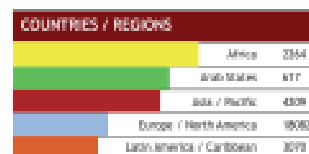
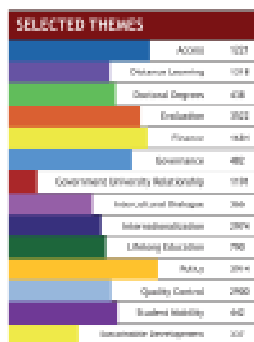


New in / Nouveautés

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February / février 2012



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Presentation

Welcome to the February 2012 edition of *New in HEDBIB*.

New in HEDBIB provides references of monographs, documents, reports and periodical articles entered recently into HEDBIB, the International Bibliographic Database on Higher Education (<http://hedbib.iau-aiu.net>). HEDBIB has been managed by the International Association of Universities (IAU) since 1988, with contributions from UNESCO Headquarters; the European Centre for Higher Education (CEPES); UNESCO International Institute for Educational Planning (IIEP); UNESCO International Institute for Higher Education in Latin America (IESALC); the American Council on Education (ACE).

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

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

Hard copies of documents which have a classmark number are available within the IAU-UNESCO Information Centre on Higher Education. The majority of the periodical articles are from periodicals which are also available at the IAU. A full list of the periodicals held by the IAU is available on the IAU Website at http://www.iau-aiu.net/centredoc/rtf/cdoc_journals.rtf. References with the classmark P are contributed by our Partner organizations. Where available, a link to the electronic document is included.

New in HEDBIB is produced five times a year.

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

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



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We recommend

Global sustainability and the responsibilities of universities / Luc E. Weber, James J. Duderstadt, Eds. . - Glion Colloquium, 8th, Glion-above-Montreux, Switzerland, June 2011 . - London; Paris; Geneva : Economica, 2012 . - 283 p. (Glion Colloquium Series, no. 7)
ISBN 978-2-7178-6113-6

Abstract : Drawn from the 7th Glion Colloquium, held in June 2011, this volume gathers contributions from university leaders around the world who discuss how research universities are adapting to the imperatives of global sustainability. Sustainability is defined in the broadest sense, including environmental, economic, health, poverty and economic aspects. The book explores how universities can develop new curricula, student experiences, research paradigms, social engagement and international alliances to better address the challenge of global sustainability, while producing globally identified citizens.

Turning the university upside down / Imma Tubella, Begoña Gros . - Barcelona : Editorial Universitat Oberta de Catalunya, 2011

Abstract : This book presents eight reflections on the current state of the university around the world, the problems facing it as an educational institution and the recent challenges it must address in a changing society, where the arrival of new information and communication technologies (ICTs) has had an immense impact. Each chapter is written by a Rector or Director of universities in different countries (Canada, Morocco, the United Kingdom, Spain, Israel, Portugal and Mexico) and from different types of institution (traditional or distance). They analyse the current problems confronting the university, such as access, the eruption of new technologies, research, brain drain and globalization, as well as country-specific characteristics and propose new strategies regarding syllabus design, local and global problems, innovation, university collaboration and governance.

ICT for higher education: case studies from Asia and the Pacific / UNESCO . - Bangkok : UNESCO Office Bangkok, 2011 . - 173 p.

Incl. bibl. (Electronic version) . - ISBN 978-92-9223-384-6 . - Online ISBN 978-92-9223-385-3

Abstract : This publication documents the use of ICT in higher education in the Asia and Pacific region. Based on research conducted by UNESCO Bangkok on the use of ICT in three areas: open and distance learning; blended learning; and administration and management practices, seven case studies detail ICT practices in medium and large-sized universities in Australia, Hong Kong, India, China, the Republic of Korea and Singapore. In all the institutions featured, ICT is used for open and distance learning and the delivery of lectures and materials - with three universities being exclusively open and distance universities. Even traditional universities are offering distance learning and integrating blended learning to complement their face-to-face classroom settings. The outcomes of utilising ICT for higher education in these studies are very positive. However, issues and challenges emerged such as lack of management support, uncoordinated planning and implementation, shortage of trained staff; and Insufficient funds for developing, purchasing and implementing ICT.

URL : <http://unesdoc.unesco.org/images/0021/002141/214143e.pdf>



IAU Themes

- **Equitable Access and Success in Higher Education**

Africa

Tertiary education and gender disparities in a dollarised economy : a case study of the faculty of social studies at the University of Zimbabwe / Tichaona Zivengwa, Fanual Hazvina, Nobuhle Maphosa / University of Zimbabwe, UZM. Faculty of Education . - In: Zimbabwe Journal of Educational Research, v. 23, no. 3, pp.204-221, 2011
Incl. bibl., abstract . - ISSN 1013-3445

Africa; Asia and the Pacific

Through their eyes, in their voices / UNICEF . - New York : UNICEF, 2011 . - 104 p.

Abstract : This publication is the result of a six-month collaborative research study to investigate the social and educational factors that contribute to the success of girls attending university. With a focus on socioeconomically disadvantaged students in Africa and Asia, this study documents the stories of 160 female university students in five countries.

URL : <http://www.ungei.org/resources/files/RTRdocument.pdf>

Arab States

Inclusiveness in higher education in Egypt / Emily Cupito, Ray Langsten . - In: Higher Education, v. 62, no. 2, pp.183-197, 2011

Incl.bibl., abstract . - ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : In Egypt, before 1952, education, especially higher education, was the province of a privileged few. After the 1952 Revolution, in pursuit of social justice and economic development, Egypt's leaders eliminated fees, instituted a universal admission examination, promised government employment to all graduates of higher education, and expanded the number of places. Officials expected these policies to increase inclusiveness as enrollments grew. The authors examine the period from 1988 through 2005, when egalitarian policies remained in place, and during which enrollments continued to expand rapidly. Despite this growth, the authors find that inclusiveness did not change for males and, at best, modestly improved for females. Young adults from the wealthiest families maintained a substantial advantage in the likelihood of enrolling in higher education. At the same time, females, and notably females from poor families, came to make up a larger share of the higher education community.

URL : <http://springerlink.metapress.com/content/0018-1560/>

Asia and the Pacific

Real financial aid or just a band-aid? A randomized control trial on access of poor college students to financial aid in China / Wang, Chengfang Liu, Linxiu Zhang, Ai Yue, Yaojiang Shi, Scott Rozelle, Carl Brinton / Stanford University (USA) . - Stanford (Ca.) : Stanford University, 2011 . - 35 p. (Working paper, 226), 35 p., 2011
Online document

URL : http://iis-db.stanford.edu/pubs/23210/226 - Financial_Aid_4U_paper - full.pdf

The interrelationship between student learning experience and study behaviour / Hoi Kwan Ning, Kevin Downing .
- In: Higher Education Research and Development, v. 30, no. 6, pp. 765-778, December 2011
ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : This study examined the interrelationship between student learning experiences and study behaviour in explaining academic achievement. The participants were 541 final year students from a university in Hong Kong. Students' learning experiences and study behaviour were measured using the Course Experience Questionnaire and the Learning and Study Strategies Inventory. Structural equation modelling demonstrated that different learning experience factors have differential influences on student study behaviour. Students' perception of teaching quality and generic skills development were found to be most influential in terms of motivation and attitude towards study, which were most predictive of academic performance. The implications for curriculum design and instructional practice on university student learning are discussed.

Vocational and higher education in Australia : a need for closer collaboration / Susan Bandias, Don Fuller, Darius Pfitzner / 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. 33, no. 6, pp. 583-594, December 2011
ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : An important way to improve access for groups that are under-represented in tertiary education is to facilitate the movement of students from vocational education and training to higher education institutions. However, there is substantial evidence of rigidities and obstacles to such a closer integration between these two sectors. This paper discusses the problems experienced by students currently articulating from vocational education and training to higher education institutions, identifies impediments to collaborative pathways and suggests measures for overcoming such obstacles.

Europe and North America

Smart money : informing higher education philanthropy / Gregory S. Sienzi, Brian A. Sponsler, Alexis J. Wesaw, Amal Kumar, Jill Jones / Institute for Higher Education Policy [IHEP][US] . - Washington, DC : IHEP, 2011 . - 44 p.

Abstract : Using mapping, of both geographic and demographic factors, this brief describes where and how private philanthropic funding can be targeted to support postsecondary education, and in particular, its role in expanding access to and success in higher education among currently disadvantaged groups.

URL : http://www.ihep.org/assets/files/publications/s-z/%28Report%29Smart_Money_October_2011.pdf

Social and economic conditions of student life in Europe : Synopsis of indicators. Final report. Eurostudent IV 2008-2011 / Dominic Orr, Christoph Gwosc, Nicolai Netz / Eurostudent . - Bielefeld : W. Bertelsmann Verlag, 2011 . - 225 p.
ISBN 978-3-7639-4869-7 . - Online ISBN 978-3-7639-4870-3

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

URL : http://www.eurostudent.eu/download_files/documents/EIV_Synopsis_of_Indicators.pdf

Stonewall's legacy : Bisexual, gay, lesbian, and transgender students in higher education / Susan B. Marine / Association for the Study of Higher Education [ASHE] . - Las Vegas : ASHE, 2011 . - 145 p.

Abstract : This monograph attempts to reveal new insights about the future of LGBT students within higher education institutions in the United States. Starting with a historical overview, the report explores how students who were once marginalised became visible, actively developing LGBT campus movements. The author asserts that as student affairs administrators and policymakers alike understand how young adults grow and change in their sexual orientation, gender identities, and senses of self, they can then create environments that support those changes. The author also examines the situation of transgender students at campuses typified by "genderism" and the particular challenges they confront at women's colleges. An examination of the current status and future direction of LGBT campus resource centers is presented within a framework of the importance of community and solidarity on campus. Finally, the author considers how each of these factors can be thoughtfully integrated to shift the dominant discourse from "helping" LGBT students to "transforming the campus".

URL : <http://onlinelibrary.wiley.com/doi/10.1002/aehe.3704/pdf>

Building a multicontextual model of Latino college enrollment: student, school, and state-level effects / Anne-Marie Nuñez, Kim Dongbin / Association for the study of higher education [ASHE][USA] . - In: The Review of Higher Education, v. 35, no. 2, pp. 237-263, Winter 2012
ISSN 0162-5748 . - Online ISSN 1090-7009

Constructing outsiders : the discursive framing of access in university diversity policies / Susan V. Iverson / Association for the study of higher education [ASHE][USA] . - In: The Review of Higher Education, v. 3, no. 2, pp. 149-177, Winter 2012a
ISSN 0162-5748 . - Online ISSN 1090-7009

Abstract : This article investigates how discourses circulating in diversity policies reflect and produce perceptions about diversity in higher education. This study, utilizing the method of policy discourse analysis, examines 21 diversity action plans issued at 20 U.S. land-grant universities to understand how these policy documents frame diversity. Analysis revealed dominant discourses of access that construct images of the diverse person as an outsider. Findings suggest that well-intentioned attempts to create a more inclusive campus climate may unwittingly reinforce practices that support exclusion and inequality.

Experiencing the unexpected : toward a model of college diversity experiences and attitude change / Nicholas A. Bowman, Jay W. Brandenberger / Association for the study of higher education [ASHE][USA] . - In: The Review of Higher Education, v. 35, no. 2, pp. 179-205, Winter 2012
ISSN 0162-5748 . - Online ISSN 1090-7009

Abstract : This paper proposes a model of the psychological process through which higher education institution diversity experiences affect student attitudes and examines that model empirically using a sample of 387 students who completed service-learning courses. Structural equation modeling analyses indicate that diversity interactions are associated with "experiencing the unexpected", which then contributes both to a subjective sense of belief challenge and to attitude change. Implications for practice and future research are discussed.

Poor and rich : student economic stratification and academic performance in a public research university system / John Aubrey Douglass, Gregg Thomson / Society for Research into Higher Education [SRHE][UK] . - In: Higher Education Quarterly, v. 66, no. 1, pp. 65-89, January 2012
ISSN 0951-5224 . - Online ISSN 1468-2273

Abstract : Once lower-income students do enroll in a highly selective institution, what happens to them? How well do they do academically when compared to their more wealthy counterparts? How integrated are they into the academic community and in their satisfaction with their choice and sense of support by the institution and fellow students? These are crucial questions, if and when elite universities in various parts of the world become more representative of their general population; the stated desire of most of these institutions, virtually all of which are nationally funded entities that must justify their public subsidies. This paper explores the divide between poor and rich students, first comparing a group of selective US institutions and their number and percentage of Pell Grant recipients and then, using institutional data and results from the University of California, Student Experience in the Research University Survey (SERU Survey), presenting an analysis of the high percentage of low-income undergraduate students within the University of California system; who they are, their academic performance and quality of their undergraduate experience.

URL : <http://onlinelibrary.wiley.com/doi/10.1111/j.1468-2273.2011.00511.x/pdf>

Running in place : low-income students and the dynamics of higher education stratification / Michael N. Bastedo, Jaquette Ozan / American Educational Research Association [AERA] . - In: Educational Evaluation and Policy Analysis, v. 33, no. 3, pp.318-339, 2011
Incl.abstract,graphs,tabl., bibl. . - ISSN 0162-3737 . - Online ISSN 1935-1062

Abstract : The increasing concentration of wealthy students at highly selective colleges in the United States is widely perceived, but few analyses examine the underlying dynamics of higher education stratification over time. To examine these dynamics, the authors built an analysis data set of four cohorts from 1972 to 2004. They found that low-income students made substantial gains in their academic course achievements since the 1970s. Nonetheless, wealthier students have made even stronger gains in achievement over the same period, in both courses and test scores, ensuring a competitive advantage in the market for selective college admissions. Thus, even if low-income students were "perfectly matched" to institutions consistent with their academic achievements, the stratification order would remain largely unchanged. The authors consider organizational and policy interventions that may reverse these trends.

URL : <http://epa.sagepub.com/>

Social class and belonging : implications for graduate students' career aspirations / Joan M.: Stewart, Abigail. J. Ostrove, Nicola L. Curtin . - In: The Journal of Higher Education, v. 82, no. 6, pp. 748-774, November / December 2011 ISSN 0022-1546 . - Online ISSN 1538-4640

Abstract : The authors examined the role that social class background plays in graduate students' career goals. Class background was significantly related to the extent to which students struggled financially in graduate school, which related to their sense of belonging in graduate school. Sense of belonging related to academic self-concept, which predicted students' interest in becoming professors at top research universities.

The ethical dimension of awarding financial aid / Nicholas Hillman / European Higher Education Society [EAIR] . - In: Tertiary Education and Management, v. 17, no. 1, pp.1-16, March 2011 Incl. abstract, tables, and bibl. . - ISSN 0135-3883

Abstract : In countries charging tuition fees, and those that are considering adopting tuition fee policies, recent economic conditions are making education less affordable and accessible for students. To combat these challenges, nations, state/regional governments, and universities are experimenting with financial aid programmes by providing non-repayable grants and scholarships to reduce price barriers. This paper synthesises the underlying political and ethical motivations driving these financial aid policies. Aid providers interested in pursuing market prestige may prioritize "merit-based" aid policies that are influenced by neoliberal norms; alternatively, those interested in equalizing opportunities may prioritize policies guided by egalitarian values related to social justice. The political economy of aiding students has profound effects on educational opportunity, so this paper offers policymakers, researchers, and practitioners a model from which to frame these cross-cutting and timely ethical issues.

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

The impact of undergraduate debt on the graduate school enrollment of STEM baccalaureates / Lindsey E. Malcolm, Alicia C. Dowd / Association for the study of higher education [ASHE][USA] . - In: The Review of Higher Education, v. 35, no. 2, pp. 265-, Winter 2012 ISSN 0162-5748 . - Online ISSN 1090-7009

Abstract : Science, Technology, Engineering and Mathematics (STEM) fields display the largest equity gap for minority groups. In light of these inequities, and the central role of borrowing in college financing, this study investigates the impact of undergraduate debt on graduate and professional school enrolment. Analysis of data was carried out from several sources including the NSF's 2003 National Survey of Recent College Graduates, institutional-level results the annual survey of Colleges and Universities (2002-3), the Institute for College Access and Success student debt database. The results revealed that, while the majority of STEM bachelor's degree holders relied on loans to finance college, key differences in the patterns of borrowing by race/ethnicity. African American and White STEM bachelor's degree holders were most likely to be heavy borrowers, Latinos were most likely to be typical borrowers, while Asians were the group most likely to avoid borrowing altogether. The results also demonstrate that debt negatively affects the graduate school enrollment of bachelors degree holders from every racial/ethnic group.

The Review of Higher Education, v. 35, no. 2, pp. 149-353, Winter 2012 ISSN 0162-5748 . - Online ISSN 1090-7009

Abstract : Constructing Outsiders: The Discursive Framing of Access in University Diversity Policies (Susan V. Iverson); Experiencing the Unexpected: Toward a Model of College Diversity Experiences and Attitude Change (Nicholas A. Bowman and Jay W. Brandenberger); Organizational Factors and Instructional Decision-Making: A Cognitive Perspective (Matthew Taadashi Hora) ; Building a Multicontextual Model of Latino College Enrollment: Student, School, and State-Level Effects (Anne-Marie Nunez and Dongbin Kim) ; The Impact of Undergraduate Debt on the Graduate School Enrollment of STEM Baccalaureates (Lindsey E. Malcom and Alicia C. Dowd) ; Will These Trees Ever Bear Fruit?: A Response to the Special Issue on Student Engagement (Alexander C. McCormick and Kay McClenney).

Latin America and the Caribbean

The association between financial aid availability and the college dropout rates in Colombia / Tatiana Melguizo, Fabio Sanchez Torres, Haider Jaime . - In: Higher Education, v. 62, no. 2, pp.-229-, 2011 Incl. bibl., abstract . - ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : The main objective of this study is to estimate the association between financial aid and college dropout rates of postsecondary students in Colombia. The authors use a dataset from the Colombian Ministry of Education that

includes all enrolled college students in the country between 1998 and 2008. Logistic regression is used to identify the correlation between receiving different forms of financial aid on the dropout rates of the students. The main results of the study suggest that the probability of dropping out decrease between 25 and 29% according to the type of financial aid received. There is also evidence that the financial aid is more effective in reducing dropout rates at the beginning of the student's college careers. This result holds after controlling by type of postsecondary institution attended. These findings suggest that financial aid is an effective tool to reduce dropout rates, and therefore increase persistence and expand access in Colombia.

URL : <http://springerlink.metapress.com/content/0018-1560/>

La participación y el liderazgo de las mujeres dentro de las Instituciones de Educación Superior (IES) en las

Américas / José Olavarría A. / Inter-American Organization for Higher Education [IOHE][Canada] . - IOHE, 2011 . - 24 p.
Abstract : Based on data on Argentina, Chile, Mexico and Spain, it provides a comparative statistical analysis of women's participation in higher education in the Americas.

