect on waste reduction to landfills. Nevertheless, the demonstration projects helped to increase the overall campus recycling from 10 to 12 per cent.

URL : <http://www.emeraldinsight.com/doi/full/10.1108/IJSHE-10-2015-0175>

Towards an engaged campus : measuring and comparing definitive stakeholders' perceptions of university social engagement in South Korea / Young Ha Cho . - In: International Journal of Sustainability in Higher Education, v. 18, no. 2, pp. 185-202, 2017
ISSN 1467-6370

Abstract : This paper aims to measure and rigorously compare the perceptions of South Korean university social engagement between faculty and students, to understand how South Korean campus embraces social engagement in practice. The university selected for this study is an internationalized, research-oriented, four-year South Korean university campus that has actively sought to become engaged in communities for collective betterment and to build a

better society. A total of 162 faculty and 368 students completed the survey. The findings showed that neither faculty nor students had positive perceptions of their institution's social engagement in terms of leadership, participatory decision-making, curriculum and instruction, institutional supports and systemic mechanism. That is, two definitive stakeholders on campus similarly perceived that social engagement has not yet been institutionalised as a core value and therefore embraced in practice. Based on these findings, this study discusses several implications for university decision makers. Specifically, the institutionalisation of and the need for authentic leadership in university social engagement are emphasised as a means to encourage and facilitate the delivery of practical, beneficial services to the public.

URL : <http://www.emeraldinsight.com/doi/full/10.1108/IJSHE-12-2015-0194>

Wheels of change in higher education : a collaborative, multi-stakeholder project as a vehicle for sustainability education / Kristi Warr Pedersen, Emma Pharo, Corey Peterson, Geoffrey Andrew Clark . - In: International Journal of Sustainability in Higher Education, v. 18, no. 2, pp. 171-184, 2017

ISSN 1467-6370

Abstract : This paper profiles the development of a bicycle parking hub at a university in Australia to illustrate how the process through which a cross-disciplinary place-based learning initiative was designed, implemented and evaluated over a three-year period.

URL : <http://www.emeraldinsight.com/doi/full/10.1108/IJSHE-10-2015-0172>

Europe and North America

University sustainability : signal data / H. P. Weingarten, M. Hicks, L. Jonker, G. Moran / Higher Education Quality Council of Ontario [Canada] . - Toronto : HEQCO, 2017 . - 33 p.

Abstract : This report assembles data on the 20 publicly-funded universities in Ontario and details five indicators of the sustainability issues facing higher education institutions: enrolment trends, demographic outlook, student demand, financial health, and faculty over age 65.

URL : <http://www.heqco.ca/SiteCollectionDocuments/University%20Sustainability%20FINAL.pdf>

A methodological framework to analyze stakeholder preferences and propose strategic pathways for a sustainable university / Fikret Korhan Turan, Saadet Cetinkaya, Ceyda Ustun . - In: Higher Education, v. 72, no. 6, pp. 743-760, December 2016

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

Abstract : Building sustainable universities calls for participative management and collaboration among stakeholders. This research proposes a framework that can be used in higher education institutions for integrating stakeholder preferences into strategic decisions. The proposed framework is applied to a private university in Turkey as a case study through a survey of 30 participants, representing key internal stakeholder groups. The survey demonstrates stakeholder priorities with respect to sustainability performance indicators and a set of investment projects as well as how they change under low, medium and high financial constraints. The study finds that, while stakeholders have varying opinions regarding sustainable development, generally their highest priority is teaching, followed closely by research. Further, although stakeholders assign a high priority to environmental initiatives when the concern is service and social responsibility, they do not consider such investments profitable. Lastly, it appears that "high visibility" projects gain priority as the level of financial constraint increases.

Environmental awareness raising through universities-city authorities' cooperation / Ksenia D. Shelest, Victor V. Ionov, Leonid Y. Tikhomirov . - In: International Journal of Sustainability in Higher Education, v. 18, no. 1, pp. 39-49, 2017

ISSN 1467-6370

Abstract : This article explores the cooperation between universities and city authorities in a case study of environmental awareness raising through the students at universities in Saint Petersburg, Russian Federation, who were trained to be environmental volunteers for oil spill response operations in the coastal zone of the Baltic Sea. The programme for environmental volunteers' tuition was created due to mutual cooperation between universities and state authorities. Practical field experience with simulated oil accidents were carried out in situ on the coastal zone of the Gulf of Finland.

Greening transportation and parking at University of Coimbra / Luís Cruz, Eduardo Barata, João-Pedro Ferreira, Fausto Freire . - In: International Journal of Sustainability in Higher Education, v. 18, no. 1, pp. 23-38, 2017

ISSN 1467-6370

Abstract : This paper explored the potential contribution of integrated traffic and parking management strategies to ensure more rational use of available parking spaces and to reduce fuel consumption and greenhouse gas emissions by commuters traveling to the main campus of University of Coimbra (UC), Portugal. An integrated modelling approach is used, including the characterisation of supply and demand for parking and public transport, the creation and implementation of a survey to campus users and a life-cycle approach to assess six transportation and parking strategy scenarios. This analysis demonstrates the importance of integrated management measures to greening commuters' transportation and parking within a University campus, identifying and quantifying opportunities for successfully making the transitions toward a more sustainable future.

Sustainable imagineries : a case study of a large suburban Canadian university / Philip Vaughter, Steve Alsop . - **In:** International Journal of Sustainability in Higher Education, v. 18, no. 1, pp. 129-145, 2017
ISSN 1467-6370

Abstract : This paper explores the concept of sustainability imaginaries – unifying core assumptions on what sustainability entails held by stakeholders – set within a large suburban university in Toronto, Canada. It draws upon interviews of university sustainability working group including students, staff, faculty and administrators. Analysis of the interviews identified four core sustainability imaginaries: sustainability as performance, sustainability as governance, sustainability as techno-efficiency and sustainability as community organising. The paper then uses these imaginaries to analyse two recent university-wide events: the establishment of a high-level sustainability council and an energy management program.

Transdisciplinary learning and teaching as answers to urban sustainability challenges / Petra Biberhofer, Christian Rammel . - **In:** International Journal of Sustainability in Higher Education, v. 18, no. 1, pp. 63-83, 2017
ISSN 1467-6370

Abstract : This case study stresses new forms of transdisciplinary learning and teaching as essential drivers of a sustainable urban development. The inter- and transdisciplinary teaching course “Sustainability Challenge”, which has been offered since 2010 as a collaborative project by the four largest universities of Vienna, highlights the value of experienced-based learning approaches and the method of service learning. Special attention is devoted to the opportunities and challenges of the setting provided by the applied science-society interface and the particular method of service learning with its concrete benefits for the city of Vienna. In analysing the conceptual framework of the teaching course as well as conducted service learning projects, the authors prove potential benefits of transdisciplinary learning and teaching for real answers to urban sustainability challenges. Portraits of the most successful service learning projects are presented, with partners such as the City of Vienna, an organization and one enterprise. Lessons learned from the case study and key elements of the institutionalized umbrella function of science-society interfaces that provide prerequisites for applying transdisciplinary learning and teaching are shown. [Abstract from publisher]

University's multi-scale initiatives for redefining city development / Natalia Ratajczyk, Iwona Wagner, Agnieszka Wolanska-Kaminska, Tomasz Jurczak, Maciej Zalewski . - **In:** International Journal of Sustainability in Higher Education, v. 18, no. 1, pp. 50-62, 2017
ISSN 1467-6370

Abstract : This paper presents the varied roles played by the University of Łódź, Poland, in maintaining and restoring the natural capital of a city as a driver for sustainable city development. It discusses three cases performed by the Faculty of Biology and Environmental Protection, ranging from city-wide to local, e.g. river and green infrastructure, and which vary in character from policy planning to implementation. The results showed that natural capital projects influence city development on different levels: by the initiation of legal protection, by the implementation of rehabilitation concepts for rivers and by influencing the strategic documents for mid-term and long-term urban development. The university has the potential for multidisciplinary engagement in the development of urban sustainability. In large-scale projects, academics play a more conceptual role, in capacity building and knowledge transfer, while in local-scale implementations, their role includes innovation, know-how and technology transfer. Moreover, it may act as a reinforcement hub, by safeguarding and strengthening the natural capital of the city. [Abstract adapted from publisher]

Latin America and the Caribbean

Education 2030 : Buenos Aires Declaration / UNESCO. Regional Bureau of Education for Latin America and the Caribbean [Chile] . - Regional Meeting of Education Ministers of Latin America and the Caribbean, Buenos Aires, 24 - 25 January 2017 . - Santiago, Chile : Unesco Regional Bureau for Latin America and the Caribbean, 2017 . - 14 p.

Abstract : This Declaration was released at the Regional Meeting of Education Ministers of Latin America and the Caribbean in 2017. The Ministers acknowledged progress in the region's education systems and reaffirmed education, including higher education, as an essential right, a catalyst of sustainable development and an instrument for fulfilling the other sustainable development goals by 2030.

URL <http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Santiago/pdf/Buenos-Aires-Declaration-ENG-2017.pdf>

Values-based Leadership

Regards dynamiques et critiques de la gouvernance des universités / Michel Gay, Mohamed Mahassine, Oleg Curbatov . - Marrakech, Paris : IAUPL, 2017 . - 216 p.

ISBN 978-2-9557439-0-4

Abstract : Cet ouvrage est conçu à partir des contributions des participants lors d'un Colloque de l'IAUPL (International Association of University Professors and Lecturers) organisé à l'Université Cadi Ayyad de Marrakech. L'ouvrage, publié par L'IAUPL sous le patronage de la Commission nationale française pour l'UNESCO, offre une connaissance actualisée sur la compréhension du fonctionnement opérationnel des universités, à donner des regards dynamiques et critiques sur la gouvernance de celles-ci permettant d'éclairer les choix à faire pour l'avenir. Dans un modèle traditionnel, la gouvernance d'Université s'est présentée dans ses approches comme un ensemble cohérent d'activités de recherche, formation, information et documentation des enseignants-chercheurs au niveau individuel et collectif afin de satisfaire les besoins du secteur public essentiellement et permettre de faciliter la collaboration libre entre les enseignants-chercheurs, au niveau international, les équipes d'enseignants de l'Université et d'autres institutions d'enseignement supérieur.

This book is based on the contributions of the participants at a Colloquium of the IAUPL organized at the Cadi Ayyad University of Marrakech. The International Association of University Professors and Lecturers (IAUPL), sponsored by the French National Commission for UNESCO, offers an up-to-date understanding of the operational functioning of universities, critically examines their governance and clarifies the choices to be made for the future.

Classmark : FR-42 IAUPL

URL : <https://hal.archives-ouvertes.fr/hal-01485674/document>

Public intellectuals vs. new public management : the defeat of public engagement in higher education / Richard Watermeyer / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 41, no. 12, pp. 2271-2285, December 2016

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

Abstract : This paper considers the status of public engagement in higher education (PE-HE) in the UK and the inclusion of public engagement as an integrated and valued component of higher education This 'state-of-the-art' review situates a diagnosis of PE-HE being at odds with, if not defeated by, the organisational structure and institutional priorities of UK universities.

Unravelling quality culture in higher education : a realist review / G. W. G. Nedermacher, M. G. A oude Egbrink, I. H. A. P. Wolffhagen, D. H. J. Dolmans . - In: Higher Education, v. 73, no. 1, pp. 39-60, January 2017

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

Abstract : This article reviews organisational context elements impacting quality culture within higher education institutions, its working mechanisms and associated outcomes. Leadership and communication were identified as being of key importance in binding structural/managerial and cultural/psychological elements. Leaders are central 'drivers' of quality culture development through their ability to influence resource allocation, clarify roles and responsibilities, create partnerships and optimise people and process management. Adequate communication is considered a prerequisite to diffuse quality strategies and policies, evaluate results and identify staff values and beliefs. The authors propose that the working mechanisms of quality culture comprise increased staff commitment, shared ownership, empowerment and knowledge. Associated outcomes related to these mechanisms are positive effects on staff and student satisfaction, continuous improvement of the teaching-learning process and student and teacher learning and development. Institutions striving for the development of a quality culture should best operate from a contingency approach, i.e. make use of quality management intervention approaches which are tailored to the organisational context.

Women's universities around the world develop global leaders / NAFSA: Association of International Educators [USA] . - In: International Educator (NAFSA), v. 26, no. 1, pp. 26-33, January and February 2017

ISSN 1059-4221

Abstract : This article examine the role that women's universities play in creating leaders. While the number of women's colleges and universities in the United States has declined, in Asia, Africa, and the Middle East, the number of women's universities is on the rise, playing a vital role in educating women where other opportunities for higher education may be limited.

URL : http://www.nafsa.org/ /File/ /ie_janfeb17_global_leaders.pdf

Asia and the Pacific

A critical exploration of collaborative and distributed leadership in higher education : developing an alternative ontology through leadership-as-practice / Howard Youngs / 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. 39, no. 2, pp. 140-154, April 2017
ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : The reconfigurations in universities due to the rise of New Public Management practices and the interest of collaborative and distributed management has led to the existence of two staff groups, professional and academic. The former is often aligned to the rise in managerial practices over claimed academic collegial practices, thus creating conditions for a possible dualistic positioning with the two groups. Distributed leadership and collaboration are claimed to be approaches that overcome this dualism, yet they may also be susceptible to maintaining this dual state and subtly reaffirm embedded interests and structures. As an alternative, a leadership-as-practice approach ontologically shifts the way in which sense is made of organisations. The practice-based model for understanding organisations presented in this paper offers a theoretical and applied framework that incorporates and also goes beyond collaborative and distributed leadership due to its association with practice theory. [Abstract from publisher]

A distributed leadership change process model for higher education / Sandra Jones, Marina Harvey / 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. 39, no. 2, pp. 126-139, April 2017
ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : In an increasingly complex global environment that higher education operates in is placing it under considerable stress and resulting in widespread change to the operating context and leadership of higher education institutions. The outcome has been the increased likelihood of conflict between academics and senior leaders, presaging the need for more engaged and broader approach to leadership. Based on empirical research into the Australian university sector, this paper contends that a distributed leadership (DL) approach is appropriate for the higher education sector and offers value for supporting effective change. In acknowledging the paradigm change needed to implement a DL approach successfully, the authors present a process model to underpin the shift from a leader-centric to a DL approach. The Sustainable Enabling and Evaluating Reflective DL change process model presents a synthesis of how a systemic change to DL in higher education can occur. [Abstract from publisher]

Assessing distributed leadership for learning and teaching quality : a multi-institutional study / Angela Carbone, Julia Evans, Bella Ross, Steve Drew, Liam Phelan, Katherine Lindsay, Caroline Cottman, Susan Stoney, Jing Ye / 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. 39, no. 2, pp. 183-196, April 2017
ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : This paper presents an assessment of how effectively distributed leadership was enabled at five Australian institutions implementing a collaborative teaching quality development scheme called the Peer Assisted Teaching Scheme. The Scheme brings together expertise from teams of academics, coordinators, and institutional learning and teaching portfolio holders to the shared goal of enhancing learning and teaching quality. A distributed leadership benchmarking tool was used to assess the Scheme's effectiveness, and the authors found that (i) the Scheme is highly consistent with the distributed leadership benchmarks, and that (ii) the benchmarking tool is easily used in assessing the alignment (or otherwise) of teaching and learning quality initiatives with distributed leadership benchmarks.