URL : http://www.oui-iohe.org/webcolam/images/doc/Informe_COLAM_Mujeres_y_liderazgo.pdf

- **Higher Education and Social Responsibility / EFA**

Developing inclusive teachers from an inclusive curricular perspective / Renato Opertti, Jayne Brady . - In: Prospects: Quarterly review of comparative education, v. XLI, no. 3 (159), pp. 459-472, September-November 2011
ISSN 0033-0337 . - Online ISSN UNESCO International Bureau of Education [IBE][Switzerland]

Abstract : This article defines inclusive education in light of the Education for All agenda. It then describes key considerations for developing inclusive teachers from the perspective of an inclusive curriculum which seeks to address the needs of all learners. It concludes by outlining several key policy discussion areas which must be addressed if inclusive educational reforms are to be sustained.

Emerging role of higher education for human and social development / Rashmi Soni / National Council of Educational Research and Training (India)[NCERT] . - In: Journal of Indian Education, v. 36, no. 3, pp.78-90, 2010
Incl. bibl., abstract . - ISSN 0377-0435

The name of the rose : inclusive values into action in teacher education / Tony Booth . - In: Prospects: Quarterly review of comparative education, v. XLI, no. 3, pp. 303-318, September 2011
ISSN 0033-0337 . - Online ISSN UNESCO International Bureau of Education [IBE][Switzerland]

Abstract : This article considers the inclusive development of teacher education, drawing on changes made for the new edition of the Index for Inclusion. It defines inclusion as putting inclusive values into action and sets out a values framework for education. It critiques approaches to inclusion that are confined to the mainstream participation of children categorized as "having special educational needs". It suggests inclusive development as a heading for all compatible principled interventions in schools but argues that having a singular approach to development is more important than the name it is given. It attempts to fill a gap in thinking about inclusion by suggesting the structure for a values- and rights-based curriculum for schools. It suggests that besides preparing teachers to promote inclusion in schools, teacher educators who wish to promote inclusion from within universities and colleges must attempt to put inclusive values into action in the cultures, policies, and practices of their own institutions.

The construction of university-community partnerships: entangled perspectives / Roni Strier . - In: Higher Education, 62, 1, pp.81-97, 2011
Incl. bibl., abstract . - ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : The development of meaningful partnerships with communities is a shared concern of many higher education institutions. However, the building of significant partnerships between universities and communities is still a complex task, which generates multiple tensions. Based on a qualitative study, This article is based on a qualitative study that examined the participants' experiences of an innovative partnership aimed at combating poverty and social exclusion in Israel. The article analyses the concept of partnership from a social constructivist theoretical perspective. The study focused on four research areas: the experience of partnership; the perception of partnership; the barriers to partnership-building, and the impact of participation on participants. Findings challenge essentialist views of partnership and highlight the constructed and discursive nature of the concept. The article found several crucial factors to be acknowledged in the process of partnership management: role perspectives, group affiliation, institutional context, power relations, the organizational culture of the partnership, and the societal perceptions of social problems addressed by the partnership. It concludes with some recommendations for the management of more meaningful university-community partnerships.

URL : <http://springerlink.metapress.com/content/0018-1560/>

Actes du 13ème Congrès des universités populaires (VHS) / Institut für International Zusammenarbeit des Deutschen Volkshochschul-Verbandes [DVV International][Germany] . - In: Education des adultes et développement, no. 77, pp. 1-182, 2011

Also published in English . - ISSN 0935-8161

Abstract : Contenu : Les universités populaires sont des écoles pour toute la vie (Christian Wulff) ; Paul Bélanger (Vers de nouveaux horizons) ; Éducation sans frontières (S.A.R. la princesse Laurentien des Pays Bas) ; L'Allemagne doit tourner son regard et pointer l'oreille au-delà de l'Europe (Rajesh Tandon) ; L'université populaire: un système d'éducation sous la responsabilité du secteur public ; Universités populaires (VHS) et coopération ; Les méthodes communicatives d'éducation des adultes en Éthiopie – séminaire germano-africain (Christiane Stürmann) ; L'Afrique, c'est loin? (Rudolf Blauth) ; Un monde au il fait bon vivre – Rapport de la VIIIe assemblée mondiale du CIEA (Camilla

Croso) ; Le potentiel de Rio+20 (Fatima Mello) ; Changer de mentalité pour sauver la planète (Roberto Bissio) ; La stratégie d'éducation du BMZ ; Voici longtemps qu'il nous fallait une stratégie d'éducation... (Entretien avec madame Karin Jahr de Guerrero) ; L'éducation pour tous et le nouvel ordre mondial (Rajesh Tandon) ; Pas de stratégie complète sans approche axée sur le genre (Marcela Ballara) ; Suivi du Cadre d'action de Belém; Vingt mois après la CONFINTEA VI (Bettina Bochynek) ; Le chemin de Belém (2009) à Mexico (2011): la CONFINTEA en Amérique latine (Timothy D. Ireland) ; Suivi de la mise en oeuvre des recommandations de la CONFINTEA VI: la vision de l'Asie-Pacifique (Tanvir Muntasim) ; L'éducation non formelle : l'exemple de l'Uruguay (Jorge Camorsà).

URL : http://www.iiz-dvv.de/index.php?article_id=1249&clang=2

http://www.iiz-dvv.de/index.php?article_id=1260&clang=1

Africa

The Kenyan school system's impact on public higher education access : examination of growth, access, and challenges / Tamara Yakaboski, Katelyn Nolan . - In: Journal of International Education and Leadership, v. 1, no. 1, Fall 2011

ISSN 2161-7252

Abstract : The Kenyan educational system is an example of how increasing demand, external policies, and lack of resources have hindered access into Kenya's highest level of education. While it is possible to view higher education as the problem and the solution as a means to an educated workforce and economic development, the issues stem from growth, access, and challenges at the lower levels of education, primary and secondary. In order to improve Kenya's higher education access, the authors posit that educators and leaders should first examine the issues hindering primary and secondary education. The article also discusses the potential of international collaborative and financial partnerships so that educators and leaders can better understand the challenges in all levels of Kenyan education, and Kenyan international students can be equipped with the tools and knowledge to improve the Kenyan system when they return home after graduation.

URL : <http://www.ijelusa.org/wp-content/uploads/2012/01/The-Kenyan-School-Systems-Impact-Public-Higher-Education1.pdf>

Arab States

Teacher education for inclusive education in the Arab world : the case of Jordan / Muna Amr . - In: Prospects: Quarterly review of comparative education, v. XLI, no. 3 (159), pp. 399-413, September 2011

ISSN 0033-0337 . - Online ISSN UNESCO International Bureau of Education [IBE][Switzerland]

Abstract : This article examines teacher education programmes in the Arab region and the extent to which teachers are prepared to work in inclusive education settings. In the Arab world, the emerging area of inclusive education faces various challenges, among them a teaching force that is not adequately prepared to teach all children. This challenge arises partly because, without content on inclusive education, current pre-service and in-service programmes produce teachers who lack the skills to work with children with special needs in mainstream classrooms. This article focuses on teacher education in Jordan, where the problems and challenges surrounding teacher education programmes for inclusive education mirror those in other Arab countries. In Jordan, training for inclusive education is very limited at both pre-service and in-service levels, both because the idea has only recently been introduced and because of limited financial resources in the country. Still, the growing interest in adopting an inclusive education system has raised awareness about the importance of providing teachers with education that enables them to work with children with special needs in inclusive settings.

Asia and the Pacific

Issues of teacher education and inclusion in China / Lizhong Yu, Su Xueyun, Chunling Liu . - In: Prospects: Quarterly review of comparative education, v. XLI, no. 3 (159), pp. 355-369, September 2011

ISSN 0033-0337 . - Online ISSN UNESCO International Bureau of Education [IBE][Switzerland]

Abstract : Since the 1980s, children with disabilities in China have been integrated into general education settings; the practice is termed *sui ban jiu du*, literally "learning in a regular classroom" (LRC). The term LRC means "receiving special education in general education classrooms", and it is regarded as a practical form of inclusion in China. This paper provides context for understanding the issues of teacher education and inclusion in China by comparing the concept of LRC in China to the international concept of inclusive education. It discusses the challenges for and development of LRC at the levels of policy and practice. The main issues involved in teacher education for special/inclusive education are

discussed in relation to the culture and context of current policy and its implementation, teachers' attitudes toward LRC, the professional competence of LRC teachers, the shortage of qualified teachers, and the lack of a national system for special education certification. The final section considers strategies to develop high-quality inclusive education in China from the perspectives of policy development, professional development, and the development of procedures for policy implementation.

Reviewing the role of teachers in achieving Education for All in Cambodia / Chae-Young Kim, Martyn Rouse . - In: Prospects: Quarterly review of comparative education, v. XLI, no. 3 (159), pp. 415-428, September 2011
ISSN 0033-0337 . - Online ISSN UNESCO International Bureau of Education [IBE][Switzerland]

Abstract : Over the last 20 years education policies in Cambodia have been driven by the global Education for All (EFA) campaign and have resulted in a rapid increase in the rates of primary education enrolment. However, the increasing number of children enrolling in schools has not always translated into high rates of primary education completion. Against this background the authors argue that while teachers play a significant role in keeping children in school and helping them to progress further in the education system, that role has been somewhat sidelined in the main debates about achieving EFA. They suggest that, while genuine problems exist with the qualifications and motivation of many Cambodian teachers, positive results could come from emphasizing their roles in achieving the wider goals of the education system and society, and thus promoting their active participation in furthering EFA.

Europe and North America

Degrees of value : how universities benefit society / Universities UK . - London : Universities UK, 2011 . - 32 p.
ISBN 978-1-904882-98-5

Abstract : Universities yield benefits way beyond the individual financial returns to students and human capital gains for the economy. This UUK report finds that just three social outcomes - greater political interest, higher interpersonal trust and better health - contribute a benefit of £1.31 billion to UK society over and above the economic benefits.

URL : <http://www.universitiesuk.ac.uk/Publications/Documents/DegreesOfValue.pdf>

Challenges for teachers' professional learning for inclusive education in Central and Eastern Europe and the Commonwealth of Independent States / Lani Florian, Majda Becirevic . - In: Prospects: Quarterly review of comparative education, v. XLI, no. 3 (159), pp. 371-384, September 2011
ISSN 0033-0337 . - Online ISSN UNESCO International Bureau of Education [IBE][Switzerland]

Abstract : Efforts to prepare teachers and other professionals for inclusive education in the Central and Eastern Europe and the Commonwealth of Independent States (CIS/CEE) region are heavily influenced by the legacy of Soviet study of children with disabilities and teacher education. The authors identify challenges facing those concerned with preparing teachers for inclusive education and provide examples of current projects in the region that address the complex problems associated with providing inclusive education for children identified as having disabilities. Case examples from Armenia, Latvia, the Czech Republic, Azerbaijan, and Serbia reflect current innovations in teacher education and professional development in the region.

Effective inclusive education : equipping education professionals with necessary skills and knowledge / Deborah Deutsch Smith, Naomi Chowdhuri Tyler . - In: Prospects: Quarterly review of comparative education, v. XLI, no. 3, pp. 323-339, September 2011
ISSN 0033-0337 . - Online ISSN UNESCO International Bureau of Education [IBE][Switzerland]

Abstract : As a result of educational reforms, students with disabilities are educated in inclusive settings to a greater degree than ever before. Regrettably, many teachers report that they feel unprepared to work effectively with these students. Because teacher effectiveness is strongly linked to student outcomes, these perceptions of inadequacy are problematic. Improved teacher preparation is a necessity. Yet, teacher educators face their own challenges when trying to keep up with current literature and a rapidly expanding knowledge base. This article proposes web-based technology as a solution to some of these challenges and discusses the IRIS Center for Training Enhancements, funded by the U.S. Department of Education, which provides free online resources for those working with struggling learners and students with disabilities. The resources are developed in collaboration with leading educational researchers, are highly rated, and are heavily used in multiple countries to improve the quality of teacher education.

Teacher education for inclusion in Europe / Verity Donnelly, Amanda Watkins . - In: Prospects: Quarterly review of comparative education, v. XL1, no. 3, pp. 341-353, September 2011

ISSN 0033-0337 . - Online ISSN UNESCO International Bureau of Education [IBE][Switzerland]

Abstract : In moving towards a more inclusive education system, there is a need to train all teachers to meet the diverse needs of all learners in their classrooms and to work collaboratively with colleagues. Drawing on key documents, this article outlines the policy context and reviews the available evidence supporting the move towards teacher education for inclusion across Europe. It presents the work of the European Agency for Development in Special Needs Education, to highlight some of the opportunities and challenges within its member countries in addressing teacher education for inclusion.

Latin America and the Caribbean

Preparing teachers for inclusive education in Latin America / Denise Vaillant . - In: Prospects: Quarterly review of comparative education, v. XLI, no. 3 (159), pp. 385-398, September 2011

ISSN 0033-0337 . - Online ISSN UNESCO International Bureau of Education [IBE][Switzerland]

Abstract : This article analyses the current challenges facing inclusive education in Latin America and explores some possible solutions. The author suggests that teachers play a key role in providing education that is inclusive for all. In Latin America, today, however, inclusive education often does not respond to the needs of children and young people, and teachers often finish their professional training without acquiring the skills they need to work with children and young people living in difficult circumstances. Teachers also need incentives to work in remote or difficult geographical areas, and they benefit from national efforts to improve their status, including awards for innovative work. Much remains to be done, but the training of teachers for a more inclusive education system is gradually being incorporated as part of the educational policy agenda in Latin America.

- **Intercultural dialogue**

Europe and North America

Tracking the traces of intercultural dialogue in internationalization policies of three EU universities : towards a framework / Jane Woodin, Ulla Lundgren, Paloma Castro . - In: European Journal of Higher Education, v. 1, no. 2-3, pp. 119-134, June-September 2011
ISSN 2156-8235

Abstract : While much of the underlying motivation for internationalization is underpinned by a desire for raising European universities' financial and/or academic position, this article argues that it is advantageous for all to develop internationalization policies in a creative, equal and reciprocal manner, focusing on the concept of intercultural dialogue. Through the consideration of policy documents of three higher education institutions in Spain, Sweden and the UK, the authors identify opportunities for developing an intercultural dialogue approach to internationalization. Finally, a conceptual framework is proposed through which internationalization could be related to intercultural dialogue in universities.

"When you come here, it is still like it is their space" : exploring the experiences of students of Middle Eastern heritages in Post-9/11 U.S. higher education / Xyanthe N. Neider . - In: Journal of International Education and Leadership, v. 1, no. 1, Fall 2011
ISSN 2161-7252

Abstract : The aftermath of September 11, 2001 complicated how students of Middle Eastern heritages are perceived, treated, and constructed in U.S. institutions of higher education. This paper is based on research of how students of Middle Eastern heritages experience higher education in the current socio-political United States context. Using ethnographic fieldwork methodology, the collected data through observations and interviews with 12 student and 2 staff participants to explore the experiences of students of Middle Eastern heritages enrolled in a research extensive university. Three themes emerged from the data. First, students had to re/negotiate their misconceptions about America and Americans in order to navigate the U.S. higher education spaces, thus, rupturing mythical understandings. Second, these changing understandings influenced how they chose to re/construct their identities for themselves, each other, and dissimilar others, sometimes accepting and other times, resisting identities ascribed to them. Third, spaces were both claimed by students and claimed students in particular circumstances.

- **Internationalization**

International branch campuses : data and developments / William Lawton, Alex Katsomitros / Observatory on Borderless Higher Education [UK] . - London : OBHE, 2012

Abstract : This is the fourth survey report on international branch campuses (IBCs) from the Observatory on Borderless Higher Education. It is based primarily on data collected from IBCs throughout the world between July and December 2011. As at the end of 2011 there were 200 degree-awarding IBCs in operation worldwide. New trends include a shift in activity to the Far East: Asia - and in particular China and Singapore - has become the focus of growth in international branch campuses after nearly a decade of rapid expansion in the Middle East; intra-regional south-to-south IBCs, niche campuses, and the link between IBCs and the drive by governments to establish education hubs for national economic goals. The report predicts that 37 more will open over the next two years, mainly from the UK and US.

Africa

Building regional higher education capacity through academic mobility / Chiao-Ling Chien, Felly Chiteng Kot, Mpinganjira Mercy, Kamau Ngamau, Evelyn Garwe / Southern African Regional Universities Association [SARUA] . - Johannesburg : SARUA, 2011 . - 57 p. (SARUA Leadership Dialogue Series, v. 3 no. 1)
ISBN 978-0-9869903-2-8

Abstract : The central question explored in this publication is what is the potential for using academic mobility as a higher education capacity building strategy in the region, with reference to increasing the number of qualified academics while at the same time increasing the provision of higher education for students?

URL :

<http://www.sarua.org/files/publications/SARUA%20leadership%20Dialogue%20Series/Leadership%20Dialogue%20series%20Vol%203%20No%201.pdf>

Asia and the Pacific

Broader implications from a downturn in international students / Universities Australia; Deloitte . - Kingston, Australia : Deloitte Access Economics, 2011 . - 93 p.

Abstract : The last decade has seen strong growth in international student enrolments in Australia.

However, in 2010 there was a marked slowdown, in particular, from Indian students. This report analyses the economic contribution of international students in Australia; key factors contributing to the downturn; competitor analysis; projections for the international student sector; and implications both for universities and the Australian economy.

URL : <http://www.universitiesaustralia.edu.au/resources/618/1100>

Global Gauge : East Asia report / British Council . - Hong Kong : British Council, 2011 . - 34 p.

Abstract : Published as part of the British Council's Global Gauge series on internationalization of educational activities in different countries, this new report provides a comparison of national policies supporting internationalization in eight countries of East Asia. To compare Hong Kong, Indonesia, Japan, Malaysia, Singapore, South Korea, Thailand and Vietnam, Education Intelligence developed an International Education Index based on three broad categories: openness, quality assurance and degree recognition, and access and equity that included 33 individual criteria. The report finds that countries in the region have ambitious internationalization goals but most lack specific strategies. In the study's ranking, Hong Kong ranked first, closely followed by South Korea and Malaysia. While South Korea's internationalization plans are nascent, the country is building a comprehensive cross-border quality assurance and accreditation framework. Meanwhile, Malaysia aims to become a regional education hub, and is focused on creating an attractive environment for overseas institutions.

Making a difference : Australia international education / Dorothy Davis, Bruce Mackintosh / International Education Association of Australia . - Sydney : University of New South Wales Press, 2011 . - 444 p.
ISBN 978-1-74223-277-5

Abstract : This book details the global context, history and development of international education in Australia. The benefits of international education on economic, regional development, institutional capacity building, communities and students are described in detail, and the text is interwoven with student perspectives. The contributors also discuss the role of government and private enterprise and student support. The book is primarily written with Australian perspectives, however country profiles of four countries with strong presence in Australian international education -

Malaysia, India, China and Norway - are included, as well as views from educators in the Europe and the USA.
Classmark : AUS-6 DAV

International education in Japan : response of the grass-eaters / Walter Carpenter . - In: Journal of International Education and Leadership, v.1, no. 2, Spring 2012
ISSN 2161-7252

Abstract : This article describes internationalization policies in Japan, with the specific case study of internationalization - oversees partnerships, study abroad programmes and double degree programmes with other regional universities - at one Japanese university, the University of Tokushima. Results from this study show that the flow is one-way - from China and Korea to Japan. According to the author, this is indicative of a widespread, national, pattern of a decline in the number of Japanese students interested in study-abroad, international-education type, programmes and rates of student participation in overseas programmes have been steadily falling.

URL : <http://www.jielusa.org/wp-content/uploads/2012/01/International-Education-in-Japan1.pdf>

Reflections on the Bologna Process : the making of an Asia Pacific Higher Education Area / Roger Y. Jr Chao . - In: European Journal of Higher Education, v. 1, no. 2-3, pp. 102-118, June-September 2011
ISSN 2156-8235

Abstract : This article compares the Asia-Pacific region's Brisbane Communiqué's goals and initiatives with the Bologna Process. While the Brisbane Communiqué seems to follow the Bologna Process' normative path towards the creation of a common regional higher education space, the two show a divergence when comparing demography, socio-economics, student mobility, and the political economy framework. The author provides reasons why the Bologna Process cannot simply be emulated within the region but can only serve as an example. This includes the different demographic and socio-economic make-up of the Asia Pacific region, the fact that the region, especially with China and Korea, account for the significant number of outbound student mobility, and the divergence of the two initiatives' evolutionary paths.

The quest for regional hub of education : growing heterarchies, organizational hybridization, and new governance in Singapore and Malaysia / Ka Ho Mok . - In: Journal of Educational Policy, v. 26, no. 1, pp.61-81, 2011
Incl. bibl. . - ISSN 0268-0939 . - Online ISSN 1464-5106

Abstract : With strong intentions to enhance the global competitiveness of their higher education systems, the governments of Singapore and Malaysia have made attempts to develop their societies into regional hubs of education; hence transnational education has become increasingly popular in these societies. In order to attract more students from overseas, these governments have invited foreign universities to set up their campuses to provide more higher education programs. In the last decade, the proliferation of higher education providers and the transnationalization of education have raised the concerns regarding the search for new governance and regulatory frameworks in governing the rapidly expanding transnational education organizations in these Asian societies. Higher education governance has become more complex in Singapore and Malaysia amid the quest for being regional hubs of education as nation states have to deal with multinational corporations when they are becoming increasingly active in running transnational education programs. This article sets out against this context of growing trend of transnationalization in education to compare and contrast the models and approaches that Singapore and Malaysia have adopted to govern and manage the diversity of players in offering transnational education programs.

URL : <http://www.tandfonline.com/loi/tedp20>

The complexities and challenges of regional education hubs : focus on Malaysia / Jane Knight, Sirat Morshidi . - In: Higher Education, v. 62, no. 5, pp.593-606, 2011
Incl.tabl., bibl. . - ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : The race to establish regional education hubs is a recent development in cross-border higher education. This article briefly examines the rationales and strategies used by three countries in the Middle East and three in South East Asia which are working towards positioning themselves as regional education hubs. The different approaches and purposes among the six countries highlight the need for a typology of education hubs. Three types are proposed: the student hub, the training and skilled workforce hub, and the knowledge/innovation hub. The final section of the paper takes a closer look at Malaysia's cross-border education initiatives and its actions to establish itself as a competitive education hub in a region where Singapore and Hong Kong have similar intentions. Whether Malaysia has the ability to make a quantum leap from being a student hub to becoming a knowledge/innovation hub remains to be seen and appears to be an optimistic outlook.

URL : <http://www.springerlink.com/content/0018-1560>

"Serving two masters": academics' perspectives on working at an offshore campus in Malaysia / Katalin Dobos . -

In: Educational Review, v. 63, no. 1, pp.19-35, 2011

Including abstract, bibl. . - ISSN 0013-1911 . - Online ISSN 1465-3397

Abstract : This paper explores the effects of the internationalization of higher education on the working lives of academics at an offshore campus in eastern Malaysia. It investigates their perspectives on various themes as those emerge during a series of interviews. These emerging themes are: "Professional Practice", "Communication", "Quality Assurance" and "Curriculum Issues". These themes are interrelated, are tied together with the anchor theme of "serving two masters" and expose important areas that need to be monitored by both the offshore and Australian partners in order to ensure the quality and success of their cooperation in the long term.

URL : <http://www.tandfonline.com/loi/cedr20>

Europe and North America

Mutations de l'enseignement supérieur et internationalisation. Change in higher education and globalisation /

Imelda Elliott, Michael Murphy, Alain Payeur, Raymond Duval . - Brussels : De Boeck, 2011 . - 311 p.

Text in French and in English. Incl. bibl., index . - ISBN 978-2-8041-6596-3

The global competition for talent : the rapidly changing market for international students and the need for a strategic approach in the US / John Aubrey Douglass, Richard J. Edelstein . - Berkely : CSHE, 2009 . - 22 p.

(Research and Occasional Papers Series, WSHE.8.09)

EEP Papers no. 424

Abstract : There is growing evidence that students throughout the world no longer see the US as the primary place to study; that in some form this correlates with a rise in perceived quality and prestige in the EU and elsewhere; and further, that this may mean a continued decline in the US's market share of international students. This study provides data on past and recent global trends in international enrollment, and offers a set of policy recommendations for the US at the federal, state, and institutional level. It includes recommendation of a national goal to double the number of international students in the US over the next decade to match numbers in a group of competitor nations, and requires recognition that the US will need to strategically expand its enrollment capacity and graduation rates to accommodate needed increases in the educational attainment rate of US citizens, and to welcome more international students

URL : <http://cshe.berkeley.edu/publications/docs/ROPS.JD.RE.GlobalTalent.9.25.09.pdf>

The management of internationalisation in higher education : some UK examples of strategy and practice / John

Taylor . - In: Leadership and governance in higher education : handbook for decision-makers and administrators . -

Stuttgart : RAABE, 2011 . - 30 p. (Supplement vol. no. 03.2011)

Chap. D 2-3 . - ISBN 978-3-8183-9559-8 . - ISSN 2191-5989

Abstract : Internationalisation is one of the fastest growing areas of management within higher education. Stimulated by the pressures of intense international competition and by a new recognition of the wider benefits of internationalisation, universities are looking to develop new management practices. This paper looks at the importance of strategy as applied within the field of internationalisation. By looking at examples from a range of universities in the UK, the paper aims both to identify broad trends and to offer an idea of some of the important practical issues to be considered in the development and implementation of strategy in internationalisation. Whilst the paper is based upon experience in the UK, similar issues and challenges are facing universities elsewhere.

Classmark : INT-42 RAA

Culture shock and higher education performance : implications for teaching / Philip Kelly, Yvonne Moogan /

Society for Research into Higher Education [SRHE][UK] . - In: Higher Education Quarterly, v. 66, no. 1, pp. 24-46, January 2012

ISSN 0951-5224 . - Online ISSN 1468-2273

Abstract : The globalisation of higher education brings together learners and teachers from differing systems, creating a heterogeneous and diverse environment. Yet many higher education institutions typically rely on foreign students themselves to adapt to their new higher education environments. An investigation was undertaken as to whether traditional approaches are effective and efficient in meeting the needs of the internationally mobile student. Using data from the last ten years (1999 to 2009) from a post-1992 University in the North West of England an analysis of over 15,000 postgraduate assessments found a significant performance difference between home country students and international mobile students. Results found that home country students perform significantly better than international

students, although the latter perform better in examinations than in coursework. However, there is a substantive improvement during the dissertation stage for both groups. Possible reasons for such variations in performance are explored.

URL : <http://onlinelibrary.wiley.com/doi/10.1111/j.1468-2273.2011.00505.x/full>

Ethical globalisation or privileged internationalisation ? Exploring global citizenship and internationalisation in Irish and Canadian universities / Su-ming Khoo . - In: *Globalisation, Societies and Education*, v. 9, no. 3 - 4, pp. 337-353, September-November 2011

ISSN 1476-7724

Abstract : This article explores policies and practices of global citizenship and internationalisation within higher education in Canada and Ireland, comparing two Canadian and two Irish universities. The cases suggest a number of entangled and contradictory strands of internationalisation, with implications for global citizenship. Underlying notions of globalisation, citizenship and development are interrogated and issues surrounding the local/global distinction, privilege and marketisation are discussed.

International faculty : experiences of academic life and productivity in U.S. universities / Dongbin, Wolf-Wendel, Lisa Kim, Susan Twombly . - In: *The Journal of Higher Education*, v. 82, no. 6, pp. 720 - 747, November / December 2011

ISSN 0022-1546 . - Online ISSN 1538-4640

Abstract : The authors carried out a quantitative study of satisfaction and research productivity of international faculty as compared to U.S. faculty. The study found that foreign-born, foreign-educated faculty are significantly more productive than their U.S. counterparts after controlling for personal, professional, and institutional variables. No significant difference in the productivity was found between foreign-born U.S.-educated and U.S. faculty. The concentration of international scholars on a campus positively affects productivity for U.S. faculty but not for foreign-born, foreign-educated faculty.

- **Research and doctoral education**

Knowledge, networks and nations : global scientific collaboration in the 21st century / Royal Society [UK] . - London : The Royal Society, 2011 . - 113 p. (RS Policy document, 03/11)
ISBN 978-0-85403-890-9

Abstract : This report reviews, based on available data, the changing patterns of science, and scientific collaboration. Part 1 maps and investigates where and how science is being carried out around the world and the ways in which this picture is changing. Part 2 reveals the shifting patterns of international collaboration and finds that International science is largely conducted through bottom-up, informal connections. Part 3 of this report explores the role of international scientific collaboration in addressing some of the most pressing global challenges of our time. The report concentrates on five case studies, and considers the strengths and shortcomings of existing mechanisms which bring scientific communities together to address global challenges.

URL : http://royalsociety.org/uploadedfiles/royal_society_content/influencing_policy/reports/2011-03-28-knowledge-networks-nations.pdf

Towards a global PhD? : forces and forms in doctoral education worldwide / Maresi Nerad, Mimi Heggelund, Eds. . - Seattle, USA : University of Washington Press, 2008 . - 344 p.
ISBN 978-0-925-98802-3

Abstract : This book is based on the eponymous conference at the University of Washington in 2005. Many doctoral programs throughout the world are looking for opportunities to equip students to work in transnational settings, with scientists and researchers located across the globe. Nations competing within this global economy often have different and not always compatible motives for supporting graduate training. In this volume, graduate education experts explore some of the tensions and potential for cooperation in doctoral education. The contributors assess graduate education in different systems around the world, including Australia, Brazil, Canada, Germany, India, Japan, Mexico, the Nordic countries, South Africa, the United Kingdom, and the United States. Many factors motivate the need for a global understanding of doctoral education, including the internationalization of the labor market and global competition, the expansion of opportunities for doctoral education in smaller and developing nations, and a declining interest among international students in pursuing their graduate education in the United States.

Classmark : INT-532 NER

Doctorate as genre : supporting thesis writing across campus / Susan Carter . - In: Higher Education Research and Development, v. 30, no. 6, pp. 725-736, December 2011
ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : Increasingly, learning advisors provide generic support for doctoral students, as universities strive to sustain a healthy completion rate and ensure that discipline-specific, mainly supervisory, support is firmly complemented. The author describes how generic "learning support" is a contested phrase in higher education, a non-specific bolt-on process suspected of being never pertinent because it is not embedded in a discipline. This paper argues that it is helpful to see the doctoral thesis as a literary genre, traversing disciplines, and discusses generic thesis writing support in this context.

Feminist research in higher education / Ropers-Huilman, Rebecca, Kelly T. Winters . - In: The Journal of Higher Education, v. 82, no. 6, pp. 667-690, November / December 2011
ISSN 0022-1546 . - Online ISSN 1538-4640

Abstract : This essay provides an overview of feminist methodology and its potential to enhance the study of higher education. Foregrounding the multiple purposes and research relationships developed through feminist research, the essay urges higher education scholars to engage feminist theories, epistemologies, and methods to inform policy, research, and practice.

Higher Education Research and Development, v. 30, no. 6, pp. 681-829, December 2011
ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : Assessing the success of a discipline-based communication skills development and enhancement program in a graduate accounting course (Catherine Barratt, Dean Hanlon and Michaela Rankin) ; Skills versus pedagogy? Doctoral research training in the UK Arts and Humanities (Lia Blaj-Ward) ; Prior learning in biology at high school does not predict performance in the first year at university (Elisa K. Bone and Robert J. Reid) ; Doctorate as genre: supporting thesis

writing across campus (Susan Carter); Reconsidering the social and economic purposes of higher education (Jan McArthur) ; From romance to rocket science: speed dating in higher education (Olav Luurlink and Cristina Poyotos Matas) ; The interrelationship between student learning experience and study behaviour (Hoi Kwan Ning and Kevin Downing); Transition from clinical manager to university lecturer: a self-reflective case study (Elizabeth Oldland) ; Promoting doctoral students' research self-efficacy: combining academic guidance with autonomy support (Nickola C. Overall, Kelsey L. Deane and Elizabeth R. Peterson); Strategic leadership of Teaching and Learning Centres: from reality to ideal (Stuart Palmer, Dale Holt and Di Challis).

The impact of research training and research codes of practice on submission of doctoral degrees : an exploratory cohort study / Robin Humphrey, Neill Marshall, Laura Leonardo / Society for Research into Higher Education [SRHE][UK] . - In: Higher Education Quarterly, v. 66, no. 1, pp. 47-64, January 2012
ISSN 0951-5224 . - Online ISSN 1468-2273

Abstract : The paper examines the impact of the transformations in doctoral education in the arts, humanities and social sciences in the United Kingdom over the past decade. It focuses on the introduction of formal research training and codes of research practice and in the first longitudinal candidate cohort study examines their impact on doctoral outcomes, especially Ph.D. submission rates. Results from this quantitative study show that engagement with research training, completion of a project outline and plan and appointment of a supervisory team were statistically positively associated with submission of the thesis within four years. It is concluded that the professionalisation of doctoral education by research training and codes of research practice has had a positive impact on doctoral educational outcomes.

URL : <http://onlinelibrary.wiley.com/doi/10.1111/j.1468-2273.2011.00499.x/pdf>

Africa

Africanising scholarship : the case of UDW, Natal and UKZN postgraduate educational research (1995-2004) / J. Karlsson, G. Pillay . - In: South African Journal of Higher Education, v. 25, no. 2, pp. 233-251, 2011
ISSN 1011-3487

Abstract : The purpose of this study is to develop an understanding of the concept of African scholarship, in relation to the University of KwaZulu-Natal which integrates the idea in its institutional vision and branding, and to explore how the notion of African scholarship is borne out in the postgraduate research completed at the university between 1995-2004.

Postgraduate educational research on violence, gender, and HIV/AIDS in and around schools (1995-2004) / R. I. M. Moletsane, N. Madiya . - In: South African Journal of Higher Education, v. 25, no. 2, pp. 287-300, 2011
ISSN 1011-3487

Abstract : This article describes and critically analyses Masters and Ph.D. research carried out in education in 19 South African higher education institutions during the period 1995–2004, with particular reference to the voice given to social issues, namely: gender, violence, and HIV/AIDS and their interconnectedness. The findings indicate that the number of institutions during this period was relatively high. However, when considering the total postgraduate education research produced in each institution, very few studies focused on these issues.

Speaking truth to power : understanding education research and the educational turn in South Africa's new century / R.J. Balfour, R. I. M. Moletsane, J. Karlsson . - In: South African Journal of Higher Education, v. 25, no. 2, pp. 195-215, 2011
ISSN 1011-3487

Abstract : Knowledge generation over the decade 1995–2004 in South Africa, and its relationship to the changing nature of socio-economic landscapes, suggests an ever closer relationship between the research produced in higher education, and its social and scientific purposes. These have been identified largely by the State through its regulatory frameworks, economic, and social agendas. In this article the authors examine the research generation of postgraduate students of education in South African higher education institutions in the first decade after apartheid. Using the Project for Postgraduate Education Research (PPER) as an example, we explore the role of large-scale research projects in South Africa, and how such work might respond to Government priorities, as well as issues identified by society and the academy in partnership with the State.

The award of the PhD degree in Kenyan universities: a quality assurance perspective / Laban P. Ayiro, James K. Sang . - In: Quality in Higher Education, v. 17, no. 2, pp.163-178, 2011
Including abstract, bibl. . - ISSN 1353-8322 . - Online ISSN 1470-1081

Abstract : This article attempts to bring to the fore the need for enhanced quality assurance processes in the award of PhDs by Kenyan universities. The findings reveal that quality challenges exist in the institutional processes established for the award of this advanced degree across the universities in the country. It is hoped that the findings will stir debate and urge the universities to re-evaluate and revamp their quality-control systems for the award of not only the PhDs but all their other degrees and diplomas, the ultimate outcome of this effort being a quality human resource for Kenya's socio-economic development.

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

What you do and where you are : A comparative analysis of postgraduate education research (1995-2004) from three South African higher education institutions . - In: South African Journal of Higher Education, v. 25, no. 2, pp. 216-232, 2011
ISSN 1011-3487

Abstract : This article explores the postgraduate educational research undertaken at three South African higher education institutions during the period 1995 to 2004. The institutions are Rhodes University in the Eastern Cape, the University of the Witwatersrand in Gauteng, and the University of Zululand in KwaZulu-Natal. They are located in geographical and social contexts that differ in terms of centre-periphery relations, economic conditions, and spatio-histories. The authors compare the body of postgraduate educational research from each institution to understand how these institutions relate to, and are a performance of, their contexts. The authors consider the meanings of strong or weak performance in the correlation of research to context.

'Now you call us colleagues' : a reflection on the PPER students' experience of becoming researchers 2007 and 2009 / Molefe. S., Bengeasi, A., B. Davey, et al . - In: South African Journal of Higher Education, v. 25, no. 2, pp. 373-387, 2011
ISSN 1011-3487

Abstract : This article draws on the first-hand experiences of students embarking on their postgraduate studies within such a research project at an institution in South Africa. Students within academic research projects usually assume a role of supporting the academics/scholars who are undertaking those research projects. The students' identity in this case is regarded as research assistant. With time, however, this identity may change based on the roles and relationships between students and the academics in the projects. This article reflects on the shift in the relationships between the postgraduate students and the supervisors, who are the academics undertaking a Project on Postgraduate Education Research (PPER). It narrates the changing dynamics of the postgraduates' identities within this project from being called 'students' to 'colleagues'.

Asia and the Pacific

Government policy and research higher degree education / Margaret Kiley / 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. 33, no. 5, pp. 629-640, December 2011
ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : Just over a decade ago, the Australian Government introduced funding mechanisms which aimed at reducing doctoral candidates' attrition rate and completion times, and increasing reported student satisfaction. This study researched six universities in five Australian states to assess the impact on Australian universities' research education programmes as a result of the introduction of these mechanisms. The findings suggest that Australian universities have developed new university-wide support for their research students and supervisors as a result of changing government funding mechanisms. They have developed policies and codes, systematic management of resources and infrastructure, workshops and training for students, enhanced supervisory arrangements and support and training for supervisors, and implemented substantial feedback and evaluation mechanisms. However, they tend to be unevenly implemented across disciplines and departments.