Demonstrating the impact of a distributed leadership approach in higher education / Marina Harvey, Jillian Hamilton, John Bevacqua, Kathy Egea & Jo McKenzie Sandra Jones / Association for Tertiary Education Asia and the Pacific Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - **In:** Journal of Higher Education Policy and Management, v. 39, no. 2, pp. 197-211, April 2017
ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : Higher education is under pressure to advance from a singular focus on assessment of outputs (measurements) to encompass the impact (influence) of initiatives across all aspects of academic endeavour (research, learning and teaching, and leadership). This paper focuses on the implications of this shift for leadership in higher education. Demonstrating the impact of leadership in higher education requires taking a step beyond measuring the skills, behaviours and achievements of individual leaders to demonstrating how universities can evaluate the impact of actions taken to build leadership capacity across the institution. The authors extend the outcome of empirical research into how a distributed leadership approach can be enabled and evaluated in Australian higher education – to analyse the

effectiveness of these processes for both measuring output and assessing the impact and influence of practice.

Implementing and investigating distributed leadership in a national university network – SaMnet / Manjula D. Sharma, Will Rifkin, Vicky Tzioumis, Matthew Hill, Elizabeth Johnson, Cristina Varsavsky, Susan Jones, Stephanie Beames, Andrea Crampton, Marjan Zadnik, Simon Pyke / 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/ 39, no. 2, pp. 169-182, April 2017
ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : The literature suggests that collaborative approaches to leadership, such as distributed leadership, are essential for supporting educational innovators in leading change in teaching in universities. This paper briefly describes the array of activities, processes and resources to support distributed leadership in the implementation of a network, the Science and Mathematics Network of Australian University Educators – SaMnet. The research study investigated participating educational innovators' experiences of distributed leadership using a mixed method approach after 2 years of immersion in SaMnet. Fifty innovators were surveyed and data analysed to obtain influences of the teams, the institution and SaMnet. Focus groups were used to extract rich descriptions of the experiences of the innovators. The study suggests that distributed leadership as the approach underpinning SaMnet cultivated leadership helping to complement team and institutional influences in a measurable way and to support educational innovators in leading change in university science and mathematics teaching.

Leadership through fellowship : distributed leadership in a professional recognition scheme for university educators / J. Beckmann / 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. 39, no. 2, pp. 155-168, April 2017
ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : Opportunities for distributed leadership were incorporated into the design of an Australian university's professional recognition scheme for university educators. Through analysis of this case study in the context of the ASERT (Action Self-Enabling Reflective Tool) attributes and the benchmarks for distributed leadership, this paper explores the potential for systematic professional recognition of university educators to build institutional leadership capacity in the context of university teaching and learning.

Europe and North America

Higher education, leadership and women vice chancellors : fitting into a community of practice of masculinities / Paula Burkinshaw . - Basingstoke : Palgrave Macmillan, 2015 . - XI, 156 p. (Palgrave Studies in Gender and Education)
ISBN 978-1-349-49548-1

Abstract : In this book, the author explores the contemporary conversation around the 'missing women at the top' across UK society through in-depth interviews with women vice chancellors. These women have successfully negotiated with and navigated the gendered leadership cultures of higher education throughout their careers and speak of the masculine communities of their workplaces. Advocating the need to achieve a critical mass of women at the top, this book suggests there is still much to be done in the higher education sphere.

Classmark : GB-431 BUR

State governance action report : state policies and legislation affecting public higher education governance and leadership / Association of Governing Boards of Universities and Colleges . - Washington D.C. : AGB, 2016 . - 20 p.

Abstract : This report sums up higher education legislation and policies across the United States for 2015–2016. These include policies on public higher education funding, governance, autonomy, access, tuition and fees, campus safety and free speech.

URL : http://aqb.org/sites/default/files/report_2016_state_governance_action.pdf

Reputation management in complex environments : a comparative study of university organizations / Tom Christensen, Åse Gornitzka / International Association of Universities [IAU] . - **In:** Higher Education Policy, v. 30, no. 1, pp. 123-140, March 2017
ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : Modern universities cater to a wide variety of stakeholder groups and are hence socially embedded: they

provide information, project an image of themselves, and are connected in different ways to actors in the environment who are important providers of resources, support, commitment, trust, and legitimacy. Reputation management is therefore important. The authors examine what is typical for the reputation management of universities? What are the core symbols and how are different types of symbols balanced? How much do universities focus on their performance record, their moral symbols (openness, trust, caring, etc.), and professional qualities? They undertake a comparative analysis of twenty universities in four Nordic countries: Denmark, Finland, Norway and Sweden. The data consist of a web census — a systematic analysis of the websites of the universities in question. The main results show that overall, public universities in this Nordic sample place the highest premium on their moral reputation and being accountable to multiple audiences. This is followed by professional and performative symbols.

URL : <http://rd.springer.com/article/10.1057/s41307-016-0010-z>

Other themes

Academic freedom

Power, discourse, ethics : a policy study of academic freedom / Kenneth D. Gariepy . - Rotterdam : Sense Publishers, 2016 . - 164 p. (New Research, New Voices, 5)
ISBN 978-94-6300-368-1

Abstract : This book analyses the construction and practice of academic freedom in Canadian higher education. The first part of the book reviews research on academic freedom in Canada and the United States, detailing policy research, institutional case studies, and surveys of professors and students. In the second part of the book, the author analyses, from a Foucauldian perspective, three key recent events marking academic freedom in Canada: the Olivieri affair, a case in the 1990s involving a professor of medicine undertaking pharmaceutical research who became a 'whistleblower'; the controversy surrounding the organisation of a 2009 academic conference on 'Israel-Palestine' at a Canadian university; and the dispute at a Canadian university when a professor publicly opposed the dissolution of a college.

Classmark : CA-21 GAR

Threats to the independence of student media / American Association of University Professors [AAUP] . - Washington, DC : AAUP, 2016 . - 9 p.

Abstract : This report reaffirms and expands upon the basic principles of a free student press. It cites cases in which college and university administrations have intervened in efforts to edit or censor student journalistic content. This pressure has been reported in every segment of higher education and every institutional type.

URL : https://www.aaup.org/file/StudentMediaReport_0.pdf

Academic teaching personnel

Academic entrepreneurship and traditional academic duties : synergy or rivalry? / Muthu De Silva / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 41, no. 12, pp. 2169-2183, December 2016

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

Abstract : This study investigates the influence of academic entrepreneurship on traditional academic duties among 258 academics at 13 universities in Sri Lanka. Using qualitative evidence, the authors discovered that there are funding, resource, knowledge and skill and networking synergies between academic entrepreneurship and traditional academic duties. These synergies are found to be extremely important in overcoming resource barriers to conduct teaching and research. Academic entrepreneurs manage their engagement in multiple activities through symbiotic relationships with other academics. While academic entrepreneurs are the initiators who secure entrepreneurial opportunities, other academics support them as they capitalise on these opportunities. The importance of encouraging academic entrepreneurship as a strategy to overcome resource barriers to traditional academic duties is emphasised. Implications and future research avenues are highlighted.

Developing a teacher identity in the university context : a systematic review of the literature / Thea van Lankveld, Judith Schoonenboom, Monique Volman, Gerda Croiset, Jos Beishuizen . - In: Higher Education Research and Development, v. 36, no. 2, pp. 325-342, March 2017

ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : This literature review summarises the growing body of literature discussing teacher identities of university teachers. The aim was to understand what strengthens or constrains the development of a teacher identity. A qualitative synthesis of 59 studies was carried out. The review showed that several factors contribute to the development of teacher identity. While contact with students and staff development programmes were experienced as strengthening teacher identity, the wider context of higher education was experienced as having a constraining effect. Furthermore, the impact of the direct work environment was experienced as either strengthening or constraining, depending on whether or not teaching is valued in the department. Five psychological processes were found to be involved in the development of a teacher identity: a sense of appreciation, a sense of connectedness, a sense of competence, a sense of commitment, and imagining a future career trajectory.

URL : <http://www.tandfonline.com/doi/full/10.1080/07294360.2016.1208154>

Inequality in the scientific community : the effects of cumulative advantage among social scientists and humanities scholars in Korea / Keuntae Kim, Jong-Kil Kim . - In: Higher Education, v. 73, no. 1, pp. 61-77, January 2017

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

Abstract : This article examines cumulative advantage over the careers of a sample of 8933 Korean social scientists and humanities scholars. Descriptive analyses indicated that the level of inequality among junior humanists and social scientists rivals that found among similar scholars in the USA, and among engineers and natural scientists in Korea. Inequality indices examined over 25 years reveal a U-shaped trajectory for social scientists and an L-shaped trajectory for humanities scholars. In both disciplines, female scholars averaged fewer publications than their male counterparts at any given time in their respective careers. Furthermore, age at receipt of doctorate and years to doctoral degree completion were negatively associated with the number of publications. The prestige of scholars' undergraduate and graduate schools also appears to be associated with productivity, though to a greater extent in the social sciences than in the humanities. The results imply that the incentive structure in Korean academia does not necessarily lead to an increase in the number of publications. Rather, it appears that, in the later career stages, activities outside the university become more important than scholarly performance, perhaps due to the tradition of basing wage and promotion systems on seniority. [Abstract adapted from Publisher]

New promotion patterns in Italian universities : less seniority and more productivity / Giulio Marini . - In: Higher Education, v. 73, no. 2, pp. 189-205, February 2017

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

Abstract : The new habilitation (ASN), established in Italy in 2010 and launched in 2012, was introduced to filter eligible candidates in the competition of associate and full professorships. Its purpose is to cut off poor candidates on the basis of individual scientific productivity before they might be hired in competitions where patronage may favor them. This study considers four disciplinary fields—physics; engineering; law; economics. The main hypothesis is that candidates' current positions and seniority (years after last promotion) should play no part in determining the award of eligibility since only indicators of output should be considered by evaluating committees. Considering only the applications to full professorships and after controlling for such indicators as publications (three different indicators of), data regarding affiliation with committee members, age, gender, current position and time since last promotion show better predictors of attaining the eligibility to be: (1) quality of scientific output and articles in top-ranked journals); (2) current ladder rank; (3) younger age, especially within people of the same ranks. As a result, the traditional seniority pattern appears to be yielding place before quicker and steeper career paths for the more productive.

Access and success in Higher Education

Advancing diversity and inclusion in higher education : data highlights focusing on race and ethnicity and promising practices / United States. Department of Education . - Washington D.C. : US Dept. of Education, 2016 . - 86 p.

Abstract : The report demonstrates that low-income and minority students continue to face barriers to higher education and the resulting gaps have contributed to reduced social mobility in the United States. It highlights strategies higher education institutions can use to help reverse this trend.

URL : <https://www2.ed.gov/rschstat/research/pubs/advancing-diversity-inclusion.pdf>

Enhancing institutional capacity for gender mainstreaming in education / UNESCO International Institute for Capacity Building in Africa [IICBA]; ; UNESCO. Regional Office for Eastern Africa . - 24 - 25 November 2016 . - Nairobi : UNESCO, 2016 . - 19 p.

Abstract : This summary report is from a workshop held in Nairobi November 2016 to explore how to implement gender mainstreaming in education in Africa. All levels of education are covered, with an emphasis on teacher education, highlighting gender-responsive pedagogy, teacher training and the use of ICT.

URL : <http://unesdoc.unesco.org/images/0024/002468/246834E.pdf>

Inclusive teaching and learning in higher education as a route to excellence / United Kingdom. Department for Education; Disabled Students Sector Leadership Group [UK] . - London : Ministry of Education, 2017 . - 39 p.

Abstract : The report provides guidance to higher education institutions to ensure that equipped to support disabled students to reach their full potential and succeed. It encourages providers to look at how they can support and offer the best possible environment for disabled students to pursue their studies. It details examples of best practice to ensure that

all students access an inclusive and fair education.

URL : http://www.guildhe.ac.uk/wp-content/uploads/2017/01/Inclusive_Teaching_and_Learning_in_Higher_Education_as_a_route_to_excellence.pdf

Pacifica Operational Strategy 2017 - 2020 / New Zealand. Tertiary Education Commission=Te Amorangi Mtauranga Matua . - Wellington : Tertiary Education Commission, 2017 . - 19 p.

Online ISBN 978- 0-478- 32068- 8

Abstract : This Pasifika Operational Strategy is the action plan to ensure more Pasifika learners succeed in tertiary education. It builds on The Tertiary Education Strategy 2014 –2019, which sets out the strategic direction for the tertiary education sector, identifies Pasifika as a priority group for the Government; the goal being improved socio-economic and cultural outcomes for Pasifika learners, including successful tertiary education and labour market outcomes.

URL : <http://www.tec.govt.nz/assets/Publications-and-others/Pasifika-Operational-Strategy-2017-2020.pdf>

Drifting apart or converging? Grades among non-traditional and traditional students over the course of their studies : a case study from Germany / Tobias Brändle, Holger Lengfeld . - In: Higher Education, v. 73, no. 2, pp. 227-244, February 2017

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

Abstract : Since 2009, German universities were opened by law to students who do not possess the traditional certificate required for entry into University, but who are rather vocationally qualified. In this article, the authors track the grades of these so-called non-traditional students and compare them to those of traditional students using a longitudinal design. Based on assumptions about differences in competencies, family background and the cultural closeness of academia, we derive hypotheses on differences concerning the progression of students' grades. These hypotheses have been tested using examination data from an undergraduate degree programme at one German university. Analysing a sample of 723 students, the authors show that over the course of their studies, non-traditional students perform worse than their fellow students who have general university entrance qualifications. Moreover, there is no trend toward convergence between the students' performances. Addition analysis reveals the influence of socio-demographic characteristics and study practice on progression of students' grades.

Family background and educational path of Italian graduates / Loris Vergolini, Eleonora Vlach . - In: Higher Education, v. 73, no. 2, pp. 245-259, February 2017

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

Abstract : This study focuses on the role of family background in completing specific fields of study at both secondary and tertiary levels of education using longitudinal data from the latest " Survey on the transition to work of University graduates". The authors construct a typology of educational paths based on two axes: the prestige of choice of secondary school track (academic or vocational) and the labour market returns of the university field of study in terms of monthly income. The results indicated that family background, defined in terms of parental education, is positively and significantly associated with the completion of the most advantageous educational path. Moreover, the authors also found that high-performing students from lower socio-economic backgrounds show a higher probability of completing the vocational-high path.

Family background and university dropouts during the crisis : the case of Italy / Emanuela Ghignoni . - In: Higher Education, v. 73, no. 1, pp. 127-151, January 2017

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

Abstract : The Italian university system has long been characterised by high non-completion rates, though aggregate data show a slight reduction of dropouts in recent years. The most straightforward theoretical explanation for this lies in the lowering opportunity cost of studying due to the financial and economic crisis. Nonetheless, this interpretation is likely to be partly misleading. Indeed, when the crisis hit Italy, enrolment rates had been declining for years and the sample of freshmen has become increasingly selected according to family 'social class', family cultural background, type of high school diploma and individual ability. Since a 'good' family background, as well as other individual characteristics, significantly increases students' probability of succeeding, the recent decline in dropout rates could partly depend on sample selection. By analysing a sample of Italian university students enrolled in different periods of time, the author finds that changes in students' background and students' characteristics play a major role in the recent reduction of the aggregate dropout rate. [Abstract adapted from publisher]

Geographical stratification and the role of the state in access to higher education in contemporary China / Ye Liu . - In: International Journal of Educational Development, v. 44, pp. 108-117, 2015

Abstract : This article extends the geopolitical theory on geographical stratification to understand the persistent inequality in access to higher education in contemporary China. Drawing on empirical evidence on the geographical distribution of institutions, and differentiated admissions and recruitment processes, the author examines how political and institutional arrangements shaped opportunity structures in access to higher education for students from different geographical origins. I conclude that the state's decentralised governance gave the eastern area more power and advantages while the students from the poor western and central regions suffered a lack of opportunities in achieving upward social mobility through higher education.