Promoting doctoral students' research self-efficacy : combining academic guidance with autonomy support / Nickola C. Overall, Kelsey L. Deane, Elizabeth R. Peterson . - In: Higher Education Research and Development, v. 30, no. 6, pp. 791-805, December 2011

ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : A diverse sample of doctoral students completed an on-line questionnaire assessing their supervisors' academic, personal and autonomy support and their research self-efficacy. The more task-related help and personal support students received, the more positively they evaluated their supervision. The degree to which supervisors encouraged students to think and act autonomously (autonomy support) was not uniquely associated with students' supervision satisfaction but predicted greater research self-efficacy. A combination of high levels of autonomy and academic support was associated with the highest levels of research self-efficacy, whereas when greater levels of personal support were accompanied by low levels of autonomy support, students reported lower research self-efficacy. These results indicate that effective doctoral supervision involves supporting students to voice and act on their own ideas while simultaneously providing guidance on how to complete research tasks.

Europe and North America

Eurodoc Survey I : The first Eurodoc survey on doctoral candidates in twelve European countries / European Council of Doctoral Candidates and Junior Researchers [Eurodoc] . - Brussels : Eurodoc, 2011 . - 330 p.
ISBN 978-3-00-035843-2

Abstract : This report analyses the current situation of more than 7500 doctoral candidates in twelve countries (Austria, Belgium, Croatia, Finland, France, Germany, the Netherlands, Norway, Portugal, Slovenia, Spain and Sweden). The survey findings cover career path, funding, training and supervision, working conditions, academic work and mobility.

URL : <http://www.eurodoc.net/news/2011/09/30/eurodoc-survey-i-report-available-for-download>

International comparative performance of the UK Research Base 2011 : a report prepared for the Department of Business, Innovation and Skills / United Kingdom. Department for Business Innovation and Skills [BIS] . - 2011. - 80 p.

Abstract : This report assesses the performance of the United Kingdom's (UK) research base compared with seven other research-intensive countries (Canada, China, France, Germany, Italy, Japan, and the US), and, where data are available, with the EU27 and OECD countries.

URL : <http://www.bis.gov.uk/assets/biscore/science/docs/i/11-p123-international-comparative-performance-uk-research-base-2011.pdf>

Structural change in research institutions : enhancing excellence, gender equality and efficiency in research and innovation / European Commission . - Luxembourg : Publications Office of the European Union, 2011 . - 45 p.
ISBN 978-92-79-20902-4

Abstract : Based on recent scientific findings and research practices, this report provides an analysis and good practices to attract and promote women in research and innovation.

URL : http://ec.europa.eu/research/science-society/document_library/pdf_06/structural-changes-final-report_en.pdf

Skills versus pedagogy? Doctoral research training in the UK Arts and Humanities / Lia Blaj-Ward . - In: Higher Education Research and Development, v. 30, no. 2, pp. 697-708, December 2011
ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : The traditional 'lone scholar' view of an Arts and Humanities doctoral student sits uneasily with the skills-based discourse underpinning policies aimed at enhancing researcher development and employability. This paper reports on a case study of a research training programme for doctoral students in the Arts and Humanities at a UK university. It calls for the embedding of the generic skills agenda within a more clearly articulated pedagogic discourse and formulates four pedagogic principles for research training programme design. Additionally, the paper problematises the research trainer role and highlights the importance of paying attention to the students' own learning agendas and the learning value they are prepared to derive from training.

The impacts of reforms on research and innovation in France : direction, planning and co-ordination / Blandine Laperche, Dimitri Uzunidis / OECD Programme on Institutional Management in Higher Education [IMHE] . - In: Higher Education Management and Policy, v. 2, no. 2, pp. 9-26, 2011
ISSN 1682-3451 . - Online ISSN 1609-6924

Abstract : The various reforms introduced in France since the end of the 1990s are transforming the field of institutional research, which has historically been hierarchical and centralised, by giving more leeway to the different levels of territorial administration. In this new context, who is involved in orienting and planning research? The wide diversity of

actors is problematic: the current evident lack of co-ordination between institutions and levels of territorial administration is blurring the direction and planning of research. Moreover, the role of territorial communities in defining policies relating to innovation and competition is continuing to grow. The impact of the recent reforms is analysed specifically in terms of the direction, planning and co-ordination of research.

When triple helix unravels : a multi-case analysis of failures in industry-university cooperative research centres /
Denis Gray, Eric Sundstrom, Louis Tornatzky, Lindsey McGowen . - In: *Industry and Higher Education*, v. 25, no. 5, pp. 333-345, October 2011
ISSN 0950-4222

Abstract : This article studies Cooperative Research Centres (CRCs) in the USA. These are university-based or non-profit research centres numbering around 13,000. CRCs increasingly foster Triple Helix (industry-university-government) collaboration and represent significant vehicles for cooperation across sectors, the promotion of knowledge and technology transfer and ultimately the acceleration of innovation. A growing social science literature on CRCs focuses on their management and best practices, mainly through success stories and rarely by describing and analysing CRC failures. Here the authors present four mini-cases of CRC failures : centres that were successfully launched but later declined and closed - and, in contrast, one mini-case of a success story. The analysis identifies: (a) likely contributing factors in the failures, mainly environmental influences and mismanagement of centre transitions; (b) themes in the failures, notably a tendency for problems in one area to magnify the impact of problems in other areas; and (c) learning points for CRCs concerning leadership and succession. The implications for Triple Helix organizations are discussed.

Latin America and the Caribbean

El sistema de Postgrado en Chile : evolución y proyecciones para las universidades del Consejo De Rectores /
M. Isabel Munita, B. Javiera Reyes / Consejo de Rectores de las Universidades Chilenas [Chile] . - Santiago : Consejo de Rectores de las Universidades Chilenas, 2011 . - 119 p.

Abstract : This report analyses major past and current trends in postgraduate education in Chile and proposes five strategic elements for future policy in the field.

URL : http://www.consejodirectores.cl/site/pdf/el_sistema_de%20Postgrado_en_Chile.pdf

- **Sustainable development**

Global sustainability and the responsibilities of universities / Luc E. Weber, James J. Duderstadt, Eds. . - Glion Colloquium, 8th, Glion-above-Montreux, Switzerland, June 2011 . - London; Paris; Geneva : Economica, 2012 . - 283 p. (Glion Colloquium Series, no. 7)
ISBN 978-2-7178-6113-6

Abstract : Drawn from the 7th Glion Colloquium, held in June 2011, this volume gathers contributions from university leaders around the world who discuss how research universities are adapting to the imperatives of global sustainability and how universities can develop new curricula, student experiences, research paradigms, social engagement and international alliances to better address the challenge of global sustainability, while producing globally identified citizens. Contents: Part I Elements of global sustainability - Chap. 1. Universities, hard and soft sciences: all key pillars of global sustainability (Luc Weber); Chap. 2. Values and valuation for sustainability (Jared Cohon) ; Chap. 3. Global governance, the sustainability of international institutions and the potential role of university-based research institutes (Thomas Biersteker) ; Chap. 4. Responsibility of business schools to train leaders sensitive to global sustainability (Pascal Morand) ; Chap. 5. How can research universities contribute to fostering sustainable societies in developing countries (Anne-Marie Leroy). Part II - The challenges of global sustainability. Chap. 6. Strategy in the face of uncertainty and unpredictability: the research university role (Charles M. Vest) ; Chap. 7. Global sustainability: timescales, magnitudes, paradigms and black swans (James J. Duderstadt) ; Chap. 8. Addressing global and social challenges and the rule of university (Yuko Harayama and René Carraz) ; Chap. 9. Action is what counts: sustainability at ETH Zurich and EPFL. Part III: Implications for university teaching and learning. Chap. 10. A university culture of sustainability: principle, practice and economic driver (Linda P.B. Katehi) ; Chap. 11. Universities: serving as, and educating global citizens (Heather Munroe-Blum and Carlos Rueda) ; Chap. 12. Preparing the university and its graduates for the unpredictable and unknowable; Chap. 13. International STEM education for global sustainability (Roberta Johnson). Part IV: Implications for research. Chap. 14. Global environmental sustainability: an "all-hands on deck" research imperative (Tom Killen) ; Chap. 15. Research intensive universities in a globalized world (Bernd Huber) ; Chap. 16. The contribution of research universities in solving "grand challenges" (Georg Winckler and Martin Fieder). Part V: Engagement with the wider community. Chap. 17. University 2.0: the university as an economic and social driver (Rafael Rangel) : Chap. 18. Research universities and sustainable development with special reference to India and IIT Madras (M.S. Ananat) ; Chap. 19. Regional engagement and sustainability : University of Aveiro in Portugal (Maria Héléna Nazaré) ; Chap. 20. Sustaining world-class universities: who pays and how? (Howard Newby and Alastair Flett) ; Chap. 21. Globalization, universities and sustainability effects (John Niland). Part VI. Summary and Conclusion.

Classmark : INT-6 WEB

Higher Education in the World 4: Higher education's commitment to sustainability : from understanding to action / Global University Network for Innovation [GUNI] . - Basingstoke : Palgrave Macmillan, 2012 . - 341 p. (GUNI Series on the Social Commitment of Universities)
Bibl. - ISBN 978-0-230-53555-8

Abstract : This book explores higher education's commitment to sustainability. It includes papers by 86 authors from 36 countries. The first part of the book presents the context of the role higher education can play in sustainability and provides an overview of the movements and milestones to date. The second part of the book, 'Regional perspectives: what has been achieved at this stage' illustrates how Africa, the Arab States, Asia and the Pacific, Europe, Latin America and the Caribbean, and the USA and Canada have introduced sustainability in higher education and explores issues of leadership, management research, curriculum, networks, community engagement. These regional reports are complimented with national analyses and case studies of good practices within and between institutions. Part III identifies the barriers that prevent HEIs from finding responses to challenges posed by sustainability. It presents the findings from a GUNI research study and proposes solutions to overcoming these barriers. In the fourth section of the book 'Visions for transformation' the authors propose innovative ideas and sustainability paradigms.

Classmark : INT-71 GUNI

Other themes

- **Academic freedom**

Academic freedom in higher education of Ethiopia : the case of Addis Ababa University 1950-2005 / Amare Asgedom . - Saarbrücken (Germany) : LAP Lambert, 2011 . - 212 p.
Graph.Tabl.Bibl. . - ISBN 978-3-8454-2212-1

Contemporary threats and opportunities : Academic freedom and institutional autonomy within the context of accreditation, quality assurance and rankings / Magna Charta Observatory [Italy] . - Conference of the Magna Charta Observatory, Bologna, Italy, 15-16 September 2011 . - Bologna : Bologna University Press, 2011 . - 221 p.
ISBN 978-88-7395-689-1

Abstract : Contents include : Report from the US: Impacts on Academic Freedom and Autonomy of Accreditation, State Quality Assurance Processes, and the Rating Game (Robert Berdahl) ; Quality Assurance: Friend or Foe? (Peter Williams); Do Rankings Do What They Claim to Do? Is it Time to Move Beyond Rankings? (Ellen Hazelkorn) ; Rankings and Institutional Autonomy (Gero Federkeil) ; On Academic Rankings and Excellence ; Quality Assessment in Italian Higher Education (Fiorella Kostoris); Can Quality Assurance harm Academic Freedom? A Short Case Study from Germany (Jens Jungblut) ; Does Quality Assurance Threaten Institutional Autonomy and Academic Freedom? (Colin Tück) ; Does Quality Assurance Threaten Institutional Autonomy and Academic Freedom? (Judith Eaton) ; Defining Quality (Lee Harvey) ; Institutional Autonomy and Academic Freedom in Light of the new Conditions under which Higher Education Operates (Martina Vukasovic).

Classmark : INT-21 OBS

URL : <http://www.magna-charta.org/observatoryPublication.aspx?uid=ee752d70-7afe-484a-89a9-f3e76d7006d2>
; <http://www.magna-charta.org/cms/cmspage.aspx?PageUid=%7B216f3583-f951-4bc9-9e1e-0b0af2f06c95%7D>

- **Academic teaching personnel**

Against all odds : the academic brain drain and the walking dead in Zimbabwe before Government of National Unity / Munyaradzi Mushonga, Munyaradzi Nyakudya / University of Zimbabwe, UZM. Faculty of Education. . - In: Zimbabwe Journal of Educational Research, v. 23, no. 1, pp.1-12, 2011
Incl. bibl., abstract . - ISSN 1013-3445

Experience of Black and minority ethnic staff in higher education in England / Equality Challenge Unit [United Kingdom] . - London : ECU, 2011 . - 76 p.

Abstract : This report presents the findings of a research study on the experience of black and minority ethnic staff in academic, professional and support roles in UK higher education institutions, and proposes recommendations.

URL : <http://www.ecu.ac.uk/publications/files/experience-of-bme-staff-in-he-final-report.pdf/view>

I'm not a racist but ... Report on cultural respect, racial discrimination, lateral violence & related policy at Australia's universities / National Tertiary Education Union [NTEU] [Australia] . - Melbourne : NTEU, 2011 . - 35 p.

Abstract : This report details the findings from two separate surveys which research the levels of racial discrimination experienced by Aboriginal and/or Torres Strait Islander people working in the university sector in Australia. Findings on equal opportunities and anti-discrimination policies in Australian universities are also summarised.

URL : <http://www.nteu.org.au/library/view/id/2069>

Teachers' voices in the context of higher education reforms in Armenia / Susanna Karakhanyan, Klaas van Veen, Theo Bergen . - In: European Journal of Education, vol. 46, no. 4, pp. 508-523, December 2011
ISSN 0141-8211 . - Online ISSN 1465 3435

Abstract : In this article, university teachers' sense-making and reasoning about higher education reforms in a post Soviet country, namely Armenia, are examined using an analytical framework with six sensitising concepts: beliefs, emotions, attitudes, change knowledge, attributions and organisational culture. The results showed that they mainly felt distrust towards reforms and that the implementation initiatives caused dissatisfaction, frustration and therefore

distortion. At a deeper level, the teachers mostly felt excluded from the reform process and that their role was depreciated. One striking feature was the predominant causal attribution of teachers to external, unstable and uncontrollable factors which question the success of the reforms.

- **Civic education**

Special issue : The political economy of global citizenship education . - In: Globalisation, Societies and Education, v. 9, no. 3-4, September - November 2011

ISSN 1476-7724

Abstract : Contents: The political economy of global citizenship education (Vanessa de Oliveira Andreotti); What type of global community and citizenship? Tangled discourses of neoliberalism and critical democracy in curriculum and its reform (Steven P. Camicia & Barry M. Franklin) ; Interrogating the nature of the universal in South Africa's new educational order (Crain Soudien); Ethical globalisation or privileged internationalisation? Exploring global citizenship and internationalisation in Irish and Canadian universities (Su-ming Khoo) ; Global citizenship and marginalisation: contributions towards a political economy of global citizenship (Maria Balarin); Power and place in the discourse of global citizenship education (Lynne Parmenter) ; (Towards) decoloniality and diversity in global citizenship education (Vanessa de Oliveira Andreotti); Representational and territorial economies in global citizenship education: welcoming the other at the limit of cosmopolitan hospitality (Elisabet Langmann); Instrumentalism, ideals and imaginaries: theorising the contested space of global citizenship education in schools (Harriet Marshall); Cultivating global citizens: planting new seeds or pruning the perennials? Looking for the citizen-subject in global citizenship education theory (Karen Pashby) ; The global dimension in education and education for global citizenship: genealogy and critique (Greg Mannion, Gert Biesta, Mark Priestley & Hamish Ross); Glocalisation or globalisation? Travelling discourses of child poverty policy in South Korea (Kyung Eun Jahng);The moral and the political in global citizenship: appreciating differences in education (Wiel Veugelers) ; International education in US public schools (Walter C. Parker) ; Vital interests: cultivating global competence in the international studies classroom (Paula R. Johnson, Mark A. Boyer & Scott W. Brown); Preparing US teachers for critical global education (Kate O'Connor & Ken Zeichner).

The global dimension in education and education for global citizenship : genealogy and critique / Greg Mannion, Gert Biesta, Mark Priestley, Hamish Ross . - In: Globalisation, Societies and Education, v. 9, no. 3-4, pp. 443-456, September-November 2011

ISSN 1476-7724

Abstract : Encouraged by transnational organisations, curriculum policy-makers in the UK have called for curricula in schools and higher education to include a global dimension and education for global citizenship that will prepare students for life in a global society and work in a global economy. This paper argues that this call is rhetorically operating as a 'nodal point' in policy discourse, a signifier that different discourses attempt to cover with meaning. This rhetoric attempts to bring three educational traditions together: environmental education, development education and citizenship education.

- **Community participation**

The community of workers' university : a pragmatic institution for the future? / Paul Gibbs, Carol Costley / Society for Research into Higher Education [SRHE][UK] . - In: Higher Education Quarterly, v. 66, no. 1, pp. 90-105, January 2012

ISSN 0951-5224 . - Online ISSN 1468-2273

Abstract : The identity of the worker foregrounds the development of higher education rather than the other way around. It is developed in contrast to the lack of higher education innovation in the recent UK Government White Paper on Higher Education and in the educational philosophy of Tawney and the neo-pragmatism of Rorty. The proposal is that higher learning, after capabilities have been nurtured in compulsory schooling, may be developed through communities of workers acting as agent for improvement of their communities; not in universities at all. This is a radical approach to higher education and employment and one that might bring true diversity to the higher education sector.

URL : <http://onlinelibrary.wiley.com/doi/10.1111/j.1468-2273.2011.00507.x/pdf>

- **Curriculum**

The status and challenges of higher education curricula reforms in four highly developed regional/national settings / Eric Gilder . - In: European Journal of Higher Education, v. 1, no. 2-3, pp. 135-157, June-September 2011
ISSN 2156-8235

Abstract : In this article the author considers the historical cultural ground of each 'highly developed' national/regional area (The EU, the USA, Hong Kong [SAR], and Singapore) in terms of their Higher Education (HE) systems and the agent who put Curricula Reform (CR) into place (usually Ministries of (higher) education, but also labour ministries). The article first examines the EU example in the era of the Bologna Process which includes not only the established Western European nations, but also countries of Central and Eastern Europe, second the American (USA) universities that have embraced a common core curriculum, Harvard and Columbia Universities in particular, third, to Hong Kong (which has been moving from a traditional British system to an integrated senior high school and early university studies model based on the American common core), and finally, Singapore's third stage of developing an HE system well adapted to a knowledge society.

- **Education and conflict**

The influence of education on violent conflict and peace : inequality, opportunity and the management of diversity / Graham K. Broan . - In: Prospects: Quarterly review of comparative education, v. XLI, no. 2 (158), pp. 191-204, June 2011

ISSN 0033-0337 . - Online ISSN UNESCO International Bureau of Education [IBE][Switzerland]

Abstract : This article examines the ways in which education and educational policy impact upon the likelihood and dynamics of violent conflict. It argues that education is rarely directly implicated in the incidence of violent conflict but identifies three main mechanisms through which education can indirectly accentuate or mitigate the risk of conflict: through the creation and maintenance of socio-economic divisions, including horizontal inequalities between ethnic groups; through processes of political inclusion and exclusion; and through accommodation of cultural diversity. It further suggests that designing conflict-sensitive education systems is particularly problematic because the implications of these three principal mechanisms often pull in different directions.