Classmark : P

URL : www.sciencedirect.com/science/journal/07380593/33/5

Parental qualifications as determinants of university entrance and choice of a field of study in Germany / Werner Georg, Ernst Bargel . - In: European Journal of Higher Education, v. 7, no. 1, pp. 78-95, March 2017

ISSN 2156-8235

Abstract : This article is based on an analysis of the German Student Survey, examining the connection of parental qualifications on students' choice of field of study. The results show that the father's education has only a weak effect on the student's choice of field of study. However, the probability of a similar choice of field of study increases between 10% and 20% if the familial training traditions are considered. The background to this study is Bourdieu's reproduction theory, with the choice of field of study addressed as a topic of social inequality in tertiary education.

«Pasen a borrar el pizarron!» Mureres en la universidad = Come clear the blackboard!" Women in the university / Araceli Mingo / Asociación Nacional de Universidades e Instituciones de Educación Superior [ANUIES] . - In: Revista de la Educación Superior, v. XLV (2), no. 178, pp. 16-16, abril-junio 2016

ISSN 0185-2760

Abstract : A pesar de la amplia presencia numérica de las mujeres en las Instituciones de Educación Superior, la discriminación hacia ellas no es cosa del pasado. La información obtenida en los grupos focales realizados con estudiantes de tres facultades de la Universidad Nacional Autónoma de México muestra que las alumnas desarrollan su quehacer académico en un ambiente que expresa, de múltiples formas, un menosprecio hacia la población femenina arraigado en una visión binaria y jerarquizada de las diferencias entre hombres y mujeres.

Notwithstanding the considerable numerical presence of women in higher education, discrimination against them is still common currency. The information obtained from focus groups with students attending three faculties of the National Autonomous University of Mexico shows that women students face an environment in which multiple forms of contempt against women are expressed. Such an environment is the result of a binary and hierarchical understanding of men and women. [Abstract from publisher]

URL : http://publicaciones.anuies.mx/pdfs/revista/Revista178_S3A1ES.pdf

Pathways fostering mobility to higher education for vulnerable immigrants in France, Switzerland and Canada / Jake Murdoch, Christine Guégnard, Maarten Koomen, Christian Imdorf, Canisius Kamanzi, Thomas Meyer . - In: European Journal of Higher Education, v. 7, no. 1, pp. 29-42, March 2017

ISSN 2156-8235

Abstract : This article explores how higher education (HE) is accessed by students from vulnerable immigrant groups in France, Switzerland and Canada, specifically, in the context of country-specific educational policies designed to increase the enrolment in HE, particularly the flow from upper-secondary vocational educational tracks to HE. Analysis of panel data in each country for accessibility of different pathways to HE while taking into account the characteristics of the students. In terms of educational mobility, in France the democratization of the educational system, including the development of the vocational baccalauréat, has enabled more youths of immigrant background to access HE. In Switzerland and Canada there is more 'cooling down' and down-streaming of their educational aspirations towards non-HE and more labour market-oriented pathways. [Abstract adapted from publisher]

Peer mentoring during the transition to university : assessing the usage of a formal scheme within the UK / Rosalyn Collings, Vivien Swanson, Ruth Watkins / Society for Research into Higher Education [SRHE][UK] . - In:

Studies in higher education, v. 41, no. 11, pp. 1995-, November 2016

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

Abstract : Although mentoring has become increasingly popular within UK higher education, there is little evaluative research. The current longitudinal study aimed to evaluate the usage of a peer mentoring scheme during a first semester at university amongst 124 students. Results indicate that during the first week at university the majority accessed the scheme but this then diminished by 10 weeks. There were strong positive correlations among contact, satisfaction and perceived mentor social support. Additionally, expectations of mentoring mediated the relationship between contact time and satisfaction. Correlations with student well-being and intention to withdraw, however, indicated that students reporting high levels of mentor support were worse off than those reporting less support. Students wanting more support from mentors were significantly lower on levels of integration and well-being. Findings suggest a potentially vulnerable group of students who access and use the mentoring scheme because of the problems they are experiencing.

School choice options limit access to higher education for various groups of students in Quebec / Marco

Gaudreault & France Picard Julie Labrosse . - **In:** European Journal of Higher Education, 7, no. 1, pp. 56-77, March 2017
ISSN 2156-8235

Abstract : Three thousand five hundred and forty newcomers to higher education in Quebec, Canada, responded to a questionnaire from the first weeks of their entry. According to the results, some groups of students are at a disadvantage given the diversification and amount of mathematics tracking in secondary school where they are more likely to opt for the tracking that limits future prospects. The framework developed by the French sociologist Raymond Boudon is applied as a theoretical model.

The work–study interface : similarities and differences between ethnic minority and ethnic majority students /

Mariek Meeuwisse, A. L. de Meijer, Lonneke, Marise Ph. Born, Sabine E. Severiens . - **In:** Higher Education, v. 73, no. 2, pp. 261-280, February 2017

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

Abstract : This article investigates whether differences exist in work–study interface between students of different ethnic groups within a large Dutch university. Work-related factors (work–study congruence, job control, job demands, work hours, job involvement and job support) were analysed to see if they predict students' study effort and students' grades. This model fitted well for the full sample and both non-Western ethnic minority students (N = 167) and ethnic majority students (N = 666). Results showed that work–study congruence, job control, job involvement and job support led to work-study facilitation, which in turn led to more study effort and higher grades. Work-study conflict was negatively associated with study effort which resulted in lower grades. These structural relationships, as depicted in the conceptual model of work–study interface, were similar for both the group of non-Western ethnic minority students and the group of ethnic majority students. However, ethnic minority students worked more hours per week than ethnic majority students, which partly explained the lower academic outcomes for this group. (Abstract from publisher)

Truth, racial healing and transformation [Special issue] / Association of American Colleges and Universities [AACU] . - Liberal Education, v. 102, no. 4, pp. 64 p., Fall 2016

ISSN 0024-1822

Abstract : With particular attention to the role of higher education, this special issue provides an overview of this wide-ranging effort to heal racial divides in communities across the United States.

Contents: Erasing the Problem of the Color Line: A Collaborative Vision for the Future (Lynn Pasquerella); A Letter from Deval L. Patrick, A Letter from William F. Winter, Honorary Co-Chairs of the Truth, Racial Healing & Transformation Enterprise; Rewriting the Dominant Narrative: How Liberal Education Can Advance Racial Healing and Transformation (Lynn Pasquerella); The Time for Truth, Racial Healing & Transformation Is Now (Gail C. Christopher); The W.K. Kellogg Foundation's Deepening Commitment to Racial Equity (La June Montgomery Tabron); Designing the Transformation; Driving Campus Diversity One Decision at a Time (Sharon L. Davies); The Fierce Urgency of Now: Racial Healing in 2016 (Kenneth Romero); Food Justice: Combating Racism in the Agricultural System (Bruce Goldstein and Jessica Felix-Romero); Why Decolonization? (Terry Cross)

URL : <https://www.aacu.org/liberaleducation>

Una década de políticas de acción afirmativa en la educación superior brasilena : impactos, alcances y futuro =

A decade of affirmative action in Brazilian higher education ; impact, scope and future / Marion Lloyd / Asociación Nacional de Universidades e Instituciones de Educación Superior [ANUIES] . - **In:** Revista de la Educación Superior, v. XLV(2), no. 178, pp. 17-29, abril-junio 2016

Abstract : A una década de que Brasil adoptara las primeras cuotas de admisión para sus universidades, el país cuenta con algunas de las políticas de acción afirmativa de mayor escala en el mundo. Las medidas forman parte de esfuerzos mucho más amplios por parte de los gobiernos de izquierda por combatir las profundas inequidades socioeconómicas y raciales a través de la democratización de la educación superior. No obstante, las políticas han resultado altamente polémicas, desatando una oleada de batallas legales y una gran cantidad de estudios académicos que buscan analizar la pertinencia y el impacto de dichas políticas. En este artículo, hago una revisión crítica de algunos de los estudios más relevantes realizados durante la última década, en un intento por evaluar el impacto y el alcance de las políticas en Brasil, así como por identificar posibles lecciones para el debate global sobre las políticas compensatorias.

A decade after Brazil adopted the first quotas in university admissions, the country has some of the most extensive affirmative action policies in the world. The measures form part of broader efforts by success governments to compact deep-rooted socioeconomic and racial inequalities by democratic access to their education. However, these policies have been highly controversial, triggering a raft of court battles and academic studies. In this paper, a review is presented of some of the most significant studies conducted over the past decade, in order to take stock of the impact and scope of the policies in Brazil, as well as to identify possible lessons for the global debate over affirmative action.

URL : http://publicaciones.anuies.mx/pdfs/revista/Revista178_S3A2ES.pdf

Understanding the graphical challenges faced by vision-impaired students in Australian universities / Matthew Butler, Leona Holloway, Kim Marriott, Cagatay Goncu . - In: Higher Education Research and Development, v. 36, no. 1, pp. 59-72, January 2017

ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : For vision impaired students, accessing graphical materials such as aps, plans, charts, tables and diagrams can be problematic. This research seeks to understand the current state of accessible graphics provision in Australian higher education. The authors conducted an online survey of 71 vision-impaired university students and semi-structured interviews with 44 key stakeholders (students, academics, disability liaison officers and accessible graphics providers). They found that difficulty in accessing graphical materials was a barrier to many vision-impaired students and that there were systemic problems with current processes for accessible graphics provision. Recommendations are made on ways to address these concerns in order to provide a more equitable higher education experience.

Curriculum

Shifting dimensions of autonomy in students' research and employment . - In: Higher Education Research and Development, v. 36, no. 2, pp. 430-443, March 2017

ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : This study considers the extent of autonomy given to coursework Masters students in an Australian university before, during and after a Business Ethics course that explicitly developed and assessed their research skills. This vocationally oriented and academically challenging course used the Research Skill Development framework as its conceptual model to reshape the learning and assessment environment, articulating to students not only the research skills required, but also clarifying the resulting autonomy in their research-orientated learning. In the study, seven semi-structured interviews were carried out with students. Transcript analysis revealed the level of student-declared autonomy before commencing coursework Masters, while completing the Business Ethics course, and near the end of their Masters degree. All of the students interviewed were studying part-time and working part-time, and so the applicability of the research skills to students' work environment emerged as a major issue of interest.

URL : <http://www.tandfonline.com/doi/full/10.1080/07294360.2016.117821>

Doctoral education

2016 Canadian National Postdoctoral Survey Report / N. Jadavji, Adi M., C. Corkery, J. Inoue, K. Van Benthem / Canadian Association of Postdoctoral Scholars . - CAPS, 2016 . - 96 p.

Abstract : Based on responses from over 2000 current or former Canadian postdocs, the report covers demographics, salary and benefits, training needs, and career goals.

URL : http://www.caps-acsp.ca/wp-content/uploads/2016/11/2016_CAPS-ACSP-National_Postdoc_Survey_Report.pdf

From the former Soviet patterns towards the US model? Changes in Chinese doctoral education / Futao Huang / UCL Institute of Education. Centre for Global Higher Education . - London : CGHE, 2017 . - 27 p. (Working Paper, 12)

Abstract : This paper shows that although there is still evidence of the impact of Soviet ideas, since the mid-1990s China's doctoral education system has become increasingly affected by the US, particularly in relation to the role of coursework and quality assurance frameworks. Engineering, sciences and medicine are still prioritised, although social sciences such as management, law, and economics have begun to occupy a larger share of the doctoral education sector in China. The author concludes that China needs to enhance the attractiveness of its doctoral education internationally and that more effort is needed to establish and improve quality assurance frameworks.

URL : <http://www.researchcghe.org/perch/resources/publications/wp12.pdf>

Brilliant Minds: A snapshot of successful Indigenous Australian doctoral students / Michelle Trudgett, Susan Page, Neil Harrison . - In: Australian Journal of Indigenous Education, v. 45, no. 1, pp. 70-79, August 2016

Abstract : Drawing on demographic data collected from interviews with 50 Indigenous Australians with a doctoral qualification and 33 of their supervisors, this paper provides the first detailed picture of Indigenous doctoral education in Australia, with the focus on study modes, age of candidates, completion times and employment. It also analyses data produced through interviews with supervisors including age, employment levels and academic background. The study confronts a number of common perceptions in the higher education sector, to find that many Indigenous Australians are awarded their doctoral qualification in the middle stages of their career. This particular cohort is more likely to be studying in the arts and humanities, employed in higher education and enrolled on a full-time basis. The research provides new data to inform government policy, and to allow universities to implement strategies and recommendations arising from the Behrendt Report of 2012. [Abstract from publisher]

Doctoral education: Challenges and prospects [Special issue] . - Higher Education in Russia and Beyond, no. 3 , Fall 2016

Abstract : This issue focuses on the challenges of organization and reform of doctoral education. How efficient is doctoral education nowadays when it is facing shifting borders between universities and the outside world, especially in the context of new labor market demands? What indicators should be used when evaluating the efficiency of doctoral programmes? To what extent do those indicators reflect the goals of modern doctoral education?

Contents: It is difficult for doctoral education to survive in the absence of an academic market (Konstantin Sonin); The Institute of PhD awarding in Russia and doctoral education: convergence or divergence (Olga Zavgorodnyaya); PhDs within and outside of the national labor market structural reforms and changes (Natalia Shmatko); A bird-view of doctoral education reform in Kazakhstan (Aliya Kuzhabekova, Aizhan Temerbayeva); Transformation of doctoral education in Russia: Between science and education? (Elena Kobzar, Sergey Roshchin); Enhancement of doctoral programs in Russian universities: case of Higher School of Economics (Elena Kobzar); Micro-view: students and programs: What determines students' intentions to pursue a PhD in Russia? (Elena Kobzar); Doctoral students' reasons to pursue a PhD as a cause of low completion rate of Russian PhD programs (Natalia Maloshonok); Life after PhD: What careers do PhD students in Russia consider? (Ivan Gruzdev, Evgeniy Terentev); Educational doctoral programs at the Faculty of Economics of Moscow State University (Irina Teleshova).

URL : https://herb.hse.ru/data/2016/10/07/1122507033/1HERB_09_view.pdf#page=16

Ontario's PhD graduates from 2009 : where are they now? / Linda Jonker / Ontario. Higher Education Quality Council . - Toronto : Higher Education Quality Council of Ontario, 2016 . - 32 p.

Abstract : Ontario's PhD enrolment has nearly doubled over the past 15 years; by 2013 , there were over 20,000 students enrolled in a doctoral programme in Ontario. To identify where Ontario's recent PhD graduates are employed, the author followed up on 2,310 graduates who received a doctorate from an Ontario university in 2009. The findings show that just under 30% of Ontario's PhD graduates from 2009 are full-time tenure or tenure-track professors at a university. Another 21% have other jobs within academia jobs like researchers, lecturers, college instructors and administrators. Thirty-five percent are employed outside academia in a variety of sectors. Key industries are: health care, government, professional and scientific services (engineering companies, scientific research and consulting), and manufacturing. The author was unable to find employment information for the remaining 15% of graduates.