- **Education and culture**

Decolonising the university : the emerging quest for non-Eurocentric paradigms / Claude Alvares, Saleem Faruqi Shad / Penerbit Universiti Sains Malaysia . - Palau Pinang, Malaysia : Penerbit University Sains Malaysia, 2012 . - 450 p.
ISBN 976-983-861-541-9

Abstract : This book of essays is based on the "International Conference on Decolonising our Universities", held in Penang, Malaysia, in 2011. The main theme developed is that higher education in Asia and Africa is too "Westcentric", imitating European universities, curricula and paradigms. To make Asian and African tertiary education truly global and socially relevant, the authors argue, this "intellectual monopoly of the West" needs to be broken to make way for the review, teaching and expansion of knowledge systems and traditions of other societies and cultures.

Classmark : INT-71 USM

- **Education and development**

Financing higher education and economic development in East Asia / Shiro Armstrong and Bruce Chapman / Australian National University; Dhurakij Pundit University [Thailand] . - Canberra : ANU E Press, 2011 . - 281 p.
ISBN 978-1-9216-6662-9 . - Online ISBN 978-1-9216-6663-6

Abstract : This report is the product of research collaboration of the Australian National University with Dhurakij Pundit University (DPU, Thailand). It examines the role of universities in the development of nations, addresses issues relating to access to higher education and analyses higher education loan and financing systems in the East Asian region, from Australia to Thailand.

URL : <http://epress.anu.edu.au/wp-content/uploads/2011/11/whole2.pdf>

A tale of two strategies : higher education and economic recovery in Ireland and Australia / Ellen Hazelkorn, Vin Massaro / OECD Programme on Institutional Management in Higher Education [IMHE] . - In: Higher Education Management and Policy, v. 23, no. 2, pp. 80-102, 2011
ISSN 1682-3451 . - Online ISSN 1609-6924

Abstract : While the financial crisis increased awareness of the need to invest in the knowledge economy, governments adopted approaches reflecting their different fundamental priorities. Arguably Ireland was left with little leeway, whereas Australia's far better economic position might have provided an opportunity to invest in higher education through its stimulus packages. This paper examines the policy choices that Australian and Irish governments made both before, and in response to, the financial crisis to assess how these decisions have prepared higher education for the future.

China's higher education expansion and the task of economic revitalization / Xiaoyan Wang, Jian Liu . - In: Higher Education: the international journal of higher education research, v. 62, no. 2, pp.213-229, 2011
Incl. bibl., abstract

Abstract : This paper centers on the expansion from elite to mass higher education in China and its effects on China's economic development. These effects are twofold, including both the immediate influence of expanded enrollment in higher education on China's economy, and the human capital accumulation for the long term. The paper first provides a description of key changes in the Chinese higher education system during this radical expansion. This is followed by an analysis of the relation between higher education expansion and economic development both in terms of short and long term goals, using the Keynesian economic principle and human capital theory. The analysis found that it is premature to conclude whether the expansion policy has revitalized the economy or not in the short term. China is achieving its long term goal of accumulating human capital; however, the mounting unemployment of postsecondary graduates is jeopardizing students' private returns.

URL : <http://springerlink.metapress.com/content/0018-1560/>

The impact of economic crises on American universities : lessons from the past / Elaine El-Khawas / OECD Programme on Institutional Management in Higher Education [IMHE] . - In: Higher Education Management and Policy, v. 23, no. 2, pp. 28-40, 2011
ISSN 1682-3451 . - Online ISSN 1609-6924

Abstract : This paper explores how colleges and universities in the United States were affected by, and subsequently responded to, several 20th century periods of economic and social turmoil. These included the Great Depression of the 1930s, World Wars I and II and economic dislocation in the early 1980s. For some of them, the ability to adapt to sudden constraints and new opportunities led to unprecedented strengths. The effects of longer-term trends also played a critical role. This paper offers some lessons from these earlier periods that may have relevance today.

● **Education and employment**

Skills, not just diplomas : managing education for results in Eastern Europe and Central Asia / Lars Sondergaard, Murthi, Mamta, Abu-Ghaida, Dina, Christian Bodewig, Jan Rutkowski / World Bank . - Washington, DC : World Bank, 2011 . - 232 p.
ISBN 978-0-8213-8096-3 . - Online ISBN 978-0-8213-8097-0

Abstract : This publication seeks to answer the following questions: Why do Eastern Europe and Central Asian firms increasingly complain that they cannot find graduates with the right skills? What can these countries do to close the skills gap? This book argues that generating more of the right skills requires a fundamental change of approach in the education systems in the region so that they aim for, and deliver, higher quality education for the vast majority of students (i.e. 'not just diplomas but skills'). It recommends that policy makers focus on the measurement of what students actually learn as opposed to the measurement of inputs into the education process, as well as to increase the emphasis on incentives. This book also highlights how many existing constraints manifest themselves and suggests approaches for overcoming them, relying on the 'success stories' of some Eastern Europe and Central Asian countries, in addition to international examples more broadly. Recommendations are presented in separate chapters for pre-university, tertiary and adult education.

URL : http://siteresources.worldbank.org/ECAEXT/Resources/101411_FullReport.pdf

Creating linkages between the labour market and agricultural higher education in Iran : strategies and mechanisms for partnership / Reza Moyahedi, Heshmatolla Saadi, Ahmad Yaghoubi Farani . - In: Industry and Higher Education, v. 25, no. 4, pp. 307-316, August 2011
ISSN 0950-4222

Abstract : Employment of agriculture graduates in Iran is a major problem that needs to be addressed. There are three main issues: lack of robust strategies for linking agricultural higher education and the labour market; the lack of relevance of agricultural curricula to the real needs of the labour market; and diminishing levels of government services for the recruitment of graduates. The aim of the research reported in this paper was to identify effective strategies and mechanisms for establishing and maintaining partnerships between academia and the labour market, with a view to improving the employment prospects of agriculture graduates. The study used both quantitative and qualitative data and focused on agriculture graduates and faculty members of the Bu-Ali-Sina University and employers in different sectors of agriculture. The results indicate that six key mechanisms - managerial, support, information provision, research, collaboration and spatial (infrastructure facilities) - could help to link the university more effectively with the labour market.

Foreign language skills for employability in the EU labour market / Daina Grasmane, Sanita Grasmane . - In: European Journal of Higher Education, v. 1, no. 2-3, pp. 192-201, June-September 2011
ISSN 2156-8235

Abstract : With the aim of finding out how foreign language skills impact employability, a study was carried out, in which 61 undergraduates, 33 master's students and 33 doctoral students from the Latvian University of Agriculture participated. The findings testify that 38% of the undergraduates, 30% of the master's students and 30% of the doctoral students were willing to work in the EU labour market and are ready for mobility. The respondents whose foreign language skills were at basic level were not willing to work in other countries because they were aware that for successful employability in the EU labour market their foreign language skills were critical. The data reveal perceptions of the respondents concerning the necessity of English, German, Russian and French skills for the Latvian labour market as well as forecasting how, in the middle-term, the necessity will change in Latvia and the EU. These findings can be useful for educators when designing modules for acquisition of professional foreign language skills with the aim to enhance future graduates' employability prospects in the EU labour market.

Predictors of higher technological education graduates : labour market entrance success / Vassillis Kostoglou, Aristogiannis Garmpis, Christos Kollias, Beatrice Van der Heijden . - In: European Journal of Higher Education, v. 1, no. 2-3, pp. 158-178, June-September 2011
ISSN 2156-8235

Abstract : This study analyses the employability characteristics of higher technological education graduates, focusing on the determination of the factors which significantly affect the quality of their transition to the labour market. Original empirical data was collected through a national survey from 5183 graduates of 11 technological educational institutes (TEIs) of Greek higher education, corresponding to nine broader specialties and 51 professions. The findings indicate that gender (that is, male) and postgraduate studies positively affect graduates' employment. The interval between graduation and first employment is inversely affected by the duration of bachelor studies, as well as by having children, and appears to depend significantly on the graduate's specialty. Male graduates, parents, postgraduate degree holders, and IT graduates appear to enjoy, on average, higher wages. The match between studies and work is higher for graduates who have children, who have a high or very high bachelor degree mark, for graduates of specialties related to health, as well as for postgraduate degree holders. Relevant suggestions for further research, and the practical implications of this study, are also discussed.

• Education and reconstruction

The challenge for Haitian higher education : a post-earthquake assessment of higher education institutions in the Port-au-Prince metropolitan area / Interuniversity Institute for Research and Development [INURED][Haiti] . - Port-au-Prince : INURED, 2010 . - 31 p.
Online document.Bibl.

URL : http://inured.org/docs/TheChallengeforHaitianHigherEd_INUREDMarch2010.pdf

Universities in post-conflict societies / Jana Bacevic . - In: Leadership and governance in higher education : handbook for decision-makers and administrators . - Stuttgart : RAABE, 2011 . - 22 p. (Supplemental vol. no. 02.2011) Chap. D 1-1 . - ISBN 978-3-8183-9559-8 . - ISSN 2191-5989

Abstract : This paper offers perspectives on the development and functioning of universities in post-conflict societies, from general issues related to the interaction between higher education institutions and their environments in a post-conflict context, to practical aspects related to their operation and contribution to post-conflict development. The contribution emphasises the 'dual' nature of education in conflict and post-conflict contexts, its capability to help overcome but also reproduce societal divisions and cleavages, and tries to offer guidelines to help develop sustainable and engaged universities which contribute to post-conflict reconstruction and reconciliation.

Classmark : INT-42 RAA

• Educational autonomy

Autonomy scorecard / European University Association [EUA] . - Brussels : EUA, 2011 . - 81 p.

Abstract : This report compares and benchmarks university autonomy across 26 European countries. In addition to an in-depth analysis of the current state of institutional autonomy in Europe, it includes four scorecards which rank and rate higher education systems in four areas: organisational, financial, staffing and academic autonomy

URL : http://www.eua.be/News/11-11-15/EUA_launches_%E2%80%9CAutonomy_Scorecard%E2%80%9D_new_report_compares_and_benchmarks_levels_of_university_autonomy_in_26_European_countries.aspx

• Educational evaluation

Key performance indicators : a guide for assessment and quality enhancement for universities in the Islamic world . - Riyadh : ISESCO, 2011 . - 23 p.

Abstract : This report was presented at the Islamic Conference of Ministers of Higher Education and Scientific Research Extraordinary Session held in Riyadh, Saudi Arabia in October 2011. It contains the key performance indicators and guidelines and procedures for adoption by interested universities for self-assessment with a view to improve quality of education and research.

URL : <http://www.mohe.gov.sa/en/isesco/Documents/003.pdf>

Peut-on classer les universités en fonction de leur performance d'insertion ? / Jean Bourdon, Jean François Giret, Mathieu Goudard / Université de Bourgogne (France). Institut de recherche sur l'économie de l'éducation [IREDU] . - Dijon (France) : IREDU, 2011 . - 29 p. (Document de travail, 2011/2)

Document en ligne. Tabl.Bibl.

URL : http://hal.archives-ouvertes.fr/docs/00/56/48/59/PDF/DT_2011-2.pdf

Evaluating public higher education in Mexico / Gonzalo Varela-Petito / OECD Programme on Institutional Management in Higher Education [IMHE] . - In: Higher Education Management and Policy, v. 23, no. 2, pp. 60-78, 2011 ISSN 1682-3451 . - Online ISSN 1609-6924

Abstract : In an effort to ensure accountability, and in order to prepare students for a globalised world, the higher education sector in Mexico is seeking to implement an evaluation of public higher education whilst balancing this against the need to protect their autonomy. This would be preserved if each institution were to operate an efficient, effective and transparent evaluation system which is designed and executed, at least in part, by the institution itself. HEIs must, therefore, rethink an earlier conception which presupposes that maintaining the quality and good functioning of education is a purely internal affair. Implementing evaluation systems at national level is relatively new, so it is still experiencing some problems in relation to co-ordination as well as resistance from valuees.

The influence of strategy and external quality audit on university performance : an Australian perspective /

Mahsood Shah, Sid Nair / European Higher Education Society [EAIR] . - In: Tertiary Education and Management, v. 17, no. 2, p.139-150, June 2011

Incl. bibl., abstract . - ISSN 0135-3883

Abstract : While external quality audits have been introduced for more than a decade in some countries like New Zealand, the United Kingdom, Denmark and Sweden, there is limited research on the extent to which such audits have

improved the performance of universities on educational measures. This paper is based on a large public university in Australia that has used strategy implementation and external quality audit as an opportunity for change and improvement. The paper argues that effective strategy implementation, external quality audits, and internal reviews and improvement processes, if effectively managed, could improve performance of the university on various educational measures. The paper compares various performance data of the university: two years pre-strategy implementation and external quality audit and three years post-audit. Finally, the paper argues that a systematic approach to reviews with evidence-based decision-making enables the university to address the areas needing improvement and address the priorities in a timely manner.

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

• Educational finance

Breaking even or breaking through : reaching financial sustainability while providing high quality standards in higher education in the Middle East and North Africa / Adriana Jaramillo, Thomas Melonio / World Bank; Agence française de développement [AFD] . - Washington, D.C. : World Bank, 2011 . - vi-107 p.

Online document

URL : <http://www->

wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2011/10/21/000333038_20111021034137/Rendered/PDF/650540WP00P126000final0808020110v3.pdf ;

<http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/MENAEXT/0,,contentMDK:23028435~pagePK:146736~piPK:226340~theSitePK:256299,00.html>

Philanthropy and fundraising in American higher education / Noah D. Drezner . - 2011 . - 155 p. (ASHE Higher Education Report, v. 37 no. 2)

Whole issue. Incl. bibl.

Abstract : This monograph examines the philanthropic contributions of individuals through the existing literature and proposes future philanthropic and fundraising research that can help fill the theoretical void in the literature, thereby improving future research and fundraising in higher education.

URL : <http://onlinelibrary.wiley.com/doi/10.1002/aehe.3702/pdf>

Commercial funding in academe : examining the correlates of faculty's use of industrial and business funding for academic work / Katalin Szélényi, Richard A. Goldberg . - In: The Journal of Higher Education, v. 82, no. 6, pp. 775-799, November / December 2011

ISSN 0022-1546 . - Online ISSN 1538-4640

Abstract : This study examines the demographic, academic, attitudinal, and institutional correlates of receiving industry or business funding for academic work in a national sample of faculty in the United States. The findings depict a complicated picture of externally funded academic work, with implications for the practical and theoretical understanding of academic capitalism.

Financing Albanian higher education : growth between the public and private sectors / Engjell Pere, Luljeta Minxhozi . - In: European Journal of Higher Education, v. 1, no. 2-3, pp. 202-219, June-September 2011

ISSN 2156-8235

Abstract : This article relates mainly to economic and financial issues regarding the development of higher education in Albania. Starting from the notable increase in demand for higher education and the budgetary constraints on public education financing, the authors argue that the development of higher education makes it necessary to harmonize public education and private funding. They also examine the current plans for tertiary education financial reforms in Albania.

The divided university : the impact of budget cuts on faculty in two disciplines / Margaret W. Sallee . - In: Tertiary Education and Management, v. 17, no. 4, pp. 319-335, December 2011

ISSN 0135-3883

Abstract : This article explores how budget cuts affected faculty in two departments, a physical sciences department and a humanities department at one research university in the USA. Using theories of academic capitalism as a guide, the author focuses in particular on changes in governance structures and increasing competition between disciplines for resources and prestige. The article suggests that the physical sciences department was relatively spared, due to its

ability to bring in external grants and the role played by the department head while the humanities department suffered from a mass exodus of faculty. Both departmental and institutional operations signal the ways in which universities are increasingly adopting market-like behaviours to survive.

- **Educational management**

Academic leadership and departmental headship in turbulent times / D. Gareth Jones . - In: Tertiary Education and Management, v. 17, no. 4, pp. 279-288, December 2011
ISSN 0135-3883

Abstract : Leadership of academic units, in the guise of headship of departments, is crucial for the ongoing well-being of academic life and yet it remains a contested role. This paper argues for the role of heads of department (HODs) as academic leaders, with the managerial side of the role occupying an important but subsidiary place in its overall focus. It is argued that HODs should have a mandate to articulate and implement the vision of the institution, whether research-intensive or operating principally within a teaching and scholarship paradigm. The demands on HODs are articulated by considering the characteristics required of leaders if they are to respond creatively to the many ongoing changes within universities, the dictates of government policy and the drive for external funding. These developments pose substantial challenges to the value systems of HODs, and to the manner in which they focus on relationships and on the diversity of contributions within the academic community.

Academic leadership: Changing environments and changing cultures / Gábor Halász, Attila Pausits . - In: Leadership and governance in higher education : handbook for decision-makers and administrators . - Stuttgart : RAABE, 2011 . - 28 p. (Supplement vol. no. 01.2011)
Chap. B.3.2 . - ISBN 978-3-8183-9559-8 . - ISSN 2191-5989

Abstract : This paper covers the basic characteristics of leadership in the changing environment within higher education institutions and points out relevant aspects of today's academic leadership debate. The section on principles of good leadership should help practitioners and institutions to reflect on their own leadership performance. The authors focus on the coherent relation between leaders and leadership as well as the concepts of a learning organisation and emotional intelligence. Leadership and organisational culture greatly influence each other. Key questions are therefore: What changes should be made in terms of leadership and culture and what should be carried forward into the future?

Classmark : INT-42 RAA

Conflict management in higher education organizations / Joachim Selzer . - In: Leadership and governance in higher education : handbook for decision-makers and administrators . - Stuttgart : RAABE, 2011 . - 22 p. (Supplement vol. no. 01.2011)

Chap. D.12-3 . - ISBN 978-3-8183-9559-8 . - ISSN 2191-5989

Abstract : This article on conflict management in higher education explores conflict potential and different types of conflicts in academia. The article presents dangers and outcomes of conflict escalation if no action is taken. By using different conflict management models and guidelines, the article shows ways out and provides strategies to professionally resolve occurring conflicts in higher education

Classmark : INT-42 RAA

Deans in German universities : goal acceptance and task characteristics / Antonia Scholkmann . - In: Tertiary Education and Management, v. 17, no. 4, pp. 337-353, December 2011
ISSN 0135-3883

Abstract : This paper presents an empirical study which explored how deans at German universities accept their new role as manager, and which factors influence the acceptance of this role. Within a framework referring to Locke and Latham's goal setting theory, the acceptance of operative goals implemented in the faculties served as an indicator of how well management as a new role is accepted by the deans. Results show that goal acceptance is influenced by the individual dean's acceptance of limited autonomy, the interpretation that one is able to shape things in the departments and by accepting limitations in the support through colleagues and faculty. Another influence lies in the perceived acceptance of the goal within the faculty.