URL : <http://www.heqco.ca/SiteCollectionDocuments/Ontario%27s-PhD-Graduates-from-2009-ENG.pdf>

Preservation of educational inequality in doctoral education : tacit knowledge, implicit bias and university faculty / Anne J. MacLachlan . - Berkeley : CSHE, 2017 . - 14 p. (Research and Occasional Paper Series, 1, 17)

Abstract : Making doctoral education accessible and successful for students from low income, first generation families as well as members of immigrant or specific ethnic groups is a world- wide problem. In the US the traditional explanation for

the low numbers of Ph.D. recipients from these groups are lack of preparation, lack of interest and a “leaky pipeline.” These alone are not enough to explain disparities. This article argues that the most powerful vehicles of exclusion are tacit knowledge and the implicit bias of faculty and is related to doctoral/faculty socialization. Faculty share the values and prejudices of the broader society and those of their own group—one which in the US is predominately white, male and from well-educated middle class families. Their identity as “faculty” of a particular discipline and as members of a profession legitimizes their capacity to evaluate and judge matters within their discipline and their professional responsibilities. Most faculty tend to believe they are objective and even “scientific” in their judgements. Nonetheless, in the course of their lifetimes they have acquired tacit knowledge within the range of their experiences that can be expressed as “implicit bias” and is now documented. The result may be variable responses to students based on their personal characteristics, not their academic merit. Since faculty are to a great extent similarly socialized into their profession in many countries, this model for understanding a major source of discrimination could be potentially useful beyond the US, even if doctoral training is formally organized differently elsewhere. [Abstract from publisher]

URL :

http://www.cshe.berkeley.edu/sites/default/files/shared/publications/docs/ROPS.CSHE_1.17.MacLachlan.DoctoralEducationQuality.2.21.2017.pdf

Advising doctoral students in education programs / Christy Moran Craft, Donna Augustine-Shaw, Amanda Fairbanks, Gayla Adams-Wright . - In: NACADA journal, v. 36, no. 1, pp. 54-65, Spring 2016
ISSN 0271-9517 . - Online ISSN 2330-3840

Abstract : Almost one half of students enrolled in American doctoral programs do not complete their degrees. This paper examines the factors that lead to doctoral student attrition. The authors conducted a content analysis of institutional documents related to advising in two types of doctoral programmes in education. Using data collected from a purposeful sample from universities in the United States, the authors analysed policies, procedures, and expectations related to doctoral student advising. The authors conclude that their findings lead to important implications for clarifying roles of advisors and expectations for graduate student advising.

URL : <http://www.nacadajournal.org/doi/full/10.12930/NACADA-15-013>

Becoming an academic : the role of doctoral capital in the field of education / Jude Walker, EeSeul Yoon . - In: Higher Education Research and Development, v. 36, no. 2, pp. 401-415, March 2017
ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : This paper draws on Bourdieu's concepts of field, capital and habitus to examine the learning and enculturation of alumni of a Canadian PhD programme in the discipline of Education. The authors employ the concept of doctoral capital to help explain how and why some PhD graduates go on to secure faculty positions and others do not. They conclude that this research suggests that certain existing and acquired academic practices, attributes, dispositions and behaviours collectively form a type of doctoral capital that alumni can then use in the academic marketplace.

Composition of junior research groups and PhD completion rate : disciplinary differences and policy implications / Kerstin Pull, Birgit Pferdmenges, Uschi Gellner-Backes / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 41, no. 11 - 12, November - December 2016
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : This paper explores the link between the composition and the performance of junior research groups in Germany, measured by doctoral completion rate. The authors examine a data set of 45 junior research groups (Graduiertenkollegs) and found a relationship between cultural heterogeneity (the cultural regions the researchers come from) and performance in the humanities and social sciences, but no link between the two in the natural sciences. The link between study field heterogeneity and performance in the natural sciences is negative, and in the humanities and social sciences study field heterogeneity and performance are not related. The authors found that interaction within the group helps reap the benefits of heterogeneity. The study results are derived in the context of junior research groups in Germany, but are generalisable to other countries and contexts where PhD education is taking part in groups.

Death of the PhD : when industry partners determine doctoral outcomes / Sioux McKenna & Evelyn Muthama Liezel Frick . - In: Higher Education Research and Development, v. 36, no. 2, pp. 444-447, March 2017
ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : This article presents a critique of doctoral education, in particular in the light of the report Review of Australia's Research Training System (ACOLA 2016). The critique points to the shift from education, learning and pedagogy to training and alignment with industry. This change, according to the authors, determines the scope of the PhD, limits

critique of industry and economic systems, and calls into question the PhD as an original academic endeavour contributing to forward-looking knowledge creation.

Doctoral education and government funding in higher education institutions : an approach from Chile / Liliana Pedraja-Rejas, Emilio Rodriguez-Ponce, Carmen Araneda-Guirrman . - **In:** Contemporary Issues in Education Research, v. 9, no. 2, pp. 67-76, 2016

Abstract : This article reports on research which reveals the importance that government funding and the quality of faculty have on the doctoral training of universities who are members of the Council of Chilean Universities (CRUCH). The results and conclusions show that government funding has a direct impact on doctoral training in Chile, along with the quality of the academic staff that these institutions have. The authors conclude that fiscal funding and quality of faculty is important and relevant within doctorate education in Chile. [Abstract adapted from publisher]

URL : <http://files.eric.ed.gov/fulltext/EJ1096041.pdf>

Doctoral Education through the Lenses of the Bologna Process / Ana Baptista . - **In:** International Journal of Humanities and Social Science Research, no. 2, pp. 29-36, 2016

Abstract : This article examines how Bologna has been shaping the 'trends' relating to doctoral education. It analyses the Bologna Ministerial documents, as well as others from some consultative members (the so-called E4 group'). In the last section, some main challenges to doctoral education are highlighted.

URL : <http://www.lifescienceglobal.com/pms/index.php/ijhssr/article/view/3630/2139>

Doctoral studies in Spain : changes to converge with Europe in the internationalisation of the doctorate / Magdalena Jiménez Ramírez . - **In:** Educational Research and Reviews, v. 11, no. 23, pp. 2097-2107
ISSN 1990-3839

Abstract : In Spain, the organisation of doctoral studies has been substantially modified to come into line with the changes introduced by the agenda of the Bologna process. These changes have required alterations to Spanish doctoral regulations. The aim of these changes has been to focus doctoral training more on the development of competency as better preparation for research tasks, linking the doctoral candidate with the job market outside university and allowing for the transfer of knowledge within the European context. To this end, Doctoral schools have been set up as a space in which to manage doctoral training, introducing specialisation in research through the design of new doctoral programmes, and means to provide doctoral candidates with mobility for their international training.

URL : <http://files.eric.ed.gov/fulltext/EJ1123076.pdf>

Doctorate holders outside the academy in Finland : academic engagement and industry-specific competence / Arja Haapakorpi . - **In:** Journal of Education and Work, v. 30, no. 1, pp. 53-68, 2017

Abstract : In Finland, doctoral employment outside the academy has been increasing. Universities can no longer absorb the numbers in the doctoral labour force and research and development (R&D) policy emphasises the need for specialised research capacity in non-academic sectors; the highest academic degree is assumed to add value. However, the transition from doctoral programmes to employment outside the academy has been limited due to the social dynamics within labour markets. This article explores the careers of doctorate holders and the motives non-academic organisations have for recruiting such graduates. The data come from a survey of doctorate holders (N = 1183) and interviews with 26 employers. Based on the analysis, there was little place for doctorate holders outside the academy, except in R&D roles. When employed to undertake work outside R&D, they carried out special, demanding tasks or had a particular role related to their academic status. Professional functions such as those undertaken by medical doctors, engineers and teachers were the most common, but career patterns varied from one employment sector to the next. Employers considered industry-specific competence to be important, and the status of the doctoral degree and the membership in the academic community were expected to advance collaboration with universities and enhance the professional status of the organisations that hired doctoral graduates.

From microscope to mirror: doctoral students' evolving positionalities through engagement with culturally sensitive research / Rachel Roegman, Michelle G. Knight, Ashley M. Taylor, Vaughn W. M. Watson . - **In:** International Journal of Qualitative Studies in Education, v. 29, no. 1, pp. 44 - 65, 2016

Abstract : This study examines the experiences of doctoral students in a qualitative research course that centers culture throughout the research process. Data sources include one-on-one interviews, written documentation of course assignments, research team meetings, and doctoral students' conference proposals and publications examining civic

learning and action and notions of citizenship of second- and 1.5-generation African immigrants in New York City, USA. Using Tillman's framework for culturally sensitive research (CSR), the authors draw attention to the ways doctoral students as emerging scholars come to understand and enact their positionalities in research, especially in relation to data analysis, interpretation, and representation. This study expands notions of CSR to include a focus on research with African immigrants and strengthens possibilities for doctoral preparation in education that focuses on culture, race, and immigrant populations.

Ethics in the supervisory relationship : supervisors' and doctoral students' dilemmas in the Natural and Behavioural Sciences / Erika Löfström, Kirsi Pyhältö / Society for Research into Higher Education [SRHE][UK] . - In: *Studies in higher education*, v. 42, no. 2, pp. 232-247, 2017
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : This study explored the perceptions of ethical issues in supervision among doctoral students and supervisors in a university in Finland. The nature of ethical issues identified by doctoral students (n = 28) and their supervisors (n = 14) is explored and the degree of fit and misfit between their perceptions in two cases representing the natural and behavioural sciences is analysed. Supervisors and students identified different ethical issues, which suggest that there are aspects in the supervisory relationship about which there is no shared understanding. There were also differences between the ethical issues emphasised in the natural sciences from those emphasised in the behavioural sciences, suggesting differences between the domains.

"Mom made me do it": the role of family in African Americans' decisions to enroll in doctoral education / Carmen M. McCallum . - In: *Journal of Diversity in Higher Education*, v. 9, no. 1, pp; 50-63, March 2016

Abstract : Large disparities exist among African Americans and other cultural groups in doctoral degree enrollment and degree attainment. This qualitative study uses a cultural perspective to explore the role of family in the graduate school attendance decision-making process. Semi-structured interviews with 41 currently enrolled African American doctoral-level students from research intensive institutions in the United States revealed that family members play an important role. They provide insight, resources, and emotional and social support during the decision-making process. Findings illuminate the need to focus on culturally relevant strengths of diverse populations when exploring graduate degree decision-making processes. Findings from this study can be used to inform a theoretical model on doctoral degree decision-making as well as graduate schools' recruitment and attainment strategies. [Abstract adapted from publisher]

Sharing the stories of racism in doctoral Education: the anti-racism project / Ashley Davis, Allyson Livingstone . - In: *Journal of Teaching in Social Work*, v. 36, no. 2, pp. 197-215, 2016

Abstract : In this article, the authors examine the role of vicarious racism in the experiences of doctoral students of color. The researchers conducted semi-structured individual interviews with 26 doctoral students who self-reported experiencing racism and racial trauma during their doctoral studies. The analysis generated four themes that detail the different ways in which doctoral students of color in the study experienced vicarious racism and the consequences of this secondhand racism. These themes are (a) observed racism, (b) trickledown racism, (c) normalization of racism, and (d) racial resistance. The article concludes with implications for future research and practice.

Team modes and power : supervision of doctoral students / Margaret Robertson . - In: *Higher Education Research and Development*, v. 36, no. 2, pp. 358-371, March 2017
ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : Currently, team supervision in doctoral studies is widely practised across Australian universities. The interpretation of 'team' is broad and there is evidence of experimentation with supervisory models. This paper elaborates on a taxonomy of team modes and power forms based on a recent qualitative study across universities in a number of states and territories in Australia. Team modes, described as de facto dyad, segmented and collaborative are defined, explained and presented in diagrammatic forms. Team modes are understood as being fluid, oscillating along a continuum according to particular contextual factors such as thesis stage and personal/professional circumstances of team members. Operating parallel to team modes are forms of power, defined as 'power to', 'power over' and 'power with'. The article concludes that to maximise collaborative knowledge making within team supervision it is necessary to background social status; as the performance of social status is diminished the focus of the team endeavour is the creative exchange of ideas, creating 'power with'.

The diversity and complexity of settings and arrangements forming the 'experienced environments' for doctoral candidates : some implications for doctoral education / Margot Pearson, Terry Evans, Peter Macauley / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 41, no. 12, pp. 2110-2124, December 2016

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

Abstract : A significant feature of contemporary doctoral education is the continuing trend for research and research education to migrate beyond discipline-based institutional teaching and research structures. The result is a more diverse array of settings and arrangements for doctoral education linked to an increasingly global research enterprise.

Recognising the complexity of what is a distributed environment challenges some commonly held assumptions about doctoral education and its practice. Drawing on data gathered in an Australian study of PhD programme development in Australia carried out in 2006–2009, the article describes the fluid and complex arrangements forming the 'experienced environments' for doctoral candidates, an environment that can afford them varying opportunities and challenges for completing their candidacy. Some implications for doctoral education are discussed.

The methodological socialization of social science doctoral students in China and the USA / Robert A. Rhoads, Mi Zheng, Xiaoyang Sun . - In: Higher Education, v. 73, no. 2, pp. 335-351, February 2017

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

Abstract : This qualitative study reports findings from a comparative analysis of the methodological socialization of doctoral students in the social sciences at two universities: one in China and one in the USA. Relying primarily on theories of organizational socialization, the study focuses on formal and informal processes students report as part of developing their methodological knowledge and skills toward the goal of successfully completing their dissertations. The primary goal is to generate insight potentially helpful to university reform efforts in China and the quest to build world-class research universities. As China further seeks to upgrade research capacity and quality at its leading research universities, it is likely that greater attention will need to be given to doctoral education.

The role of research education coordinators in building research cultures in doctoral education / Angela Brew, David Boud, Janne Malfroy . - In: Higher Education Research and Development, v. 36, no. 2, pp. 255-268, March 2017a

ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : The paper draws on in-depth interviews with 21 research education coordinators from Australian and UK institutions to identify the strategies that they use to build research cultures and integrate research students into them. Students' research cultures are not always linked to departmental research cultures more generally. Local contexts and conditions and staff (including supervisors') attitudes are found to be critical in how research education coordinators respond and what is considered possible in order to ensure that research students are involved in research cultures.

Why did I drop out? Former students' recollections about their study process and factors related to leaving the doctoral studies / Ä. Leijen, L. Lepp, M Remmik . - In: Studies in Continuing Education, v. 38, no. 2, pp. 129-144, 2016

Abstract : In this study, the authors explore doctoral studies experiences from the perspective of non-completers of doctoral degrees in Estonia and aim to identify factors that were related to dropping out. Data were collected with semi-structured interviews from 14 former doctoral students in the field of education, and qualitative thematic data analysis techniques were employed for data analysis. The results indicate that dropping out from doctoral studies is associated with different factors: for example, (with) students' personal factors, supervisory arrangements, as well as factors related to institution and the wider learning environment. These results are further discussed and implications for enhancing study arrangements for doctoral studies are presented.

Economics of education

Getting student financing right in the US : lessons from Australia and England / Nicholas Barr, Bruce Chapman, Lorraine Dearden, Susan Dynarski / UCL Institute of Education. Centre for Global Higher Education . - London : CGHE, 2017 . - 32 p.

Abstract : This paper draws on the experience of the income-contingent loan systems operating in England and Australia and shows how this could be implemented in the United States.

URL : <http://www.researchcghe.org/perch/resources/publications/wp16.pdf>

Performance-based budgeting for continuing and lifelong education services : the Thai higher education perspective / Payaer Sangiumvibool, Supasith Chonglertham / 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. 39, no. 1, pp. 58-74, February 2017
ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : This study presents analyses of panel data from 2007 to 2011 on public universities in Thailand. The focus is on factors that influence the budgetary decision-making process in providing educational services to the general public under a recently implemented performance-based budgeting system. Results from fixed effect regression models show that student headcount, political influence and economic conditions are not statistically significant variables in the decision-making process, which establish budgetary expenditures for educational services. These findings seem to contradict those in existing literature that have relied on analyses of data from surveys, interviews and questionnaires.

Strings attached? Linking Historically Black Colleges and Universities public revenue sources with efficiency / Jason Coupet / 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. 39, no. 1, pp. 4à-57, February 2017
ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : Historically Black Colleges and Universities (HBCUs), a set of US higher education institutions historically tasked with educating African–American students, receive both state and federal funding. However, state governments often assert operational control through the political process, potentially influencing how key resources are used. Do these different sources of publicness have competing effects on efficiency? Using a 5-year panel of financial and organisational data of HBCUs, this study explores the relative effect of each of these revenue sources on efficiency. The study finds that the efficiency of HBCUs is negatively impacted by higher proportions of state revenue, and that higher proportions of federal revenue have a positive effect on efficiency. This suggests that state governments should consider their political roles in assessing the performance of HBCUs, and that HBCUs might look to lessons from other organisations for methods to reduce the impact of state external control.

Education and development

Universidades para el desarrollo / Rodrigo Arocena, Judith Sutz / UNESCO Office Montevideo and Regional Bureau for Science in Latin America and the Caribbean . - Montevideo : Unesco Regional Bureau for Latin America and the Caribbean, 2016 . - 15 p.

URL : <http://unesdoc.unesco.org/images/0024/002464/246445s.pdf>

Critical thinking at Rwanda's public universities : emerging evidence of a crucial development priority / Rebecca Schendel . - **In:** International Journal of Educational Development, 42, pp. 96-105, 2015

Abstract : Rwanda's national development strategy relies heavily on expanding access to higher education, largely due to an assumption that a university education encourages the ability to think critically about problems and to use evidence when making decisions. This study empirically investigated this assumption by administering a performance-task-based test of critical thinking, adapted for use in Rwanda, to students enrolled at three of Rwanda's most prestigious public institutions. Results of the study suggest that Rwandan students are not substantially improving in their critical thinking ability during their time at university. These findings have significant implications for Rwanda's development agenda.

URL : www.sciencedirect.com/science/journal/07380593/33/5

Re-inventing Kenya's university : from a "graduate-mill" to a development-oriented paradigm / Mwangi Chege . - **In:** International Journal of Educational Development, v. 44, pp. 21-27, 2015

Abstract : Kenya's university sector has experienced tremendous growth, particularly during the Kibaki administration, the third Kenyan president (2003-2014). This numerical growth in institutions and student enrollment applies to both public and private universities. During the same period, the government embarked on vision 2030, a blue print designed to propel the country into a middle income status by 2030. Cognizant of the global shift to knowledge economy, the government underscored the important role higher education needs to play to achieve those development goals. However, this growth has been characterized by a myriad of challenges. By analyzing published research on education and development, this paper interrogates implications of the exponential expansion of Kenya's university, the "graduate-mill" approach, to the country's development goals and proposes reforms required to re-invent the sector so that it can play its envisioned role in national development.

Education and employment

Academics' and employers' perceptions about responsibilities for employability and their initiatives towards its development / Cristina Sin . - In: Higher Education, v. 73, no. 1, pp. 97-111, January 2017

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

Abstract : This paper reports the results of preliminary research into how Portuguese academics and employers perceive the responsibility of different higher education stakeholders - students, teaching staff, higher education institutions, employers, and policy-makers - for developing graduate employability. The study is based on a survey responded to by 684 Portuguese academics and 64 employers which was conducted 8 years after the implementation of the Bologna Process, the reform that placed employability firmly on the agenda of higher education institutions (HEIs) in Portugal. This paper assesses the extent to which higher education is held responsible for developing employability, and characterises the activities undertaken to achieve that end. In particular, curricular and other changes to study programmes are examined, and employers' participation in activities undertaken by HEIs meant to ease the transition of students to the labour market. Academics and employers alike were found to attribute high responsibility for developing employability to higher education, suggesting that the political message of the Bologna Process regarding the relation between higher education and the labour market has been assimilated. However, the activities reported by both types of respondents indicate only an average commitment to developing employability. Here, the low participation of employers in internal institutional activities is noteworthy, suggesting that the recognition of employers as stakeholders in higher education, as advocated by policy-makers, has yet to happen in Portugal.

Employing the 'unemployable' : employer perceptions of Malaysian graduates / Kee-Cheok Cheong, Christopher Hill, Rozilini Fernandez-Chung, Yin-Ching Leong / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 41, no. 12, pp. 2253-2270, December 2016

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

Abstract : Malaysia has made significant progress in advancing access to education over the last two decades, having achieved the education goals of the UN's Millennium Development Goals. Unfortunately, this has not been accompanied by quality improvement, with reports of 'unemployable' graduates a frequent refrain. This paper reports on a study of Malaysian employers' perceptions of the country's graduates that finds a much more nuanced picture. While employers view Malaysian graduates as far from ideal, these graduates come with several strengths such as familiarity with local conditions, willingness to work hard, and lower hiring costs relative to foreign graduates. Not all Malaysian located graduates are ranked alike qualitatively; those enrolled in transnational private education are rated better than those from public universities. Major policy implications arising from this state of affairs are discussed. [Abstract from publisher]

Stairway to employment? Internships to higher education / Patrícia Silva, Betina Lopes, Marco Costa, Dina Seabra, Ana I. Melo, Elisabeth Brito, Gonçalo Paiva Dias . - In: Higher Education, v. 72, no. 6, pp. 703-721, December 2016

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

Abstract : This article analyses empirical data on a large-scale study of Portuguese first-cycle study programmes, in order to explore indicators of the professional value of internships in the employability of higher education graduates. Results demonstrate that study programmes that include internships tend to significantly enhance graduates' employability, particularly within the universe of polytechnic and public higher education institutions. Besides the instrumental value of internships, the impact of the nature and structure of the internship on the percentage of unemployed graduates are also discussed. Mandatory internships and the inclusion of multiple, shorter internships throughout the degree are negatively associated with unemployment levels. Results indicate work-based learning can be used as a successful strategy to bridge theoretical knowledge and practice and enhance graduate employability.

Educational assessment

Higher education's panopticon? Learning analytics, ethics and student engagement / Julie Wintrup / International Association of Universities [IAU] . - In: Higher Education Policy, v. 30, no. 1, pp. 87-103, March 2017

ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : Is learning analytics a movement that seeks to rebalance the effects of higher education's apparent blindness

to privilege, its unequal access regimes and persistent retention and attainment gaps through a more skilful and strategic use of student data? Or is it part of a larger project to surveil students and staff in higher education, in pursuit of greater efficiency and control? Both perspectives are alive and well in debates surrounding higher education's changing relationship with its students. The systematic institutional use of student-generated data known as learning analytics is raising practical, methodological and ethical questions, which are yet to be answered. However, a proposed framework for assessing and comparing the quality of learning and teaching in the UK is poised to use such data as one of its metrics. Learning analytics and its relationship to student engagement is explored through the first known research to utilise an adaptation of Kuh's National Survey of Student Engagement with people studying Massive Open Online Courses. Contrasting perspectives are offered by Siemens's theory of connectivist learning and Foucault's notion of the panopticon. If the potential of analytics is to be realised in terms of meaningful quality improvement, questions remain concerning ethics, trust, its role in engagement in learning, and the ways in which policy might effectively safeguard the longer-term individual and collective interests of students. [Abstract from Publisher]

URL : <http://rd.springer.com/article/10.1057/s41307-016-0030-8>

Performance measurement and accountability in higher education : the puzzle of qualification completions / Zhivan Alach / European Higher Education Society [EAIR] . - In: Tertiary Education and Management, v. 22, no. 1, pp. 36-48, 2016

Abstract : This study explores difficulties in the conceptual positioning of the higher education performance indicator of qualification completion within a standard logic model taken from the public sector performance literature, involving inputs, processes, impacts and outcomes. Organisations are held to be more accountable for the delivery of outputs than the achievement of impacts. Two differing perspectives (1) that completions are an output measure, and (2) that completions are an impact/outcome measure for tertiary institutions are explored. Close analysis indicates that the differing perspectives derive from quite different conceptualisations of the student: (1) that the student is a simple customer of educational services, and (2) that the student is a co-producer with the institute. Given their potential impact on institutional accountability, these different perspectives have significant implications for systems of educational policy, specifically in relation to the application of external performance standards to universities.

Students' perceptions of assessment : a comparative analysis between Portugal and Sweden / Diana Pereira, Lars Niklasson, Maria Assunção Flores . - In: Higher Education, v. 73, no. 1, pp. 153-173, January 2017
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : This paper investigated students' perceptions about assessment, especially the ways in which it is put into practice. Data were collected through questionnaires in different programmes in Portugal and Sweden. In total, 173 students from Portugal and 72 from Sweden participated in the study. Findings showed that students had similar ideas about assessment, such as verification of knowledge and learning, tests and grades. Their experiences of assessment methods used varied in the two countries, which can partly be explained by differences in national education systems. A learner-oriented perspective is prominent in the use of assessment methods, but at the same time student influence on assessment is perceived as low in both countries. Implications of the findings are analysed, namely issues regarding a learner-oriented perspective and the effectiveness, influence, trust, times and methods of assessment.

Educational evaluation

Benchmarking institutions in Sub-Saharan Africa / Partnership for Skills in Applied Sciences, Engineering and Technology [PASET] . - PASET, 2016 . - ix - 80 p.

Abstract : The 2016 report for the World Bank-initiated Partnership for Skills in Applied Sciences, Engineering and Technology (PASET) provides results of a comprehensive benchmarking analysis of 31 Sub-Saharan African universities. The results show that research output remains low in Sub-Saharan African universities, causing African institutions to miss out on inclusion in global university rankings.

URL : <http://iucea.org/ace2/Final%20PASET%20Benchmarking%20Results%20Overall.pdf>

The perceived impact of external evaluation : the system, organisation and individual levels : Estonian case / Riin Seeman, Maiki Udam, Heli Mattisen, Liia Lauri . - In: Higher Education, V. 73, no. 1, pp. 79-95, January 2017
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : This article provides an overview of how the employees of higher education institutions perceive the impact of external evaluations. The study involved 361 employees from Estonian universities and professional higher education institutions. The results indicated that evaluation is mostly deemed necessary at the levels of the organisation and the

system; from the personal viewpoint of an employee, positive effects of external evaluations are perceived to a lesser degree. The negative influences mentioned were increased bureaucracy, extra work and stress. Top managers of institutions most often saw the positive influences from external evaluations since they help to implement reorganisations and development activities within an organisation. Managers perceived the positive effects of external evaluations on their everyday work as well, more than other employees did. Researchers felt the positive effects of external evaluations least. Nearly a quarter of all employees of higher education institutions do not perceive the effects of external evaluations on their everyday work at all. Employees of professional higher education institutions perceive the positive effects of external evaluations to a greater extent than employees of universities do, indicating that external evaluation has contributed to the development of their organisations. The differences in opinions of the employees of higher education institutions regarding perceived positive and negative impacts of external evaluations - whether on individual, organisation or system points of view - indicate that employees do not identify closely enough with the organisation and its strategic goals.

Educational institutions

Perspectivas institucionales y educación superior desde miradas globales a espacios locales : el caso de México = Institutional perspectives and higher education from global views to local spaces : the Mexican case / Abril Acosta Ochoa, Angélica Buendía Espinosa / Asociación Nacional de Universidades e Instituciones de Educación Superior [ANUIES] . - In: Revista de la Educación Superior, v. XLV (3), no. 179, pp. 9-23, julio-septiembre 2016
ISSN 0185-2760

Abstract : El presente trabajo aborda el análisis teórico institucional y sus aportes para el estudio de la educación superior. En la primera parte se establecen los principios teóricos del viejo y el nuevo institucionalismo, sus aportaciones más relevantes y las diferencias en los conceptos de institución, de organización y de institucionalización. Con base en lo anterior, en el segundo segmento de la investigación se plantean los enfoques y aportes más relevantes del nuevo institucionalismo para el estudio de la educación superior, y se lleva a cabo un breve recuento de los trabajos más distinguidos realizados en México que han utilizado este aparato teórico. Finalmente, a manera de conclusión, se presenta un programa de investigación y posibles rutas de análisis para ahondar en diversos temas aún pendientes en la agenda de los estudios institucionales y organizacionales de la educación superior en México.

This article presents a theoretical institutional analysis and its contributions to the study of higher education in Mexico. The first section establishes the theoretical principles guiding the old and new institutionalism, the most relevant contributions of each, and the differences among the concepts of institution, organization and institutionalization. The second section provides an overview of the approaches and contributions of new institutionalism to the study of higher education as well as a brief summary of the key studies in Mexico using this approach. Finally, a research programme is proposed to address issues in the area of institutional and organisational studies of higher education in Mexico.

URL : http://publicaciones.anui.es.mx/pdfs/revista/Revista179_S2A1ES.pdf

Universities between traditional forces and modern demands : the rule of imprinting on the missions of German universities / Simon Oertel, Matthias Söll . - In: Higher Education, v. 73, no. 1, pp. 1-18, January 2017
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : This study analyses the influence of institutional founding date of a sample of 112 German universities on their mission statements. Three historical periods of founding of universities in Germany are compared: pre-classical (founded before 1808), classical (founded between 1809 and 1960), and modern (founded after 1960). Results show that 'imprinting' of the economic, political cultural and technological conditions and mores during the period the university was founded does not affect the introduction of mission statements, but rather their contents: Universities founded in the first period of higher education in Germany are less likely to use service-oriented frames and language in their mission statements. The results also showed that the content of mission statements is also affected by the power and the reputation of universities.

Educational outcomes

Unpacking Relationships : instruction and student outcomes / American Council of Education [ACE] . - Washington, DC : ACE, 2017 . - 16 p.

Abstract : This paper explores the intersection between teaching and student outcomes. It finds that effective instruction

leads to engaged and successful students who are more likely to be satisfied with their education and earn a postsecondary degree.

URL : <http://www.acenet.edu/news-room/Documents/Unpacking-Relationships-Instruction-and-Student-Outcomes.pdf>

Educational planning

Rebuilding higher education institutions in post-conflict contexts : policy networks, process, perceptions, and patterns / Ane Turner Johnson, Pascal Hoba . - In: International Journal of Educational Development, v. 43, pp. 118-125, 2015

Abstract : This research explored the rebuilding of a public university, Université Félix Houphouët-Boigny, in the West African country of Côte d'Ivoire, destroyed as a result of a highly contested Presidential election. The authors begin by viewing rebuilding as the result of policy networks, a pantheon of interdependent actors cooperating and competing to address policymaking. The authors then investigate the characteristics of these efforts, focusing on the policies that result from the complex interplay between university stakeholders and government bodies and the subsequent implementation of policy into practice. The study resulted in a preliminary understanding of one institution's rebuilding efforts.