Developing strategies for a higher education institution and its faculties/departments / Britta Behm, Christian Berthold . - In: Leadership and governance in higher education : handbook for decision-makers and administrators . - Stuttgart : RAABE, 2011 . - 28 p. (Supplement vol. no. 01.2011)
Chap. D.2-2 . - ISBN 978-3-8183-9559-8 . - ISSN 2191-5989

Abstract : Strategic management has become a necessity at higher education institutions (HEIs) worldwide. The formulation of mission statements, strategic drafts or plans is among the core tasks of HEI and faculty/department management staff. Strategic management is essential today for the target oriented development of an institution and for the successful presentation of an HEI when competing for personnel, students or funds or in negotiations with science ministries and other state agencies. The actual handling of the development of strategies however, is a complex process. Even a consensus on the meaning of the terms "strategy" or "strategic management" is lacking. Measured against the centuries-old portfolio of traditional university governance, these terms are newcomers to the university environment. This paper is mainly intended to address higher education managers. Against a background of recent research, it aims to make strategy development processes at HEIs more comprehensible, and to give directional advice on the possibilities of practical implementation. The paper outlines a strategy process model and introduces particularly relevant tasks and selected methods and instruments for each phase.

Classmark : INT-42 RAA

Decision-making styles of department chairs at public Jordanian universities : a high-expectancy workforce / Samer Khasawneh, Aiman Alomaria, Abdullah Abu-tineh . - In: Tertiary Education and Management, v. 17, no. 4, pp. 309-318, December 2011
ISSN 0135-3883

Abstract : A total of 95 university department chairs participated in the study by completing the General Decision-Making Styles survey. The results indicated that department chairs under study have the rational decision-making style as their primary style (following a systematic approach to evaluate options and arrive at one optimal solution) and the dependent style as their backup style (consult with others in the organization when making important decisions). Moreover, there were no significant differences between decision-making styles and the proposed demographic variables (faculty and experience). Finally, several recommendations were suggested for the field of study.

Female administrative managers in Australian universities : not male and not academic / Michelle Wallace, Teresa Marchant / 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. 33, no. 6, December 2011
ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : Women make up 65 per cent of the staff in Australian universities who do not perform academic work. While there is a growing body of research on women in senior management and the experiences of female academics in Australian universities, there is less literature on women working in the administrative stream, especially those in middle management. Using a national sample of 172 university female middle managers, the paper reports on issues for this under-researched cohort. Despite a prevailing Australian paradigm of equal opportunity and anti-discrimination, women commented on many instances of discrimination, masculine culture, inflexibility regarding their carer responsibilities, lack of recognition and opportunity and an academic/administrative divide that was gender inflected. A number of women also queried whether female managers should adopt masculine management styles. Despite indications from this research and the literature that gender issues are worse in other sectors, the numerous comments in this research paint a picture of continued male hegemony that devalues and marginalises administrative women's contribution in the management of Australian universities

Generating ideas for change and innovation . - In: Leadership and governance in higher education : handbook for decision-makers and administrators . - Stuttgart : RAABE, 2011 . - 22 p. (Supplement vol. no. 02.2011)
ISBN 978-3-8183-9559-8 . - ISSN 2191-5989

Abstract : Leadership plays a major role in ushering the appropriate milieu for change, especially change that is transformational in nature. As the educational sector worldwide undergoes a sea of change, it is crucial to be able to navigate through it by understanding the various processes involved in creating a paradigm shift driven by innovation. This article discusses some of the issues underlying the generation of ideas in transforming the future. It describes a case study at Universiti Sains Malaysia (USM).

Classmark : INT-42 RAA

Letter to a new President / Janyne M. Hodder . - In: Leadership and governance in higher education : handbook for decision-makers and administrators . - Stuttgart : RAABE, 2011 . - 14 p. (Supplement vol. no. 03.2011)
Chap. A 7-2 . - ISBN 978-3-8183-9559-8 . - ISSN 2191-5989

Abstract : This Letter to a New President is an invitation to first-time university presidents to reflect on the conditions they need to create early in their mandate for effective and successful presidential leadership. It is a tool and provides a checklist intended to assist new presidents in mapping out their initial plan of action. It builds on the author's experience and knowledge of the experiences of other presidents and tries to shine a light on matters which may seem obvious but which are often not attended to in sufficient detail early in a presidency.

Classmark : INT-42 RAA

Mechanisms of change in higher education institutions / Martina Vukasovic . - In: Leadership and governance in higher education : handbook for decision-makers and administrators . - Stuttgart : RAABE, 2011 . - 16 p.
ISBN 978-3-8183-9559-8 . - ISSN 2191-5989

Abstract : Evaluation of change often aims to assess the effectiveness of higher education reforms. However, evaluation structures and actors also often fail to take into account the specificities of higher education. This paper first offers a discussion of mechanisms of change in higher education and, on the basis of this, draws a number of implications for evaluation of change.

Classmark : INT-42 RAA

Senior women in higher education institutions : perceived development needs and support / Lucienne Tessens, Kate White, Claire Web / 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. 33, no. 6, pp. 653-665, December 2011
ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : This paper analyses a survey of leadership development needs and current challenges of senior women at two different Australian universities. It found that their leadership development needs were quite similar: over 80 per cent of respondents considered that a senior women's leadership programme would provide knowledge and skills for leadership in the current tough working environment. The preferred content included skills in people management, political awareness, operational issues and career development, and preferred format was mentoring, peer networks, coaching and 360 degree feedback, and shadowing and mentoring at another university. The qualitative responses indicated several strong themes: the impact of excessive workloads and high levels of administration on their effectiveness; the need for peer and supervisor support and networks, underpinned by effective organisational skills and administrative support; and the gendering of careers, especially academic careers, evident in male colleagues receiving more support, resources and recognition.

The gender mix policy - addressing gender inequality in higher education management / Helen Peterson / 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. 33, no. 6, pp. 619-628, December 2011
ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : Drawing on quantitative and qualitative data, this article highlights the increasing proportion of women in senior academic management positions in Swedish higher education between 1990 and 2010. The article uncovers some of the factors that account for women's successful entrance into these positions. According to 22 interviewed female senior academic managers, the implementation of a gender mix policy was vital in explaining the decreasing male-domination. However, the women also expressed some concerns about the consequences of how the gender mix policy was applied. The article takes these concerns as a point of departure for a critical evaluation of how successful the policy is in promoting gender equality on a structural level.

The implementation process : change management for quality development / Thomas Studer . - In: Leadership and governance in higher education : handbook for decision-makers and administrators . - Stuttgart : RAABE, 2011 . - 25 p. (Supplemental vol. no. 02-2011)

Chap. C. 2-2 . - ISBN 978-3-8183-9559-8 . - ISSN 2191-5989

Abstract : The purpose of this article is to use hands-on experience to define guidelines and tips for academic practice. The result is a concise 'Change Guide' that might well be incomplete, debatable and expandable, but should be useful nonetheless. The primary target group of this change guide includes everyone at a higher education and research institution who is involved in making decisions and implementing ideas that concern change process management. To

this group, the article provides basic concepts and recommendations for further reading. Another target group is composed of those who consider change management merely a terminological fad embraced by private business advisors. For these sceptics, the article aims to showcase the ways in which academia stands to benefit from change management.

Classmark : INT-42 RAA

Transferral of business management concepts to universities as ambidextrous organisations / Sadri Tahara, Cornelius Niemeyera, Roman Boutelliera . - In: Tertiary Education and Management, v. 17, no. 4, pp. 289-308, December 2011
ISSN 0135-3883

Abstract : In the context of new public management reforms, many business management concepts were transferred to universities. Most studies on the transfer of business management concepts to universities show that transfers were not as successful as expected. However, a basic rationale of facilitating the transfer of business management concepts is missing. With this paper the authors provide a new rationale which can facilitate the transfer of business management concepts by modelling universities as "ambidextrous organisations" since they face the dilemma of simultaneously enabling creativity and efficiency. Using case study research, the authors found that ambidextrous universities operate within two different organisational structures. Consequently, management concepts such as risk management cannot be implemented uniformly across a university. They need to be adapted to the organisational context in order to be effective and accepted.

• Educational planning

National Development Plan. Vision 2030 : Education (Chapter 9) / South Africa. National Planning Committee, 2011 . - 35 p.

Abstract : This strategic plan makes several proposals regarding the transformation of higher education in South Africa. The NPC's plan proposes, amongst other things, stronger differentiation, an increased participation rate (at least 30%), improved graduation rates and knowledge production, the tripling of doctoral output, and that at least 75% of academics must have a PhD-level qualification.

URL :

<http://chet.org.za/files/uploads/reports/NPC%20National%20Development%20Plan%20Vision%202030%20Ch9%20Education.pdf>

Higher education : contribution for the NPC's National Development Plan / Nasima Badsha, Nico Cloete . - 2011 . - 22 p.

Abstract : This paper, commissioned by the National Planning Commission (NPC), contains proposals for the development plan for a South African higher education system fit to meet the knowledge and high level human resource needs for 2030 and beyond.

URL :

<http://chet.org.za/files/uploads/reports/HE%20Contribution%20to%20NPCs%20National%20Development%20Plan.pdf>

Strategic Plan for 2011-2016 / Philippines. Commission on Higher Education . - Quezon City : Philippines Commission on Higher Education, 2011 . - 18 p.

Abstract : This Strategic Plan defines the objectives to be reached as well as the programmes, activities and projects to achieve them. The Commission's action will improve the relevance and quality of higher education institutions, programmes and systems; broaden access to quality higher education; guarantee the transparency, moral ascendancy, efficiency and effectiveness of the higher education management system; and promote its own effective development as an organization.

URL : <http://202.57.63.198/chedwww/index.php/eng/CHED-Strategic-Plan-for-2011-2016>

• Educational policy

Conference report : Conference of Rectors, Vice Chancellors and Presidents (COREVIP-2011) "Strengthening the Space of Higher Education in Africa" . - Conference of Rectors, Vice Chancellors and Presidents (COREVIP) , Stellenbosch , 2011 . - Accra : AAU, 2011 . - 58 p.

URL :

<http://events.aau.org/userfiles/file/corevip11/COREVIP%202011%20FINAL%20FULL%20REPORT%20AUG%202011.pdf>

Reconstructing policy in higher education : feminist poststructural perspectives / Elizabeth J. Allan, Susan Van Deventer Iverson . - New York : Routledge, 2011 . - 250 p.

ISBN 978-041599776-8

Abstract : Contents: Feminist Poststructuralism Meets Policy Analysis: An Overview (Elizabeth J. Allan); Corrective Lenses: Suffrage, Feminist Poststructural Analysis, and the History of Higher Education (Jana Nidiffer) ; Purposes of Higher Education and Visions of the Nation in the Writings of the Department of Education (Tatiana Suspitsyna) ; The Discursive Framing of Women Leaders in Higher Education, (Suzanne Gordon, Susan V. Iverson, and Elizabeth J. Allan) ; Developing Students: Becoming Someone But Not Anyone (Susan Talburt) ; Title IX Policy and Intercollegiate Athletics: A Feminist Poststructural Critique (Jennifer Lee Hoffman, Susan V. Iverson, Elizabeth J. Allan, and Rebecca Ropers-Huilman); Consuming Higher Education: Who Is Paying the Price? (Jeni Hart and Jennifer Hubbard) ; Motivated to Make a Difference: Student Change Agents' Gendered Framing of Engagement, (Rebecca Ropers-Huilman) ;Producing Diversity: A Policy Discourse Analysis of Diversity Action Plans (Susan V. Iverson) ; Knowledge Capital and Excellence: Implications of a Science-Centered University for Gender Equity (Nelly P. Stromquist) ; Questions and Complexities in Feminist Poststructural Policy Analysis (Rebecca Ropers-Huilman, Susan V. Iverson, and Elizabeth J. Allan).

Université : les défis de la professionnalisation / Laure Gayraud, Georgie Simon-Zarca, Catherine Soldano / Centre d'études et de recherches sur les qualifications (France)[CEREQ] . - Marseilles (France) : CEREQ, 2011 . - 36 p. (Notes Emploi Formation, 46)

Online document. Graph. Tabl. Bibl.

Abstract : La professionnalisation à l'université recouvre aujourd'hui deux dimensions : l'acquisition de compétences professionnelles reconnues, mais aussi l'accompagnement des étudiants dans leur parcours d'études en vue de leur future insertion sur le marché du travail. Ces nouvelles missions ont obligé les universités à repenser une approche de la professionnalisation à la fois dans la construction de leur offre de formation et dans sa mise en œuvre par des structures ad hoc. Comment la professionnalisation se pense et se construit à l'université ? Cette note aborde cette question d'un triple point de vue : la professionnalisation dans l'enseignement supérieur et de ses évolutions; le recadrage politique des missions des universités; et une examination de la mise en œuvre du Plan pour la réussite en licence de 2007 dans une dizaine d'universités en France.

URL : <http://www.cereq.fr/index.php/content/download/1977/22715/file/nef46.pdf>

Reconsidering the social and economic purposes of higher education / Jan McArthur . - In: Higher Education Research and Development, v. 30, no. 6, pp. 737-749, December 2011

ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : This paper seeks to reconsider the social and economic purposes of higher education. It begins with the premise that there appears to be a general trend towards governments positioning higher education primarily in terms of the economic role that it can fulfil. Such a trend, however, has attracted considerable criticism. The author argues that the problem for higher education is not it having an economic role, but the narrowness of the way in which that role is often conceptualised. This article argues for a redefinition of the purposes of higher education to ensure that both universities and workplaces are sites of human creativity and that the profound and exciting work within institutions of higher education benefits all members of society.

• Educational qualifications

Guidelines for approval of programmes leading to qualifications listed on the New Zealand Qualifications Framework and accreditation of tertiary education providers / New Zealand Qualifications Authority . - Wellington : NZQA, 2011 . - 33 p.

Abstract : These Guidelines provide updated information on requirements and criteria to be met, guidance on how to meet them, and detail the assessment process that all applying programmes and institutions must undergo before being granted approval or accreditation.

URL : <http://www.nzqa.govt.nz/assets/Providers-and-partners/Registration-and-accreditation/guidelines-approval-programme-accred.pdf>

Level descriptors for the South African National Qualifications Framework / South African Qualifications Authority . - Pretoria : SAQA, 2011 . - 11 p.

Abstract : This report by the South African Qualifications Authority contains the level descriptors for levels one to ten of the South African National Qualifications Framework.

URL : http://www.saga.org.za/docs/misc/level_descriptors11.pdf

- **Educational quality**

Answering the global challenge- experiences from European excellence initiatives / Group of Eight [Australia] . - Turner, ACT, Australia : Group of Eight, 2011 . - 12 p.

Abstract : This document from the Australian Group of Eight, outlines and aims to find the best response to other countries' initiatives to enhance their higher education institutions. It seeks to draw lessons from the German Excellence Initiative and the French Plan Campus.

URL : http://www.go8.edu.au/_documents/go8-policy-analysis/2011/go8backgrounder24_globalchallenge-updated26oct2011.pdf

Higher education learning and teaching review / Australia. Dept of Education, Employment and Workplace Relations . - Canberra : Australian Government Department of Education, Employment and Workplace Relations, 2011 . - 47 p.

ISBN 978-0-642-78130-7 . - Online ISBN 978-0-642-78131-4 [PDF] ISBN 978-0-642-78132-1 [RTF]

Abstract : This report presents the outcomes of a consultation on the administration and effectiveness of higher education learning and teaching excellence programmes that were offered by the Australian Learning and Teaching Council (ALTC) and that will be transferred to the Department of Education as from 2012. Priorities and possible improvements in the administration of grants, awards and fellowships are formulated in a set of 17 recommendations.

URL : <http://www.deewr.gov.au/HigherEducation/Programs/Quality/Documents/HELlearningTeachingReport.pdf>

Quality assurance at the crossroads : a critical reflection after twenty years / Hong Kong Council for Accreditation of Academic & Vocational Qualifications [HKCAAVQ] . - Quarry Bay, Hong Kong : HKCAAVQ, 2011 . - 36 p.

Abstract : Published by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ) following its 20th Anniversary Conference, this document covers the issues discussed at the conference, including the evolution of quality assurance in Hong Kong over the past two decades; world trends in quality assurance; the challenges ahead and the way forward in quality assurance practices in Hong Kong.

URL : http://www.hkcaa.edu.hk/en/publications/12_Monograph/HKCAAVQ_Monograph_E-version.pdf

Exploring the future of international for-profit higher education and quality assurance : where are we now and where do we go from here? / Council for Higher Education Accreditation [CHEA][USA]; UNESCO . - Exploring the future of international for-profit higher education and quality assurance : where are we now and where do we go from here?, Washington D.C., 21 March 2011 . - Washington D.C., Paris : CHEA, UNESCO, 2011 . - 8 p.

Abstract : This paper is the summary of the one-day meeting convened by the Council for Higher Education Accreditation (CHEA) and the United Nations Educational, Scientific and Cultural Organization (UNESCO).

URL : http://www.chea.org/pdf/UNESCO_document.pdf

Guide for the promotion of quality culture in East African Universities / European Union. AfriQ'Units . - 2011 . - 234p.

Abstract : This guide, an output of the AfriQ'Units project, is designed to be a practical tool for East African Universities looking for a comprehensive methodology on how to implement a Quality Culture. The Guide comprises the following main sections: The situation of Quality Assurance in East African universities ; The institutional Assessment Model adapted to the reality and context of EAUs ; The assessment of University services following the EFQM Excellence Model; Recommendation for the implementation of a sustainable Quality Assurance Culture in EAUs; the Quality Strategic Plan ; A glossary of quality assurance related terms.

URL : http://acp-edulink.eu/sites/all/files/documents/docs/AfriQUnits_Guide.pdf

From design and implementation to impact of quality assurance: an overview of some studies into what impacts improvement / Don F. Westerheijden, Veerle Hulpiau, Kim Waeytens . - In: Tertiary Education and Management, v. 13, no. 4, p.295-312, 2007

Incl. abstract. Tables . - ISSN 0135-3883

Abstract : Scientific studies focus increasingly on quality assurance's impact on curricula and individual teachers. Which factors influence follow-up activities and what is their relation to improvement of education? One factor that the authors single out is teachers' experience of quality assurance and how that influences the climate for quality work in higher education institutions, against the backdrop of the social context in which quality assurance was introduced. The article critically analyses a number of studies on the topic.

URL : <http://www.tandfonline.com/doi/abs/10.1080/13583880701535430>

Quality assurance and accreditation in higher education : India vis-à-vis European countries / Niradhar Dey . - In: European Journal of Higher Education, v. 1, no. 2-3, pp. 274-287, June-September 2011

ISSN 2156-8235

Abstract : This article addresses quality assurance and accreditation in the Indian context. Starting with a description of the agencies responsible for and the legislation relating to standards of higher education in India, the article provides an overview of national accreditation procedures and criteria.

Quality assurance processes in Finnish universities : direct and indirect outcomes and organisational conditions / Arja Haapakorpi . - in : Quality in Higher Education, v. 17, no. 1, pp.69-81, 2011

Including abstract, bibl.