URL : www.sciencedirect.com/science/journal/07380593/33/5

Educational policy

Livre blanc de l'enseignement supérieur et de la recherche / France. Ministère de l'éducation nationale de l'enseignement supérieur et de la recherche . - Paris : MESR, 2017 . - 237 p.

Abstract : This Government White paper presents an evaluation of the first measures implemented by the National Research Strategy (SNR) and the National Higher Education Strategy (StraNES) and identifies challenges and actions for the next 10 years.

URL : http://cache.media.enseignementsup-recherche.gouv.fr/file/Actus/04/1/ESR_Livre_Blanc_707041.pdf

Top 10 higher education state policy issues for 2017 / American Association of State Colleges and Universities . - Washington D.C. : AASCU, 2017 . - 8 p.

Abstract : This policy brief reviews key challenges at the state level including higher education funding, affordability, dual enrolment, undocumented students, campus sexual assault, academic freedom and guns on campus.

URL : <http://www.aascu.org/policy/publications/policy-matters/Top10Issues2017.pdf>

Discovering tertiary education through others' eyes and words : exploring submissions to New Zealand's review of its tertiary education sector / Kerry Shephard / 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. 39, no. 1, pp. 4-19, February 2017

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

Abstract : This paper analyses 98 submissions made to the 2016 review of New Zealand's tertiary education system and reveals multiple viewpoints about this highly complex educational system. Three substantial themes reoccurred throughout the submissions: competition, incorporating willingness and ability to compete at different levels in the sector; trust, incorporating expectations of being trusted to provide high-quality educational support for all learners as well as, to varying degrees, an expectation that the broad outcomes of this high-quality educational support should be trusted, rather than measured, by all stakeholders; and the purpose of the educational endeavour being considered and whether or not different parts of the sector do, or should, emphasise different purposes.

Educational quality

Enabling regional quality in education / Arab Organization for Quality Assurance in Education [AROQA] . - Ammam, Jordan : AROQA, 2017 . - 22 p.

Abstract : This conference report is of the 8th Annual Conference of the Arab Organization for Quality Assurance in Education (AROQA) held in Lebanon in December 2016.

URL : http://events.aroqa.org/uploads/newsImage/flash/conference_report_2016.pdf

How can one create a culture for quality enhancement? / Norwegian Agency for Quality Assurance in Education [NOKUT] . - Lysaker, Norway : NOKUT, 2016 . - 98 p.

Abstract : This report contains the results of a project carried out by the Center for Higher Education Policy Studies (CHEPS), University of Twente, the Netherlands and the Centre for Higher Education Governance Ghent (CHEGG), Ghent University, Belgium. The research included an extensive literature review and institutional case studies of universities in Norway, Sweden, England, Netherlands and Germany.

URL :

http://www.nokut.no/Documents/NOKUT/Artikelbibliotek/Kunnskapsbasen/Rapporter/UA/2016/SFU/How_can_one_create_a_culture_for_quality_enhancement.pdf

A strategic quality assurance framework in an African higher education context / Francis Ansah . - In: Quality in Higher Education, v. 21, no. 2, p. 132-150, 2015

Including abstract, bibl.

Abstract : This study is based on an analysis of selected international accounts on quality assurance in higher education. A pragmatist perspective was used to conceptualise a logical internal quality assurance model to embed and support the alignment of graduate competencies in curriculum and assessment of Ghanaian polytechnics. Through focus group and in-depth interviews, the framework was evaluated by internal stakeholders including lecturers, students and administrators of the polytechnics. It was found that quality assurance concepts and practices in higher education reported in the international literature could be used to design a context-specific quality assurance framework for higher education systems in Africa but there will be challenges with implementation of such a framework. The challenges found include quality culture and financial resources. Nonetheless, it was noted that effective planning and stakeholder commitment can surmount the challenges to ensure effective implementation of the framework to enhance quality.

URL : <http://www.informaworld.com/smpp/title~db=all~content=t713443244~tab=issueslist>

Educational research

Newer researchers in higher education : policy actors or policy subjects? / Paul Ashwin, Rosemary Deem, Lynn McAlpine, / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 41, no. 12, pp. 2184-2197, December 2016

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

Abstract : This article explores the extent to which 42 newer researchers , in the academic sub-field of higher education, were aware of, responded to and negotiated their careers in relation to higher education policies. Participants, who were mainly based in European countries, tended to divide into two similarly sized groups: one that engaged with and made strategic use of higher education policy, 'policy actors;' and another who felt that they were shaped by policy rather than working with it, 'policy subjects.' These differences appeared largely to relate to participants' background prior to studying for their doctorate, their mode of study and doctoral route. All participants appeared to perceive the relationship between their research and policies in individual terms, rather than in terms of being a part of a community of higher education researchers.

Educational role

Déclaration d'Antananarivo / Organisation internationale de la francophonie [France] . - Antananarivo, Madagascar : OIF, 2016 . - 10 p.

Abstract : The 57 heads of state and governments of member countries of the International Organisation of Francophonie (OIF) ended their summit in Antananarivo, Madagascar, in November 2016, by publishing the Déclaration d'Antananarivo. Article 39 of the Declaration represents an affirmation by the Heads of State against the commercialisation of education, for free, quality public education and for regulation of the private educational institutions.

URL : http://www.francophonie.org/IMG/pdf/som_xvi_decl_antananarivo_vf.pdf

Educational statistics

Statistische Daten zu Studienangeboten an Hochschulen in Deutschland : Studiengänge, Studierende, Absolventinnen und Absolventen : Wintersemester 2016 / 2017 / Hochschulrektorenkonferenz [HRK][Germany] . -

Bonn : HRK, 2016 . - 80 p. (Statistiken zur Hochschulpolitik, 1/2016)

ISBN 978-3-942600-56-9

Abstract : This publication provides a statistical overview of the study system in Germany. It focuses on information regarding study programmes, numbers of students and graduates. The appendix provides further detailed statistical data. The collected data is based on information provided by the higher education institutions for the HRK Higher Education Compass and on data of the Federal Statistical Office.

Die vorliegende Publikation gibt einen statistischen Überblick über die Studienstruktur in Deutschland. Dabei wird besonderes Augenmerk auf Studiengänge, Studierende sowie Absolventinnen und Absolventen gelegt. Im Anhang wird ausführliches Datenmaterial zur Verfügung gestellt. Die Zahlen basieren auf den Angaben der Hochschulen im Hochschulkompass und auf den Daten des Statistischen Bundesamtes.

Classmark : DE-341 HRK

URL : https://www.hrk.de/fileadmin/redaktion/hrk/02-Dokumente/02-10-Publikationsdatenbank/Stat-2016_WS_2016_17.pdf (in German)

Educational systems

Educación Superior en Iberoamérica : Informe 2016 . - Santiago, Chile : CINDA, 2016 . - 278 p.

ISBN 978-956-7106-66-7

Abstract : This report provides data and analysis of trends in higher education and country reports for 19 countries in the region as well as Spain and Portugal.

URL : <http://www.cinda.cl/wp-content/uploads/2016/11/CINDA-2012-Informe-de-Educaci%C3%B3n-Superior-INTERIOR-101-1.pdf>

Global references, local translation : adaptation of the Bologna Process degree structure and credit system at universities in Cameroon / Elizabeth Agbor Eta, Emmanuel Yenshu Vubo . - In: Globalisation, Societies and Education, v. 14, no. 4, pp. 492-512, November 2016

ISSN 1476-7724 . - Online ISSN 1476-7732

Abstract : This article analyses documents and interviews, examining the adaptation of the Bologna Process degree structure and credit system in two sub-systems of education in Cameroon: the Anglo-Saxon and the French systems. The central aim is to verify whether such adaptation has replaced, re-enforced or modified existing practices. Secondly, the article analyses the factors that have influenced this adaptation. The results highlight the idea that education systems may demonstrate a level of awareness about global practices, but these practices are interpreted in their local contexts; thus, policy-makers 'think globally but act locally'.

Higher education in the Middle East and North Africa: exploring regional and country specific potentials / Yew Meng Lai, Abdul Razak Ahmad, Chang Da Wan. - Singapore : Springer, 2016 . - xiii-161 p.

ISBN 978-981-10-1054-5

Abstract : This book explores the prospects for higher education development in the Middle East and North African (MENA) region. Adopting a South-South perspective (from the viewpoint of a developing country), it seeks to promote a deeper understanding of this highly diverse regions. As such, it examines six selected MENA countries - Egypt, Palestine, Tunisia, Iran, Libya and Saudi Arabia, and identifies the gaps and challenges as well as their potentials in terms of higher education development. Based on expert interviews and focus-group discussions and complemented by related facts and figures from both international and national documents, it presents an in-depth discussion and analysis of the countries' respective political, security, and economic situations. These serve as preconditions for the cultivation of an environment conducive to facilitating the advancement of higher education. It also provides a critical overview of higher education in these countries, notably in terms of the current national system, legislative framework, accreditation, quality assurance, recognition concerns, and other critical issues that enable and/or constrain the development of their respective higher education sectors, and that of the region, as a whole.

Higher education for the public good in post-conflict societies : curricular justice and pedagogical demands : a response from Cyprus and South Africa / Michalinos Zembylas . - In: Higher Education Research and Development, v. 36, no. 1, pp. 36-42, January 2017

ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : From the standpoint of having academic affiliations in South Africa and Greece, the author explores the debates about higher education as a public and private good, applying them to recent attempts towards curricular justice in South Africa. He examines how the complexity of South Africa's 'public' creates significant social justice challenges for the country's universities.

Higher education system performance 2014-2016 / Higher Education Authority [Ireland] . - Dublin : Ministry of Education and Skills, 2016 . - 86 p.

Abstract : This report reviews the performance of the Irish higher education system for the years 2014 and 2015, setting out the progress against the System Performance Framework for Higher Education on areas such as access, responsiveness to skills needs, and research.

URL : <http://www.hea.ie/sites/default/files/higher-education-system-performance-2nd-report-201416.pdf>

Exploring the context of Ethiopian higher education system using Clark's triangle of coordination / Haftu Hindeya Gebremeskel, Kibrom Mengistu Feleke / European Higher Education Society [EAIR] . - In: Tertiary Education and Management, v. 22, no. 1, pp. 99-120, 2016

Abstract : Over the last two decades, Ethiopian higher education has been undergoing considerable changes in response to government reforms. This accelerated change has affected the system, its mode of operation and its academics. Accordingly, this article examines how the reforms have affected the ways in which the system is coordinated by using Clark's triangle of coordination as a framework for analysis. In doing so, the study employed a qualitative approach, historical policy study, looking into different historical eras. Evidence was drawn from various documentary sources. The article argues that state has been the sole influential actor in both the monarchical and military periods; while, since 1991, both state and market have been playing a significant role in shaping the system with the state still taking the dominant role. The academic oligarchy has not, however, had a significant influence at any time.

URL : <http://www.tandfonline.com/loi/rtem20>

Universal higher education and positional advantage : Soviet legacies and neoliberal transformations in Russia / Anna Smolentseva . - In: Higher Education, v. 73, no. 2, pp. 209-226, February 2017
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : Using statistical, national, and comparative survey data, this paper analyses social dynamics of the process of increasing participation and equalization of educational opportunity in Russia. The dramatic higher education expansion in Russia was largely associated with the positional value of higher education credentials, in a society in which the Soviet system of social status had been discontinued, and a new system of status was being built on the basis of post-Soviet rules (which are still evolving). Driven by family aspirations and resources, massification has largely rested on the part-privatisation of the costs of higher education, part of a neoliberal reform package common to the post-Soviet countries. However, higher education expansion has not brought about greater social equity. Expansion, fee-based financing and policy measures such as university excellence initiatives have tended to strengthen the institutional and social stratification of the higher education system, weakening social mobility and social equality. [Abstract from publisher]

Ethics

Guide to implementing the principles of state responsibility to protect higher education from attack / Global coalition to protect education from attack [GCPEA] . - New York : GCPEA, 2016 . - 21 p.

Abstract : These guidelines, produced by GCPEA, an inter-agency of organisations working in the fields of education in emergencies and conflict affected contexts, are based on wide-ranging consultation with higher education networks and Associations in Europe, Africa, the Middle East, Asia, and the Americas to understand the causes and consequences of such attacks and to identify measure to increase protection.

URL : http://protectingeducation.org/sites/default/files/documents/guide_to_implementing_principles.pdf

Comportamiento responsable en la investigación y conductas no éticas en universidades de México y España / Ana Hirsch Adler / Asociación Nacional de Universidades e Instituciones de Educación Superior [ANUIES] . - In: Revista de la Educación Superior, v. XLV (3), no. 179, pp. 79-93, julio-septiembre 2016
ISSN 0185-2760

Abstract : Se presentan ideas centrales sobre la conducta responsable en la investigación, e información sobre

conductas no éticas que expresaron 17 coordinadores de posgrado de la Universidad Nacional Autónoma de México y 14 profesores de 3 universidades de Valencia (España). El marco de referencia proviene principalmente de libros especializados de México, de Estados Unidos y del Reino Unido. Las conclusiones tratan acerca de la importancia de los documentos internacionales, de que la percepción de las conductas no éticas es más elevada que lo que sucede en realidad, de las diferencias de gravedad y de que existen mecanismos internos y externos de detección.

This article presents the key tenets regarding responsible behaviour in research, before providing information about unethical conduct in 17 postgraduate programme coordinators from the National Autonomous University of Mexico and 14 lecturers from three universities in Mexico, the United States and the United Kingdom. The research findings emphasise the importance of the international documents, while concluding that the perception of unethical conduct is greater than its actual prevalence in the university setting. The findings also outline the range of unethical practices, while highlighting the existence of internal and external detection mechanisms.

URL : http://publicaciones.anuies.mx/pdfs/revista/Revista179_S2A5ES.pdf

Reglamentación contra el fraude académico en las universidades españolas = Anti-academic fraud regulations in Spanish universities / Jaume Sureda-Negre, Jerónimo Reynes-Vives, Rubén Comas-Forgas / Asociación Nacional de Universidades e Instituciones de Educación Superior [ANUIES] . - In: Revista de la Educación Superior, v. XLV (2), no. 178, pp. 31-44, abril-junio 2016
ISSN 0185-2760

Abstract : Para combatir el fraude en las evaluaciones se suelen instrumentar 3 tipos de dispositivos: los normativos o reguladores, los formativos e informativos y, finalmente, los mecanismos de detección. En este trabajo, centrado en los primeros de estos dispositivos, se estudian 72 normativas universitarias para averiguar hasta qué punto y de qué manera las universidades españolas contemplan el tema del fraude en las evaluaciones. Se constata que, en general, el tratamiento que se hace del tema es limitado y poco ajustado a los tiempos actuales, y se sugieren medidas y disposiciones con el fin de mejorar la situación que se describe.

This paper uses content analysis to assess regulatory systems in 72 Spanish universities for mechanisms to reduce fraudulent evaluation practices. The authors found a lack of attention to the issue, as well as inadequate or outdated mechanisms in place in many universities. These factors suggest the need for new measures and provisions to improve the institutions' capacity to combat fraud in the evaluation process.

URL : http://publicaciones.anuies.mx/pdfs/revista/Revista178_S3A3ES.pdf

Humanities education

The economic value of creative focused universities and colleges / GuildHE . - London : GuildHE, 2016 . - 16 p.

Abstract : This study shows that creative focused universities and colleges contribute at least £8.4 billion each year to the UK economy. This comprise in large part the impact of added skills in the workforce, as well as the higher incomes of students and their employers; and the attraction of creative focused universities and colleges to many high quality international students that contribute to the UK economy. In addition, the report describes the broader value students receive from studying at creative focused universities and colleges.

URL : http://www.guildhe.ac.uk/wp-content/uploads/2016/11/Executive-Summary-Final2_GuildHE.pdf

Industry and education

UK universities interacting with industry: patterns of research collaboration and inter-sectoral mobility of academic researchers / Robert Tijssen, Wout Lamers, Alfredo Yegros / UCL Institute of Education. Centre for Global Higher Education . - London : CGHE, 2017 . - 31 p. (Working Paper, no. 14)

Abstract : This working paper demonstrates that university-industry collaboration and mobility of academic researchers are now an important feature of the UK higher education system. It also reveals the importance of European industry to UK universities: research-active companies located in EU member states represent 24 per cent of these UK academic-industry connections.

Classmark : GB-712.2 CGHE

URL : <http://www.researchcghe.org/perch/resources/publications/wp14.pdf>

Intercultural dialogue

Global connectedness in higher education : student voices on the value of cross-cultural learning dialogue /

Elina Lehtomäki, Josephine Moate, Hanna Posti-Ahokas / Society for Research into Higher Education [SRHE][UK] . -

In: Studies in higher education, v. 41, no. 11, pp. 2011-2027, November 2016

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

Abstract : The study explores how students' sense of global connectedness can be enhanced by creating opportunities for cross-cultural dialogue in higher education. The study is based on thematic analysis of 15 randomly selected reflective learning journals, from students' from different countries who participated during an international seminar in Finland. The results emphasise the added value of diversity (geographical, disciplinary, cultural and social) among students, faculty and invited presenters for creating meaningful learning. Furthermore, they suggest that designing an integrated approach of contents, contexts and activities for critical engagement in global dialogue and knowledge generation in higher education can open up new perspectives to students in education and thereby increase their sense of global connectedness. The research addresses internationalisation of higher education, contributes to the development of international study programmes and provides means to enhance inclusion of global issues in higher education policies, curricula and practice.

Interdisciplinarity

Interdisciplinarity and the 21st Century research-intensive university / League of European Research Universities

[LERU] . - Leuven, Belgium : LERU, 2016 . - 71 p.

Abstract : This report analyses how universities reflect on interdisciplinarity and details recent strategies, innovative structures, projects and also formulates recommendations.

URL : http://www.leru.org/files/publications/Interdisciplinarity_and_the_21st_century_research-intensive_university.pdf

Knowledge economy

Animating southern theory in the context of Thai higher education : a response from Thailand / Andisorn

Juntrasook, James Burford . - **In:** Higher Education Research and Development, v. 36, no. 1, pp. 21 -27, January 2017

ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : This paper comprises a dialogue between two higher education researchers in Thailand, one of whom is Thai, the other is from New Zealand. The paper is a response to the ideas contained in the essay on 'Southern theory' introduced by Raewyn Connell. The authors discuss knowledge production and the development of higher education in Thailand in the context of Thailand's semi-colonial history. They argue that educational agendas in Thailand are borrowed from northern models, such as autonomous universities, internationalisation and quality procedures. However, such 'borrowing', they argue, is selective: the capital, Bangkok, and elite groups are positioned as the centre of Thai learning, while regional and indigenous knowledge production count less within the country.

Counter-conduct in creative university research : deliberations on freedom . - In: Higher Education Research and Development, v. 36, no. 2, pp. pp. 241-254, March 2017

ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : This article based on the idea of the creative university (Paters, 2013). The author first introduces a history of the concept of creativity and explains how governmental agendas for creative industry and creativity in education emerged. Second, it describes a practice-based research project that grapples with the difficulties of knowledge transfer between the 'creative' and 'social science' academic disciplines. This raises questions about creative knowledge and reveals some ethical tensions in the performance of academic research. The research project is then positioned as a 'counter-conduct', used to short-circuit the procedures implemented for the conduct of creative research in the creative, entrepreneurial university. [Abstract adapted from publisher]

Southern theory and world universities / Raewyn Connell . - **In:** Higher Education Research and Development, v. 36, no. 1, pp. 4 - 15, January 2017

ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : In this essay, the author examines the challenges of 'Southern theory', which emphasises knowledge

generation in colonial and post-colonial societies, and the relevance for universities of higher education projects that contest the hegemony of the global North. The author discusses the location of such knowledge in the history of universities and the global economy of knowledge, and considers their implications for the university curriculum and the contemporary intellectual workforce.

When the lion tells the story : a response from South Africa / Zodwa Motsa . - In: Higher Education Research and Development, v. 36, no. 1, pp. 28-35, January 2017
ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : The author examines South African agitation against colonialism in education, from the 1960s to the 2015 student uprisings. She argues that these protests have been attempting to redress the 'epistemicide' and 'linguicide' of African knowledges and languages. In developing (African) southern theory, the author argues that the African story needs to be retold in all of the disciplines. Her emphasis is on the imperative for the rejuvenation of African knowledges and languages and argues that 'until the lion tells his/her own story, the hunter will always have the best part of the story'.

Working from where we are: a response from Aotearoa New Zealand / Avril Bell . - In: Higher Education Research and Development, v. 36, no. 1, pp. 16-20, January 2017
ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : In her response to Connell's essay on Southern theory, the author emphasises the challenges of extraversion - or having to constantly 'speak/write out to the world' - for knowledge workers in small southern nations like New Zealand. She makes a case for the addition of pedagogical justice to Connell's call for curricular and epistemological justice and provides examples from diverse national sites. The author argues that experiential learning and place-based pedagogies have the potential to be central features of Southern pedagogies.

Private education

Alternative providers of higher education : issues for policymakers / John Fielden, Robin Middlehurst / Higher Education Policy Institute [HEPI][UK] . - Oxford : HEPI, 2016 . - 56 p.
ISBN 978-1-908240-21-7

Abstract : This report discusses the present state of higher education providers in the UK that do not receive direct public funding, and examines experience in the USA and Australia, before drawing policy lessons for the UK.

URL : http://www.hepi.ac.uk/wp-content/uploads/2017/01/Hepi_The-alternative-providers-of-higher-education-Report-90-04_01_17-Screen2.pdf

Rankings

Global rankings and the geopolitics of higher education : understanding the influence and impact of rankings on higher education, policy and society / Ellen Hazelkorn . - London : Routledge, 2017 . - xxiii-348 p. (International studies in higher education)
ISBN 978-1-138-82811-7

Abstract : This book provides an examination of the impact and influence that university rankings have had on higher education, policy and public opinion in recent years. It examines the changes affecting higher education and the implications for society and the economy. Split into four interrelated sections, this book covers: The development of rankings in higher education, how they have impacted upon both the production of knowledge and its geography, and their influence in shaping policymaking. It provides Overviews of the significance of rankings for higher education systems in Europe, Asia, Africa, Russia, South America, India and North America. It presents an analysis of rankings in relation to key concerns that pervade contemporary higher education and examines the role rankings are likely to play in the future directions for higher education.

Classmark : P

Global rankings in the Nordic region : challenging the identity of research-intensive universities? / Mari Elken, Elisabeth Hovdhaugen, Bjorn Stensaker . - In: Higher Education, v. 72, no. 6, pp. 781-795, December 2016
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : This article analyses a sample of 14 research-intensive universities in Norway, Sweden, Denmark and Finland.

Through document analysis and interviews with institutional leaders and staff from central administration, the study explores whether high-ranked Nordic universities take strategic measures as a response to global rankings, and whether the traditional identities of the universities are changing, as they are influenced and affected by the rankings. The study shows that rankings have a relatively modest impact on decision-making and strategic actions in the Nordic universities studied, and that there are few signs of rankings challenging the existing identities of the universities in this region.

International university rankings : for good or ill? / Bahram Bekhradnia / Higher Education Policy Institute [HEPI][UK] . - Oxford : HEPI, 2016 . - 28 p. (HEPI Report, 89)
ISBN 978-1-908240-20-0

Abstract : The report demonstrates that international rankings are almost entirely based on research-related criteria, and argues that if universities are to move up the rankings the only way of doing so is to focus on their research performance – at the expense of teaching, widening participation and other activities.

URL : http://www.hepi.ac.uk/wp-content/uploads/2016/12/Hepi_International-university-rankings-For-good-or-for-ill-REPORT-89-10_12_16_Screen.pdf

Competitividad de la educación superior en cuatro países de América Latina : perspectiva desde un ranking mundial = Competitiveness of higher education in four Latin American countries : from a world ranking perspective / Santos López Leyva / Asociación Nacional de Universidades e Instituciones de Educación Superior [ANUIES] . - In: Revista de la Educación Superior, v. XLV (2), no. 178, pp. 45-59, abril-junio 2016
ISSN 0185-2760

Abstract : Este artículo reporta el comportamiento de la competitividad de la educación superior en Argentina, Brasil, Chile y México. Se utilizan datos del ranking de universidades realizado por el Foro Económico Mundial de 2007 a 2014, que en 2014 registró 144 países. Las fortalezas se ubican en la administración de las universidades, la cobertura y la capacidad local de investigación, en tanto que las debilidades se encuentran en la calidad del sistema de educación superior y en la calidad en la enseñanza de matemáticas y ciencias. Ambas situaciones contrastan al hacer una comparación con lo que sucede sobre este tema en 4 países asiáticos.

This article evaluates the competitiveness of the higher education systems of Argentina, Brazil, Chile and Mexico using data from the Centre for World University Rankings from 2007 to 2014. The ranking, produced by the World Economic Forum, reviewed universities in 144 countries in 2014. For the four Latin American countries under review, it cited strengths in the following areas: university management, tertiary enrolment rates, and the capacity for local research. It identified as weaknesses the quality of the higher education systems as a whole, as well as the quality of teaching in mathematics and science. In comparison with four Asian countries, the panorama is markedly different.

URL : http://publicaciones.anui.es.mx/pdfs/revista/Revista178_S3A4ES.pdf

The Berlin Principles on ranking higher Education institutions : limitations, legitimacy, and value conflict / Gary R. S. Barron . - In: Higher Education, v. 73, no. 2, pp. 317-333, February 2017
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : University rankings have been widely criticized and examined in terms of the environment they create for universities. In this paper, the author reverses the question by examining how ranking organizations have responded to criticisms. He argues that ranking higher education institutions is not one that lends itself to isomorphism with scholarly values and evaluation and that this dissonance creates reputational risk for ranking organizations, and argues that such risk caused global ranking organizations to create the Berlin Principles on Ranking Higher Education Institutions. He posits that the Berlin Principles can be best regarded as a legitimizing practice to institutionalize rankings and symbolically align them with academic values and systems of evaluation in the face of criticism. Finally, the author asserts that despite dissonance between ranking and academic evaluation, there is still enough similarity that choosing to adopt rankings as a strategy to distinguish one's institution can be regarded as a legitimate option for universities. (Abstract from publisher)

The seven deadly sins of world university ranking : a summary from several papers / 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. 39, no. 1, pp. 104-115, February 2017
ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : World university rankings use the weight-and-sum approach to process data. Although this seems to pass the

common sense test, it has statistical problems. In recent years, seven such problems have been uncovered: spurious precision, weight discrepancies, assumed mutual compensation, indicator redundancy, inter-system discrepancy, negligence of indicator scores and inconsistency between changes in ranking and 'Overall'. These issues render the validity of ranking results suspect. Moreover, discussion on problems in world university ranking has been conducted mostly at the verbal level with little substantiation of supporting statistics. It is argued that discussion on ranking issues needs statistical evidential support. Modifications to the approach of processing ranking data are suggested. [Abstract from publisher]

Research

Draft 2016 National Research Infrastructure Roadmap / Australia. Government . - Canberra : Australian Government, 2016 . - 71 p.

ISBN 978-1-76028-904-1 . - Online ISBN 978-1-76028-903-4

Abstract : The Roadmap sets out Australia's national research priority areas for the coming decade. The recommendations and priority areas outlined in Roadmap have been developed by the Expert Working Group (EWG), comprising the research community, the university sector, industry and government.

URL : https://docs.education.gov.au/system/files/doc/other/draft_2016_national_research_infrastructure_roadmap_2.pdf

Engaged research : society and higher education working together to address grand societal challenge /

Campus Engage [Ireland] . - Dublin : Campus Engage, 2017 . - 96 p.

Abstract : Published by Campus Engage with the support of the Irish Research Council, this report provides a stakeholder-informed and action-oriented framework for engagement between civic and civil society, industry and professionals in research at higher education institutions. It also provides recommendations for higher education institution leaders to promote international engaged research initiatives.

URL : <http://www.iua.ie/wp-content/uploads/2017/01/Campus-Engage-Irish-Research-Council-Engaged-Research-Report-Jan-2017-revised.pdf>

Excellent education in research-rich universities / League of European Research Universities [LERU] . - Leuven, Belgium : LERU, 2017 . - 26 p.

Abstract : This position paper considers the different ways in which education and research are connected in research-intensive universities. It illustrates how European research universities are changing their approach towards education, for the benefit of both students and wider society.

URL : <http://www.leru.org/files/general/LERU%20Position%20Paper%20Excellent%20Education.pdf>

Preliminary data update on Canadian research performance and international reputation / Council of Canadian Academies. - Ottawa : Council of Canadian Academies, 2016 . - 27 p.

Abstract : This report is part of a larger project to assess the state of research, development and innovation in Canada.

URL :

http://www.scienceadvice.ca/uploads/eng/assessmentspublicationsnewsreleases/stird2016/st_interimdataupdate_en_web.pdf

Gender inequality and research performance : moving beyond individual-meritocratic explanations of academic advancement / Mathius Wullum Nielsen / Society for Research into Higher Education [SRHE][UK] . - In: Studies in

higher education, v. 41, no. 11, pp. 2044-2060, November 2016

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

Abstract : This cross-sectional bibliometric study investigates the link between gender and research performance in the Danish context. More specifically, it compares the citation and self-citation rates, source normalised impact per publication scores and collaborative patterns of 3293 male and female researchers at a Danish university and provides evidence challenging the widespread assumption of a persistent performance gap in favour of male researchers. The result has implications for research organizations and managers, as it raises concerns about the validity of individual-meritocratic explanations of the skewed gender distributions in academia. [Abstract adapted from publisher]

Overview of international research exchanges / Japan. Ministry of Education, Culture, Sports, Science and Technology (MEXT) . - Tokyo : MEXT, 2017 . - 28 p.

Abstract : This paper presents the outcomes of the survey Overview of International Research Exchanges conducted in 2016 on behalf of the Ministry of Education, Culture, Sports, Science and Technology (MEXT).

URL : http://www.mext.go.jp/en/news/topics/detail/_icsFiles/afieldfile/2017/01/31/1381685_001.pdf

Science and Innovation System Performance Report / New Zealand. Ministry of Business, Innovation and Development . - Wellington : MBIE, 2016 . - 104 p.