Abstract : In Finland, quality assurance related to the Bologna process has been adapted to existing systems of higher education at the national level and a form of implementation is also recognised at the level of the higher education institution. In universities, varied outcomes of quality assurance are based on interaction of organisational structures, management styles and academic cultures. Quality assurance generates direct impacts, which are intended reactions to the audit process and unintended outcomes: transparency, learning, enhanced status of work and social integration, as well as excess work-load and insignificant benefits at the grass-root level. Indirect impacts only emerge when intertwined with other processes, motives, actors, relations and pressures. The structures and management of an organisation and culture and position of individual disciplines influence the outcomes of quality assurance. A flat organisational model promotes participation of personnel in the quality assurance work. In addition, the culture and position of a particular discipline affects implementation and outcomes of quality assurance.

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

Reforms, leadership and quality management in Greek higher education / Antigoni Papadimitrioua . - In: Tertiary Education and Management, v. 17, no. 3, pp. 355-372, December 2011

ISSN 0135-3883

Abstract: This article reports on research to form an understanding of how to account whether and how quality management (QM) has been adopted in Greek higher education. Greece only recently introduced quality assurance policies. In this study, the author describe governmental reforms related to QM policies until 2010. . The paper also discusses how leaders (rectors and vice-rectors) in Greek universities perceived external environmental pressures and to what extent they adopted (or not) QM.

Roles and challenges for external change agents in implementing a quality management system for learning and teaching / Dnu Eckstein, Christian Kaiser, Maria Wittmann, Martin Sirm . - In: Leadership and governance in higher education : handbook for decision-makers and administrators . - Stuttgart : RAABE, 2011 . - 20 p.

Chap. C 3-1 . - ISBN 978-3-8183-9559-8 . - ISSN 2191-5989

Abstract : This article is to illustrate the methods applied and the experience gathered by a large school of business and economics when designing and implementing a 'quality process'-based internal quality assurance system for teaching and learning in cooperation with a business organization acting as an external change agent. The success factors of such undertaking, which can be seen as a possible example for similar public-private non-profit partnerships in developing internal quality assurance schemes, is highlighted from the perspectives of both partners, the university and the external institutional advisers who act as change agents.

Classmark : INT-42 RAA

Service quality of state universities in Turkey : the case of Ankara / Figen Eres . - In: European Journal of Higher Education, v. 1, no. 2-3, pp. 249-260, June-September 2011
ISSN 2156-8235

Abstract : The aim of this study is determine the service quality perceptions of students being educated at four state universities in Ankara, Turkey. The sample of the study is composed of 416 randomly selected final grade students of faculties of Economics and Administrative Sciences. Using the service quality scale developed by Holdford and Reinders adapted to Turkish, the survey found that students of Middle East Technical University were satisfied with service quality whereas the students of other universities were only partially satisfied. Implications for further research and practice are also discussed.

• Educational reform

Twelfth Report Government reform of higher education / United Kingdom. Business, Innovation and Skills Committee . - London : The Stationary Office, - 379 p.

URL : <http://www.publications.parliament.uk/pa/cm201012/cmselect/cmbis/885/885.pdf>

• Educational statistics

Statistische Daten zu Bachelor- und Masterstudiengängen : Wintersemester 2011/2012 : Statistical data on Bachelors and Masters degrees: Winter semester 2011/2012 / Hochschulrektorenkonferenz [HRK][Germany] . - Bonn : HRK, 2011 . - 83 p.

ISBN 978-3-942600-02-6

Abstract : This publication provides a statistical overview of the quantitative development of the two-tier study system in Germany. 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.

Classmark : DE-341 HRK

URL : http://www.hrk.de/de/download/dateien/HRK_StatistikBA_MA_WiSe_2011_12_mit_Cover.pdf

• Educational systems

Higher education in Greece / Athanasios Kyriazis, Foteini Asderaki / UNESCO. European Centre for Higher Education [CEPES][Romania] . - Bucharest : CEPES, 2008 . - 189 p. (Monographs on higher education)
Incl. bibl. . - ISBN 92-9069-187-5; 978-92-9069-187-7

Abstract : A detailed and comprehensive overview of the Greek higher education systems ranging from the early history of higher education, to a detailed description of the current status of governance and administration of higher education institutions, and the challenges that still lie ahead.

Classmark : GR-12 CEP

URL : <http://www.cepes.ro/publications/pdf/Greece.pdf>

Higher education in Kyrgyzstan / European Commission . - Brussels : EC, 2010 . - 17 p.

Online document

Abstract : Contents : I. Overall description ; II. Current challenges and needs Trends and challenges, The Bologna Process ; III. Participation in EU programmes Tempus , Erasmus Mundus; IV. Bibliographical references and websites

URL : http://eacea.ec.europa.eu/tempus/participating_countries/reviews/kyrgyzstan_review_of_higher_education.pdf

Higher education institutions of Kazakhstan / Kazakhstan. Ministry of Education . - Astana : Kazakhstan Ministry of Education and Science, 2009 . - 22 p.

Abstract : Contents: The main priorities of the Republic of Kazakhstan Higher Education System on the way to the Bologna Process (Zhanseit Timebayev (Ministrero of Education and Science, Republic of Kazakhstan) ; The list of HEIs in the Republic of Kazakhstan; The signatories of Magna Charta Universitatum (Kazakhstan, up to 2009).

Classmark : KZ-3 MIN

Higher education as a system : the English experience / Ourania Filippakou, Brian Salter, Ted Tapper / Society for Research into Higher Education [SRHE][UK] . - In: Higher Education Quarterly, v. 66, no. 1, pp. 106-122, January 2012 ISSN 0951-5224 . - Online ISSN 1468-2273

Abstract : With particular, although not exclusive, reference to England, this article explores the appropriateness of describing higher education as a system. It has two main purposes: to explore the grounds for labelling English higher education as a system and to argue that, because this is no longer an appropriate label, a different conceptualisation is required. The central argument is that the structure of higher education is formed through the interaction of the state, market and higher education institutions and is, therefore, a shifting political construct. Furthermore, it will be hypothesised that the English (indeed, the British) model of higher education is better described as an increasingly internally differentiated network of sectors rather than as a system.

URL : <http://onlinelibrary.wiley.com/doi/10.1111/j.1468-2273.2011.00506.x/pdf>

• Educational trends

Patterns and trends in UK higher education 2011 / Universities UK . - London : Universities UK, 2011 . - 69 p.
ISBN 978-1-84036-261-9

Abstract : This report builds on the time series data produced annually since 2001. It offers a unique overview of provision at publicly-funded higher education institutions in the UK.

URL : <http://www.universitiesuk.ac.uk/Publications/Documents/PatternsAndTrendsInUKHigherEducation.pdf>

• Governance

La gouvernance des institutions universitaires au Burkina Faso / Serge Williams Bationo . - Sarrebruck (Germany) : Editions universitaires européennes, 2011 . - 91 p.
Incl. bibl. . - ISBN 978-613-1-59010-8

Abstract : Cette étude fait état d'un certain nombre de problèmes que rencontre l'université burkinabé. Il s'agit notamment de fréquentes crises caractérisées par des grèves d'enseignants et d'étudiants, des inefficacités interne et externe, des problèmes de gestion. En présumant que certains de ces problèmes sont liés à une mauvaise organisation et une mauvaise configuration du Conseil d'administration, le livre interroge sur la contribution de cette instance délibérante à la bonne gouvernance de l'université. Le travail propose, à partir de l'analyse du Conseil d'administration de l'Université du Québec à Chicoutimi, une solution pour tenter de résoudre la crise de l'Université du Burkina Faso.

Review of higher education governance: Universities Scotland submission to the Scottish Government' Review of Higher Education Governance / Universities Scotland . - Edinburgh : Universities Scotland, 2011 . - 48 p.

Abstract : This report is divided into three sections. Section 1 explores what good governance means for a diverse university sector. Section 2 analyses Accountability; Responsible Autonomy; Governance on the Ground; and Effectiveness of governance arrangements. Section 3 sets out Universities Scotland's proposals for further improvement of the governance regime.

URL : http://www.universities-scotland.ac.uk/uploads/US_GovResponse_FINALWEB031011.pdf

An analytical framework for the cross-country comparison of higher education governance / Michael Dobbins, Christoph Knill, Eva Maria Vögtle . - In: Higher Education: the international journal of higher education and educational planning, v. 62, no. 5, pp. 665-683, 2011
Incl. tabl., bibl.

Abstract : In this article the authors provide an integrated framework for the analysis of higher education governance to trace the changes that European higher education systems are currently undergoing more systematically. They argue that, despite highly insightful previous analyses, there is a need for more specific empirically observable indicators of policy change and inertia. The authors therefore propose a systematic classification of empirical indicators of higher education governance. To do so, they review three historically entrenched and still highly relevant European models of

higher education-academic self-governance, the state-centered model and the market-oriented model. Based on these broader models which reflect the tensions between the state, market and academia, they develop three ideal-types that take internal university governance as well as the role of the state and external stakeholders into account.

URL : <http://www.springerlink.com/content/0018-1560>

Establishing and working with governing boards : a personal account from Denmark / Hans Peter Jensen . - In: Leadership and governance in higher education : handbook for decision-makers and administrators . - Stuttgart : RAABE, 2011 (Supplement vol. no. 01.2011)

Chap. D.5-2 . - ISBN 978-3-8183-9559-8 . - ISSN 2191-5989

Abstract : This contribution uses the historical example of the Technical University of Denmark (DTU) and Denmark's higher education system to document the importance of having visible, competent and non-elected management at universities. To do so, the chapter looks at the changes in the constitution of institutional governing bodies in Denmark over time, starting with the system of governance before 1968 and examining the shifting internal power structure caused by the University Governing Act of the 1970s. Focus is placed on the consequences of these shifts for different governmental actors, including Senate members, TAP, STUD and VIP, as well as the excellence of research. Aided by the author's personal experience, the developments of the 1980s and 1990s will also be analyzed, including the pressure from external partners on university leaders to reform internal governance and the 1993 University Act. Finally, the chapter provides an overview of the current conditions in Denmark's university governing system, which now includes a rather closed appointment and election scheme but also the functional influence of a Board of Governors. This is key in building relationships with external, society partners and putting strategic plans into effect.

Classmark : INT-42 RAA

Gathering and using information for governance and leadership purposes / Aoife Flanagan . - In: Leadership and governance in higher education : handbook for decision-makers and administrators . - Stuttgart : RAABE, 2011 . - 25 p. (Supplement vol. no. 03.2011)

Chap. D 3-1 . - ISBN 978-3-8183-9559-8 . - ISSN 2191-5989

Abstract : Higher Education institutions are operating in an environment of increasing accountability demands from a diverse group of stakeholders. The challenge for many, is balancing this with autonomous decision making, planning and management. This article provides a practical perspective to leaders and senior administrators in Higher Education on gathering and using information to support governance, decision making, strategic planning, performance management as well as demonstrating performance for accountability purposes. A case study highlights the experience of establishing an Institutional Research function to carry out this role, from both a national and institutional perspective.

Classmark : INT-42 RAA

Governance of higher education in the countries and territories of former Yugoslavia : Bosnia and Herzegovina, Croatia, Montenegro, Serbia, Slovenia, "the former Yugoslav Republic of Macedonia" and Kosovo / Martina Vukasovic . - In: Leadership and governance in higher education : handbook for decision-makers and administrators . - Stuttgart : RAABE, 2011 . - 13 p. (Supplemental vol. no. 02.2011)

Chap. E 2-1 . - ISBN 978-3-8183-9559-8 . - ISSN 2191-5989

Classmark : INT-42 RAA

Higher education institutions and changes in the role of public authorities / Barbara M. Kehm . - In: Leadership and governance in higher education : handbook for decision-makers and administrators . - Stuttgart : RAABE, 2011 . - 18 p. (Supplement no. 01.2011)

ISBN 978-3-8183-9559-8 . - ISSN 2191-5989

Abstract : This article traces the shifts in the coordination of governance of higher education systems and institutions from strong state control and academic self-regulation to stakeholder guidance, competition on markets and managerial decision-making. Emphasis is put on the changing relationships between higher education and the state. In this context the shift from government to governance and the rise of the evaluative state are discussed as well as the question whether higher education is a public or a private good. The argument that the role of the state is weakening because of the rise of supra-national actors in policy making for higher education and the agencification of quality assurance is contrasted with the argument that the state functions are re-positioned rather than weakened or even abolished.

Classmark : INT-42 RAA

Higher education institutions and public authorities : an essay / Germain Dondelinger . - In: Leadership and governance in higher education : handbook for decision-makers and administrators . - Stuttgart : RAABE, 2011 . - 16 p. (Supplement no. 01.2011)

ISBN 978-3-8183-9559-8 . - ISSN 2191-5989

Abstract : Changes in the governance of higher education – primarily the decentralisation and devolution of power to international organisations – have been changing the relationship between universities and the state. This leads to an apparent paradox: together with more autonomy, universities are expected to be more accountable. These changes have implications for teaching and research, especially given the increasing influence of the European Union and Europeanization of higher education through the Bologna Process. They also have implications for the governance structures within universities and academic freedom, and essentially lead to a situation of multilevel, multifactor accountability.

Classmark : INT-42 RAA

Institutional governance in a national context - Norway / Per Nyborg . - In: Leadership and governance in higher education : handbook for decision-makers and administrators . - Stuttgart : RAABE, 2011 . - 22 p. (Supplement vol. no. 03.2011)

Chap. E 1-2 . - ISBN 978-3-8183-9559-8 . - ISSN 2191-5989

Abstract : The present status of institutional governance in Norwegian higher education must be seen on the background of the rise and fall of a binary system over the past fifty years. The 2005 legislation that makes a common framework for today's governance and management of universities and colleges came as a follow-up of the Quality Reform, the Norwegian version of the Bologna Process. Focusing on the governance element of the Reform, this article describes the political process leading to the 2005 legislation that left the decision on leadership models to the individual institutions. On this background, the author shows how institutions have decided on different leadership models and developed their strategies in recent years.

Classmark : INT-42 RAA

New challenges in the governance of Catalan public universities / Diego Castro, Georgeta Ion / OECD Programme on Institutional Management in Higher Education [IMHE] . - In: Higher Education Management and Policy, v. 23, no. 2, pp. 104-118, 2011

ISSN 1682-3451 . - Online ISSN 1609-6924

Abstract : This article presents the results of a study of the principal issues involved in the governance of public universities in Catalonia. It was based on four stylised dilemmas that were drawn up to facilitate an understanding of the challenges facing university governance reforms. This paper discusses each of these dilemmas in the Catalan context and highlights a number of challenges facing managers of higher education institutions.

Soft power, university rankings and knowledge production : distinctions between hegemony and self-determination in higher education / William Yat Wai Lo . - In: Comparative education, v. 47, no. 2, pp.209-222, 2011 Including abstract, bibl. . - ISSN 0305-0068

Abstract : The purpose of this article is to analyse the nature of the global hegemonies in higher education. This article uses the concept of "soft power" to interrogate how global hegemonies are manifested in higher education agendas. With reference to the pursuit of a world-class status in higher education in East Asia, it discusses how the international inequality in higher education is viewed from the anti-colonial perspective in the existing literature. The article then proposes the soft-power perspective as an alternative way to explain why non-Western countries are willing to follow the Anglo-American paradigm to develop their higher education systems. Extending this analysis, the article argues that the emerging global university rankings are important resources of soft power that have the potential, as a governance tool, to reshape the global higher education landscape.

URL : <http://www.tandfonline.com/loi/cced20>

• Higher education institutions

How many universities are there in the United Kingdom? How many should there be? / Malcolm Tight . - In: Higher Education, v. 62, no. 5, pp.649-663, 2011

Incl. tabl., bibl. . - ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : While the first of the questions posed in the title of this article may seem to involve a simple matter of

enumeration, it is more complex than that, as the number of institutions in the United Kingdom that perform at least some of the functions of a university has grown significantly in recent years. The answer given (for the end of the year 2010) is 108, 138 or 162 depending upon the definitions adopted. The second question involves more judgement, and is explored comparatively both within the United Kingdom and internationally, geographically, economically and historically.

URL : <http://www.springerlink.com/content/0018-1560>

- **Industry and education**

Is industry-university interaction promoting innovation in the Brazilian pharmaceutical industry? / Julia

Paranhos, Lia Hasenclever . - In: Industry and Higher Education, v. 25, no. 5, pp. 397-407, October 2011

ISSN 0950-4222

Abstract : This paper analyses industry-university interaction and its characteristics in the Brazilian pharmaceutical system of innovation, taking account of the relevance of company strategies, the approach of the universities and the actions of government. By analysing primary and secondary data the authors show that, for as long as corporate investment in R&D remains rare, and government efforts to stimulate these investments are inadequate, it will be difficult to increase levels of innovative activity in industry; and especially so in the pharmaceutical sector. The paper highlights the relevance of internal R&D structures for the generation of innovation and for interaction with the academic sector; the need to improve the physical infrastructure and modernize the internal organization of research institutions; the importance of appropriate and planned government action and the establishment of an environment conducive to innovation; and the key role played by government funding and support for players in the pharmaceutical system of innovation.

Promoting entrepreneurial culture in the university : the institutional collaborative model at the Universidad

Autonoma de Madrid / Isidro de Pable, Fernando Alfaro, Miriam Rodriguez, Esperanza Valdés . - In: Industry and Higher Education, v. 25, no. 5, pp. 375-382, October 2011

ISSN 0950-4222

Abstract : This paper presents a case of collaboration between different types of public services and the private sector for the promotion of an entrepreneurial culture. This collaboration is achieved by means of a centre established and developed by the Universidad Autónoma de Madrid, the Centro de Iniciativas Emprendedoras (the Centre for Entrepreneurial Initiatives, CIADE). Since its creation CIADE has, because of a lack of university-allocated financial resources, been collaborating with a wide range of organizations in accordance with the Triple Helix model, including three levels of public administration (national, regional and local), several private businesses and different corporate civic bodies (mostly corporate foundations). CIADE's principal, distinctive attributes, with regard to the Triple Helix, are collaboration, self-financing, project management and a horizontal hierarchical structure which allows rapid accommodation of and adaptation to the changing circumstances of its environment.

Special focus: Entrepreneurship in South Africa and the role of HEIs / Christian Friedrich, Jay Mitra . - In: Industry and Higher Education, v. 25, no. 4, pp.225-287, 2011

Whole issue. Incl. abstracts, tables., bibl. . - ISSN 0950-4222

Abstract : Contents: The role of HEIs in an entrepreneurial renaissance in South Africa (Gideon J.P. Maas and Mike Herrington); Social entrepreneurship in South Africa : context, relevance and extent (Kobus Visser); Motivating entrepreneurs : the relevance of rewards (M.J. de Villiers-Scheepers); The relationship between levels of education of entrepreneurs and their business success : a study of the province of KwaZulu-Natal, South Africa (Ricardo M. Peters and Pradeep Brijlal); Family business succession : founders from disadvantaged communities in South Africa : an exploratory study (Esly B.H. Isaacs and Christian Friedrich). Other papers : Development of a procurement management framework in Ghana : a new paradigm for interdisciplinary postgraduate education (D. Oswusu-Manu, E. Badu and D.J. Edwards) ; Creating linkages between the labour market and agricultural higher education in Iran : strategies and mechanisms for partnership).