Abstract : This report provides a snapshot of how the New Zealand science and innovation system is performing in key areas. It covers people, skills, knowledge, infrastructure and funding across government, education and business.

URL : <http://www.mbie.govt.nz/info-services/science-innovation/performance/document-image-library/2016-science-and-innovation-system-performance-report.pdf>

Research evaluation

Evaluating the non-academic impact of academic research: design considerations / Andrew Gunn, Michael Mintrom / 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. 39, no. 1, pp. 20-30, February 2017 ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : In Australia, research evaluation is now being extended to include the 'relevance' or 'impact' of academic research outside the academy. The authors address how evaluation of non-academic research impact can promote more such impact without undermining academic freedom and research excellence. Five questions on evaluation design are considered: (1) What should be the object of measurement? (2) What should be the timeframe? (3) How should non-academic users of research inform evaluation processes? (4) How should controversial impacts be managed? (5) When in funding cycles should impact evaluation occur? The authors conclude that non-academic impact should be selectively promoted and evaluated. This is how greater gains from research might be best captured without imposing misguided and onerous reporting requirements on individuals and institutions. [Abstract adapted from publisher]

Government research evaluations and academic freedom : a UK and Australian comparison / Helen Irvine, Stuart Tooley & James Guthrie Ann Martin-Sardesai . - In: Higher Education Research and Development, v. 36, no. 2, pp. 372-385, March 2017

ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : This paper tracks the development of Government research evaluations (GREs) over the past 25 years, by critically evaluating their adoption in the UK and Australian higher education sector and their contribution to the commodification of academic labour, and to highlight the resultant tensions between GREs and academic freedom. The paper employs a literature-based analysis, relying on publicly available policy documents and academic studies over the period 1985–2010. GREs are a global phenomenon emanating from new public management reforms and while assessments of university research have been welcomed, they have attracted critique based on their design, the manner in which they have been applied, and the unintended consequences of their implementation on academic freedom in particular. Consistent with international research on the impact of GREs, Australian research assessments appear to be undoing the academic freedom that is central to successful research. Further empirical research on the impact of GREs on academics is urgently needed. [Abstract adapted from publisher]

India's scientific publication in predatory journals : need for regulating quality of Indian science and education / Seethapathy, Santhosh Kumar, . - In: Current Science, v. 111, no. 11, pp. 1759-1764, 10 December 2016

Abstract : Assessing a total of 3300 articles from 350 journals, the authors found that 51% came from private of government colleges, often affiliated with state universities. 10% came from private universities or institutes.

Questionnaire results revealed pressure among researchers to publish, with appointments, promotion and tenure often linked to publishing, and lack of monitoring the research being conducted are the major factors contributing to articles published in poor quality predatory open access journals from India. The authors conclude that there is an urgent need to develop a mechanism by institutes and funding agencies to identify the quality of articles published by respective institutes and researchers.

URL : <http://www.currentscience.ac.in/Volumes/111/11/1759.pdf>

The rhetoric and reality of research reputation : 'fur coat and no knickers' / Dierdre O'Loughlin, Ann MacPhail, Rachel Msetfi / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 40, no. 5, pp. 806-820, June 2015
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : This study explores the concept of research reputation in terms of how it is defined, constituted and assessed. Eight professor-level academics from a range of disciplines based at universities in the United Kingdom, Ireland and Belgium were interviewed. The findings highlight the subjective and multidimensional nature of research reputation, the role of informal and formal communications in creating and building research reputation, and the inter-relationships between academics, departments and institutions in enabling research reputation, individually and collectively. Given the problematic nature of research reputation, it is critical that higher education institutions engage in effective strategic reputation management at all levels. Consistency of understanding of research reputation should also exist among all users of ranking systems, particularly those involved in higher education policy and research strategy decision-making.

The visible hand of research performance assessment / Julian Hamman . - In: Higher Education, v. 72, no. 6, pp. 761-779, December 2016
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : Research performance assessments do not just measure differences in research quality, but yield themselves visible symptoms in terms of a stratification and standardization of disciplines. The article illustrates this with a case study of UK history departments and their assessment by the Research Assessment Exercise (RAE) and the Research Excellence Framework (REF), drawing on data from the three most recent assessments (RAE 2001, 2008, REF 2014). Symptoms of stratification are documented by the distribution of memberships in assessment panels, of research active staff, and of external research grants. Symptoms of a standardisation are documented by the publications submitted to the assessments. The main finding is that the RAEs/REF and the selective allocation of funds they inform consecrate and reproduce a disciplinary centre that, in contrast to the periphery, is well-endowed with grants and research staff, decides in panels over the quality standards of the field, and publishes a high number of articles in high-impact journals. This selectivity is oriented toward previous distributions of resources and a standardized notion of "excellence" rather than research performance. [Abstract from publisher]

Transitions in the manifestations of the research culture of Spanish universities / Georgeta Ion, Diego Castro Ceacero . - In: Higher Education Research and Development, v. 36, no. 2, pp. 311-324, March 2017
ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : This paper analyses the research culture of five Spanish universities from the perspective of the different academic bodies. A qualitative methodology was employed, based on 43 in-depth interviews with institutional leaders (vice-rectors and managers), responsible for research activity, (directors of research centres) and individual researchers (doctoral and postdoctoral researchers). The results point to a clear change in the institutional mission that moves from an institutional model where teaching and research cohabit together towards another where research activity intensifies. The new research culture is characterised by the quest for efficiency and competitiveness at all levels and bodies. Despite the changes in the university model, participants perceive that the traditional and new models coexist and affect the university structure, the functioning of the centres and departments and the dynamics of the research teams which causes dissatisfaction of the researchers that in this context have to deal with the increasing pressure to publish and obtain external funding to assure 'survival'. The research culture is also characterised as one that moves towards the scarcity of support measures for training, the confusion perceived between the political discourse and academic practice and the attempt to reposition the university in a social context, through redefining its role and fostering transfer activities.

STEM education

Improving undergraduate STEM Education at research universities / Association of American Universities [AAU]; Research Corporation for Science Advancement . - Washington, DC : AAU, 2017 .

Abstract : The report details how individual research universities have significantly transformed teaching and learning in STEM fields.

URL : <https://www.aau.edu/news/article.aspx?id=18395>

Students

Perfil emprendedor del estudiante universitario / Maribel Guerrero, David Urbano, Antonio R. Ramos, José Ruiz-Navarro, Isabel Neira, Ana Fernández-Laviada / Observatorio de Emprendimiento Universitario en España . - Madrid : Crue Universidades Españolas-RedEmprendia-CISE, 2016 . - 113 p.
ISBN 978-84-617-6179-1

Abstract : The report provides an 'entrepreneur profile' of university students. It is based on a survey of over 14,000 students from 29 Spanish universities, analysing variables such as their academic background, their knowledge and skills, their motivations and obstacles and their perception of starting a business.

URL : www.crue.org/Documentos_compartidos/Publicaciones//20161201_Observatorio_de_Emprendimiento_Universitario_informe_web.pdf

Undergraduate orientations towards higher education in Germany and England : problematizing the notion of 'student as customer' / Richard Budd . - In: Higher Education, v. 72, no. 1, pp. 23-37, January 2017
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : This study explores the orientations towards university of undergraduates in Germany and England, two countries where the diffusion of market conditions in higher education policies has been somewhat contrasting. Distinctions between the German and English students did emerge, but these were less based on those countries' unequal engagement with tuition fees and rankings and more to do with other aspects of their university cultures and the world beyond their degrees. This suggests that how people approach their time as students is more complex than some of the literature assumes. Furthermore, at the very least, any consideration of this topic must include an analysis of how students themselves understand and experience their higher education and broader social contexts. [Abstract adapted from publisher]

Understanding undergraduate student perceptions of mental health, mental well-being and help-seeking behaviour / Anita Laidlaw, Julie McLellan, Gozde Ozakinci / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 41, no. 12, pp. 2156-2168, December 2016
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : Despite relatively high levels of psychological distress, many students in higher education do not seek help for difficulties. This study at a university in Scotland explored undergraduate student understanding of the concepts of mental health and mental well-being and where undergraduate students would seek help for mental well-being difficulties. Semi-structured interviews were carried out with 20 undergraduate students from 5 different subject areas. Interviews were transcribed and thematically analysed. Results highlighted that the majority of participants viewed mental health and mental well-being as two distinct concepts but their views did not affect where they would seek help for mental well-being difficulties. Medical students reported public stigma relating to help seeking for mental well-being difficulties. Undergraduate students are most likely to seek help for mental well-being difficulties from peers, but whether this experience is useful is less clear. How such an approach impacts upon the individual from whom assistance is sought is also not well understood. [abstract adapted from publisher]

Student engagement

Critiques of student engagement / Bruce Macfarlane, Michael Tomlinson / International Association of Universities [IAU] . - In: Higher Education Policy, v. 30, no. 1, pp. 5-21, March 2017
ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : Student engagement initiatives at the national, institutional and classroom level have emerged against a backdrop of rising participation rates and the marketisation of higher education. This context has informed the development of a literature that is heavily influenced by cause-effect framing and a focus on effectiveness. However, in recent years an alternative, critical literature has emerged that challenges some of the assumptions of the student engagement movement on the grounds of student rights and freedoms as learners. This review article identifies six critiques of student engagement based on an analysis of the literature, namely performativity, marketing, infantilisation, surveillance, gamification and opposition. It is concluded that at a policy and institutional governance level, there is a need to shift the emphasis from what and how questions concerning student engagement to consider its broader political, economic and ethical implications as a means of challenging the prevailing policy narrative.

URL : <http://rd.springer.com/article/10.1057/s41307-016-0027-3>

From student engagement to student agency : conceptual considerations of European policies on student-centered learning in higher education / Manja Klemencic / International Association of Universities [IAU] . - In: Higher Education Policy, v. 30, no. 1, pp. 53-68, March 2017
ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : Student-centered learning (SCL) has entered center stage on the European higher education (HE) policy agenda after the Yerevan Ministerial Summit of the European Higher Education Area (EHEA) in May 2015. It has become the key principle underlying the intended reforms toward enhancing the quality of teaching and learning in European HE. Despite the universal appeal, SCL remains poorly defined in policy documents and this ambiguity potentially jeopardizes its implementation. The article addresses the different instances and evocations of the SCL approach in EHEA policies. Furthermore, it seeks to clarify the conceptual foundations of SCL. Two propositions are put forward. First, SCL should be understood as a 'meta-concept'. Such an understanding serves as a corrective to the eclectic use of SCL in association with a broad variety of policy issues. Second, the article questions the suitability of student engagement as a conceptual foundation of SCL. The main argument is that student engagement conceptually fails to sufficiently address student autonomy, self-regulation and choice, all of which have been highlighted by the literature as essential elements of SCL. The root concern of SCL is not propensity to different types of student action as implied in student engagement, but rather student agency as students' capabilities to intervene in and influence their learning environments and learning pathways.

URL : <http://rd.springer.com/article/10.1057/s41307-016-0034-4>

Access to full text article for IAU Members via HEDBIB using IAU Member Login

Higher Education Policy on Student Engagement: Thinking Outside the Box / Peter Kahn / International Association of Universities [IAU] . - In: Higher Education Policy, v. 30, no. 1, pp. 53-68, March 2017
ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : It has been suggested that higher education policy across the world is currently framed by a common set of assumptions. As a result, policy makers have a restricted sense of the options that are open to them. This paper looks to the paradigm of critical realism in order to open up alternative perspectives for policy makers. The argument specifically focuses on policy around student engagement, building on earlier theorising in this area. Student engagement is seen to be constituted by the agency of learners within educational settings, supported as this is by the social relations maintained by learners. The argument opens up alternative framings for policy in ways that take account of the reflexivity and relational goods that sustain the engagement of students in their studies, addressing areas such as teaching and learning, extra-curricular activity, human resources, the character of institutions and student protest.

URL : <http://rd.springer.com/article/10.1057/s41307-016-0031-7>

Access to full text article for IAU Members via HEDBIB using IAU Member Login

Student engagement : towards a critical policy sociology / Michael Tomlinson / International Association of Universities [IAU] . - In: Higher Education Policy, v. 30, no. 1, pp. 23-34, March 2017
ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : This article develops a critical policy analysis of the student engagement agenda, exploring its establishment as a key policy framework in HE and why it has developed such momentum. Based on a critical policy sociology approach, this article analyses the levels through which student engagement can be conceptualised: macro, meso and micro. At the macro-level, the concept can be seen as partly aligned to the market-driven and massified institutional context and informed by New Public Management policy levers intended to enhance the performative value of contemporary universities. At the meso-level, student engagement has been instituted by policies and practices evaluated by a range of performance measures that purportedly capture the efficacy of engagement practices. At a micro-level, it presents issues around students' relationship with institutions in light of their changing role. If student engagement policy and practice is able to elevate students as active co-producers of self-directed learning, they may also potentially affirm their role as regulatory customers.

URL : <http://rd.springer.com/article/10.1057/s41307-016-0035-3>

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Student Engagement, 'learnification' and the sociomaterial : critical perspectives on higher education policy / Lesley Gourlay / International Association of Universities [IAU] . - In: Higher Education Policy, v. 30, no. 1, pp. 23-34, March 2017
ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : The term 'student engagement' has become ubiquitous in mainstream discourses concerning higher education in the UK and beyond. The term is used to denote a desirable set of practices and orientations in students which should

be worked towards or encouraged in order for teaching in higher education to be deemed successful - as such, it has enormous influence in the higher education (HE) as part of a discourse which carries powerful ideological force in the sector. This paper will interrogate the concept in order to deepen understanding of how the term operates. The author argues first that the notion often relies on typological categories which tend to posit the individual as the primary site of student engagement and secondly that this is primarily identified in interlocution or observable interaction. Drawing on the work of Gert Biesta, she argues that this position reflects a broader trend towards 'learnification' in higher education, which positions teaching as problematic and inherently repressive. The author seeks to build on this critique by arguing for a reframing which recognises the sociomaterial and radically distributed nature of human and non-human agency in day-to-day student engagement.

URL : <http://rd.springer.com/article/10.1057/s41307-016-0037-1>

Access to full text article for IAU Members via HEDBIB using IAU Member Login

The engaged student ideal in UK higher education policy / Paul Kelly, Ni Fair, Carol Evans / International Association of Universities [IAU] . - In: Higher Education Policy, v. 30, no. 1, pp. 105-122, March 2017
ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : The UK Government's Green Paper (Fulfilling our potential: teaching excellence, social mobility and student choice, 2015) White Paper (Success as a knowledge economy: teaching excellence, social mobility and student choice, 2016) and the Higher Education and Research Bill 2016 appear to be premised on a normative student ideal in UK higher education policy. This ideal student presupposes a transactional model of student engagement, which relies on the accumulation of knowledge capital by a systemic subject. The current government vision forms part of a long-term shift away from the discourse of social democracy since the policies of the 1960s. This shift towards neoliberal political economy is reflected in the legislation to establish the Office for Students, United Kingdom Research and Innovation and the Teaching Excellence Framework. Rather than adding to the transactional view of student engagement based on the neoliberal student ideal, this article explores the democratic idea of a higher education multitude in which there might be a more nuanced pedagogic and socio-technical understanding of student engagement for further policy developments.

URL : <http://rd.springer.com/article/10.1057/s41307-016-0033-5>

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