URL : <http://www.ipublishing.com/>

The Triple Helix in the economic development of cities, regions and countries [Special issue] / Marcelo Amaral,

John Edmondson, Eds. . - In: Industry and Higher Education, v. 25, no. 5, pp. 325-408, October 2011

ISSN 0950-4222

Abstract : Contents: When Triple Helix unravels: a multi-case analysis of failures in industry– university cooperative

research centres (Denis Gray, Eric Sundstrom, Louis G. Tornatzky and Lindsey McGowen) ; Changing struggles for relevance in eight fields of natural science (Laurens K. Hessels, Harro van Lente, John Grin and Ruud E.H.M. Smits) ; Universities and economic development activities: a UK regional comparison (Moirá Decter, Frank Cave, Mary Rose, Gill Peers, Helen Fogg and Susan M. Smith) ; Promoting entrepreneurial culture in the university: the institutional collaborative model at the Universidad Autónoma de Madrid (Isidro de Pablo, Fernando Alfaro, Miriam Rodríguez and Esperanza Valdés) ; Building an entrepreneurial university in Brazil: the role and potential of university–industry linkages in promoting regional economic development (Marcelo Amaral, Andre Ferreira and Pítias Teodoro) ; Is industry-university interaction promoting innovation in the Brazilian pharmaceutical industry? (Julia Paranhos and Lia Hasenclever).

• Information and Communication Technologies

Proceedings of the International Conference on the Social Value of Educational Technology in Southeast Asia : An Intellectual Exchange Conference for Japan, Cambodia, Lao PDR., and Vietnam / SEAMEO Regional Training Center [RETRAC][Vietnam] . - International Conference on the Social Value of Educational Technology in Southeast Asia, 7-8 November 2011 . - Ho Chi Minh City, Vietnam : SEAMEO RETRAC, 2011

Abstract : Papers and presentations from this conference addressed the use of ICTs in offering and promoting higher education teaching and learning as well as the cultural values and cultural barriers that can be associated with them.

URL : <http://www.vnseameo.org/downloads/IntJapDOE/download.html>

The delivery of business courses via the African Virtual University : a case study / Mark Graber, Susan Bolt . - In: Open Learning : The Journal of Open and Distance Learning, v. 26, no. 1, pp.79-86, 2011

Including abstract, bibl. . - ISSN 0268-0513 . - Online ISSN 1469-9958

Abstract : In this case study the delivery of business courses as a result of the partnership between the African Virtual University (AVU) and Curtin University in Western Australia is described. From 2004 to 2008, degree and diploma business courses were delivered using WebCT in the four AVU partner locations: Addis Ababa University (Ethiopia), Kigali Institute of Science and Technology (Rwanda), Kenyatta University (Kenya) and the University of Dar es Salaam (Tanzania). In spite of significant hurdles that made delivery of the business courses challenging, 188 students graduated as a result of this initiative. This case study is significant because it describes the outcomes of an AVU Phase 2 initiative.

URL : <http://www.informaworld.com/smpp/title~content=t713440064~db=all>

• Open access

Benefits to the private sector of open access to higher education and scholarly research : a research report to JISC from HOST Policy Research / David Parsons, Dick Willis, Holland, Jane / Host Policy Research [UK] . - Horsham, Sussex : Host Policy Research, 2011 . - 44 p.

URL: http://open-access.org.uk/wp-content/uploads/2011/10/OAIG_Benefits_OA_PrivateSector.pdf

JISC Collections : Open access fees project : final report Submitted to OAIG sep 2011 / JISC [UK] . JISC, 2011 . - 14 p.

URL : http://open-access.org.uk/wp-content/uploads/2011/10/OAIG_OAFees_Oct2011.pdf

• Pedagogy

Rapport du Groupe de Travail "compétences" / Conférence des grandes écoles [France] . - Paris : CGE, 2011 . - 86 p.

Abstract : This report describes the present pedagogical practices in Classes préparatoires and Grandes Ecoles and proposes a series of recommendations to enhance both educational practices and assessment modalities.

URL : http://www.cge.asso.fr/presse/CGE_Rapport-Competences_2011.pdf

Special issue : Pedagogies of hope : a faculty of education's response . - In: South African Journal of Higher Education, v. 25, no. 1, 2011
ISSN 1011-3487

Abstract : Contents : Education and hope: Stellenbosch University in the 21st century (Y Waghid) ; The case for the

relevant university (HR Botman); Doing reasonable hope within a cultural-historical activity framework MM Oswald, MD Perold); The pedagogy of hope at IMSTUS: Interpretation and manifestation (MC Ndlovu); Hope anchored in practice (LM Dreyer); Late entrants into the academic profession: Conceptual constructions of hope in a faculty of Education (EM Bitzer, RM Albertyn) ; A defamiliarising “scholarship of hope”: a youth subjectivity and schooling perspective (A Fataar) ; Argumentation as pedagogy for social justice through science education (N Edwards) ; Physical education, sport and recreation: A triad pedagogy of hope (KJ van Deventer); Education for peace and a pedagogy of (AE Carl); Recognition of prior learning in promoting lifelong learning: A pedagogy of hope or a shattering of dreams? (L Frick, R Albertyn) ; bell hooks and the enactment of emotion in teaching and learning across boundaries: A pedagogy of hope? (R Carolissen, V Bozalek, L Nicholls, B Leibowitz, P Rohleder, L Swartz) ; Towards anchoring hope (T van Louw, PAD Beets) ; A pedagogy of hope after Paulo Freire (L Le Grange).

- **Private education**

Building the plane while it's flying : enhancing the missed opportunity for quality assurance and capacity-building in Australian private higher education / Mahsood Shah, Chenicherie Sid Nair . - In: European Journal of Higher Education, v. 1, no. 2-3, June-September 2011
ISSN 2156-8235

Abstract : While the private sector has the potential for significant growth, there seem to be a lack of planning and policy directions by governments in some countries on the role of private higher education in meeting access and equity agendas. The growth of the private sector has also witnessed issues around quality and standards in many countries. The present paper analyzes the growth of private higher education around the world and discusses the emerging issues around quality and standards. The paper argues that private providers will undoubtedly grow in Australia and will play a key role in access and opportunity for many disadvantaged students; however, there is a need for quality management and capacity-building at a time of growth in private higher education to shift focus from maximizing profit to academic rigour.

- **Regional development**

Higher Education in Regional and City Development : State of Paraná, Brazil 2011 / Organisation for Economic Cooperation and Development [OECD] . - Paris : OECD Publishing, 2011 . - 188 p.
ISBN 978-92-64-089020

Abstract : Paraná is one of the most prosperous states in Brazil and has invested in higher education, science and technology, and public-private partnerships. Its higher education scene is dominated by federal and state universities, but the private sector enrolls a much higher number of students, particularly from low socio-economic backgrounds. Faced with growing global competition, how can Paraná build its capacity as an internationally attractive place to live, work, invest and study? How can it promote business formation and develop its existing industry and small and medium-sized enterprises? How can it address the long-term challenges of poverty and inequality? How can its higher education sector support this development?

Classmark : BR-13 OECD

URL : <http://browse.oecdbookshop.org/oecd/pdfs/free/8910151e.pdf>

Higher education in regional and city development : The Galilee, Israel / Organisation for Economic Cooperation and Development [OECD] . - Paris : OECD Publishing, 2011 . - 190 p.
ISBN 978-92-64-08898-6

Abstract : Israel has developed a strong economy with entrepreneurial drive and high tech driven growth, but the socio-economic divide between population groups is growing. In the Galilee, about half of the population is Arab. A key challenge for the Galilee and Israel is the disparity between Arab and Jewish populations in terms of employment and education outcomes. How can the government ensure that investment in education is equitable for different population groups? How can universities and colleges fuel local growth by developing relevant skills and improving educational attainment levels across the multi-ethnic, multi-religious population?

Classmark : IL-13 OECD

URL : <http://browse.oecdbookshop.org/oecd/pdfs/free/8910111e.pdf>

Building an entrepreneurial university in Brazil : the role and potential of university-industry linkages in promoting regional economic development / Marcelo Amaral, Andre Ferreira, Pitias Teodoro . - In: Industry and Higher Education, v. 25, no. 5, pp. 383-395, October 2011
ISSN 0950-4222

Abstract : This study is part of a broader research project, conducted by the Triple Helix Research Group – Brazil, focusing on university-industry-government linkages in the state of Rio de Janeiro. The case study reported here is that of the Regional University of Volta Redonda: the aim was to develop an understanding of how a regional university can be transformed into an entrepreneurial university, oriented towards assisting regional economic development. A theoretical framework was constructed using existing literature on regional development and the Triple Helix approach. The research objective was to determine the relevance and effects of university-industry collaboration from the perspective of local players. Two surveys were conducted, one with faculty members at the university and the other with representatives of companies located in the region. No cultural barriers to collaboration were revealed on either side of the relationship; and opportunities to improve a relationship that, in the past, has had little influence on economic development in the region were also identified

Universities and economic development activities : a UK regional comparison / Moira Dector, Frank Cave, Mary Rose, Gill Peers, Helen Fogg, Susan S. Smith . - In: Industry and Higher Education, v. 25, no. 5, pp. 259-374, October 2011
ISSN 0950-4222

Abstract : A number of UK universities prioritize economic development or regeneration activities and for some of these universities such activities are the main focus of their knowledge transfer work. This study compares two regions of the UK - the North West and the South East of England - which have very different levels of economic performance. Quantitative data from the UK government's Higher Education Business and Community Interaction Survey are used to track economic development funding and activity from universities in these two regions. Strategy documents prepared for the fourth round of the government's Higher Education Innovation Fund are analysed to aid interpretations. Elements of evolutionary theory are used to explore the reasons for the differences and a case study of one university programme, Leading Enterprise and Development, is provided as an illustrative example.

• Student loans

The expansion of private loans in postsecondary education / Jennie H. Woo, Thomas Weko / United States. National Center for Education Statistics . - NCES, 2011 . - 22 p.

Abstract : This document presents the results of statistical analysis of data collected in 2003-4 and 2007-8 National Postsecondary Student Aid Studies and analyses the evolution of public / private loans.

URL : <http://i.bnet.com/blogs/expansion-of-private-loans.pdf>

Models for determining the efficiency of student loans policies / Bruno Dente, Nadia Piraino / Association for Tertiary Education Management (Australia)[ATEM] . - In: Journal of Higher Education Policy and Management, v. 33, no. 4, pp.375-386, 2011

Incl. abstract,tabl., bibl. . - ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : For both efficiency and equity reasons, student loans schemes have been introduced by several countries. Empirical work has been carried out in order to measure the effectiveness of these policies, but, with few exceptions, their results are not comparable because of their concentration on specific aspects. The present work suggests a comprehensive framework for the analysis of the effectiveness of student loans policies. Starting with the identification of the different possible goals of a loan scheme and taking into consideration the main elements of the policy design, the paper builds a system of four ideal types suggesting appropriate effectiveness indicators for each of them.

URL : <http://www.tandfonline.com/loi/cjhe20>

• Student participation

Special issue : students in higher education governance [Whole issue] / Lenka Minksova, Petr Pabian, Eds. . - In: Tertiary Education and Management, v. 17, no. 3, pp. 181-277, September 2011

ISSN 0135-3883

Abstract : Contents: Approaching Students in Higher Education Governance: Introduction to the Special Issue (Lenka Minksová & Petr Pabian) pages 183-189 ; The Czech Republic Between Studentocracy, Academic Oligarchy and

Managerialism: Are students powerful or powerless? (Petr Pabian, Lucie Hündlová & Karla Provázková) pages 191-203 ; Student Representation in Italy (Marzia Foroni) pages 205-218 ; Students and the Governance of Higher Education in Norway (Svein Michelsen & Bjørn Stensaker) pages 219-231 ; Students in Higher Education Governance: The Portuguese case (Sónia Cardoso & Sérgio Machado dos Santos) pages 233-246 ; Students and the Governance of Higher Education: A UK perspective (Timothy Rodgers, Rebecca Freeman, James Williams & David Kane) pages 247-260 ; Students in Higher Education Governance in Europe: Contrasts, commonalities and controversies (Petr Pabian & Lenka Minksová).

Student representation in European higher education governance: principles and practice, roles and benefits /

Jens Jungblut . - In: Leadership and governance in higher education : handbook for decision-makers and administrators . - Stuttgart : RAABE, 2011 . - 22 p. (Supplemental vol. no. 02.2011)

Chap. B 5-2 . - ISBN 978-3-8183-9559-8 . - ISSN 2191-5989

Abstract : The article examines student participation in higher education governance from a practitioner's point of view. It addresses student involvement in quality assurance processes as well as the more classical participation at different levels in higher education self-governance contexts. By providing the viewpoint of student representatives as well as non-student actors, it gives advice to both groups while asking when and where to involve students, whom to involve and how to involve them. The question of why students should participate in higher education policy processes will be considered in all of the aforementioned points.

Classmark : INT-42 RAA

Student representation in Italy / Marzia Foroni . - In: Tertiary Education and Management, v. 17, no. 3, pp. 205-218, September 2011

ISSN 0135-3883

Abstract : The analysis begins with a comprehensive overview of legal provisions for student participation in higher education governance over the past few decades. How has the involvement of students in decision-making processes developed? The answer will be provided for the sub-institutional level of faculties and degree programmes; the institutional level, which comprises several decision-making bodies, including student representatives; and the national level, where the role of students in the recently redesigned quality assurance processes is examined in depth. The second part of the article introduces the great variety of Italian student organizations and discusses the question of how these organizations represent students towards other governance actors. The article closes with a discussion of the factors and actors supporting or inhibiting the increase of the involvement of students in the governance of Italian higher education.

Students and the governance of higher education : a UK perspective / Timothy Rodgers, Rebecca Freeman, James Williams, David Kane . - In: Tertiary Education and Management, v. 17, no. 3, pp. 247-260, September 2011
ISSN 0135-3883

Abstract : In the United Kingdom, the higher education landscape has undergone a transformation since the late 1980s as seen in the "massification" of higher education and the "quality revolution". These changes have resulted in an increased sense of accountability, to principle stakeholders: the government, the taxpayer and students themselves. This paper looks at the structures for student involvement in governance in the UK higher education system, the relationships between student unions and these structures and the role of student feedback questionnaires.

Students and the governance of higher education in Norway / Svein Michelsen, Bjorn Stensaker . - In: Tertiary Education and Management, v. 17, no. 3, pp. 219-231, September 2011

ISSN 0135-3883

Abstract : The article discusses the question of student participation in higher education governance at the national and the institutional levels in Norway. Two ideal-type perspectives on governance are developed in order to illuminate the Norwegian case: a democratic perspective and a market perspective. The article provides a brief overview of the historical development of student participation in higher education governance, emphasizing how students view their own role in the governance arenas in which they participate. Close attention is paid to student participation and influence in quality assurance schemes at both the national and the institutional levels. In the conclusion, the article discusses how the recent developments are changing the balance towards the market model of higher education governance.

Students in higher education governance : the Portuguese case / Sonia Cardoso, Sérgio Machado dos Santos . - In: Tertiary Education and Management, v. 17, no. 3, pp. 233-246, September 2011
ISSN 0135-3883

Abstract : This article aims at analysing and discussing student participation in Portuguese higher education institutions and, specifically, in university governance. In a first moment, it describes this participation under both the previous (1988-2007) and the new legal frameworks (since 2007). A discussion of the changes introduced by this last framework and the extent to which it has contributed to the erosion of student participation in governance is undertaken. Next, the article deals with the ways students are involved in quality assessment at both its systemic and institutional levels. The case of a specific Portuguese university is used as an example of how this involvement takes place. The article concludes with a discussion on the main features of Portuguese student participation in governance, focusing on its effectiveness and suggesting measures for improvement.

Students in higher education governance in Europe : contrasts, commonalities and controversies / Petr Pabian, Lenka Minksová . - In: Tertiary Education and Management, v. 17, no. 3, September 2011
ISSN 0135-3883

Abstract : This article provides a synthesizing overview of the roles of students in higher education governance in Europe. The authors review the existing literature on student involvement in higher education governance and the main commonalities and contrasts between the countries. Finally, they discuss the controversies surrounding student participation in higher education governance and their grounding in the competing visions of higher education.

The Czech Republic between studentocracy, academic oligarchy and managerialism : are students powerful or powerless? / Petr Pabian, Lucie Hündlová, Karla Provázková . - In: Tertiary Education and Management, v. 17, no. 3, pp. 191-203, September 2011
ISSN 0135-3883

Abstract : This article argues that students played an important role at several crucial junctures of modern Czech history, which secured them a central position after 1989 in the new democratic model of higher education governance. However, over the last two decades students have largely lost this position owing to several factors: the growing indifference among the expanding student population, the ascendancy of academics' power and the proliferation of managerial approaches to higher education governance. The authors thus conclude that the golden age of Czech academic democracy with a strong student presence is over and that student roles will have to be redefined within the framework of academic oligarchy and/or managerialism.

• **Teacher education**

On becoming a teacher : a lifelong process [Whole issue] . - In: European Journal of Education, v. 46, no. 4, December 2011
ISSN 0141-8211 . - Online ISSN 1465 3435

Abstract : Contents: Editorial : On becoming a teacher: a lifelong process (pages 433-439) (Janet Looney and Jean Gordon) ; Developing High-Quality Teachers: teacher evaluation for improvement (pages 440-455) (Janet Looney) ; Student Teachers' Perceptions of the Effectiveness of their Initial Preparation (pages 456-473) (Marina-Stefania Giannakaki, Andrew J. Hobson and Angi Malderez) ; Teachers' Pedagogical Competence as a Prerequisite for Entering the Profession (pages 474-488) (Maria Liakopoulou) ; The Job Market for Teachers in Italy (pages 489-507) ; Andrea Cammelli, Francesco Ferrante and Silvia Ghiselli ; Teachers' Voices in the Context of Higher Education Reforms in Armenia (pages 508-523) (Susanna Karakhanyan, Klaas van Veen and Th.C.M. (Theo) Bergen) ; The Emotional Readiness of Greek Cypriot Teachers for Peaceful Co-existence (pages 524-539) (Michalinos Zembylas, Panayiota Kendeou and Athina Michaelidou) ; What Do We Really Learn from PISA? The Sociology of its Reception in Three European Countries (2001-2008) (pages 540-548) (Xavier Pons) ; Does Competition Affect Schools' Performance? Evidence from Italy through OECD-PISA Data (pages 549-565) (Tommaso Agasisti) ; Engaging with Higher Education Academic Support: a first year student teacher transition model (pages 566-580) (Sorrel Penn-Edwards and Sharn Donnison).

Preparing US teachers for critical global education / Kate O'Connor, Ken Zeichner . - In: Globalisation, Societies and Education, v. 9, no. 3-4, pp. 521-536, September-November 2011
ISSN 1476-7724

Abstract : The aim of this paper is to describe how critical global education (CGE) may most effectively be introduced into teacher education. Critical global education (CGE) is an approach that seeks to educate students about the causes and consequences of global injustices and that aims to support students to work in solidarity with the world's people towards transformative change. The paper develops the idea of CGE alongside the concept of the “globally competent teacher” which together form the conceptual basis for an effort to internationalise teacher education at the University of Wisconsin-Madison.
