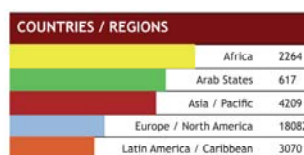
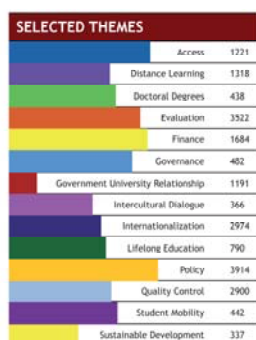


# New in / Nouveautés

## HEDBIB

### International Bibliographic Database on Higher Education

October / octobre 2011



## HEDBIB

International Bibliographic Database on Higher Education

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





## Presentation

Welcome to the October 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 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/rf/cdoc\\_journals.rtf](http://www.iau-aiu.net/centredoc/rf/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](mailto:a.sudic@iau-aiu.net)).



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## We recommend

**Quality assurance of transnational higher education : The experiences of Australia and India** / Antony Stella, Sudhanshu Bhushan, Eds. / Australian Universities Quality Agency; National University of Educational Planning and Administration [NUEPA][India] . - New Delhi : AUQA, NUEPA, 2011 . - 267 p.  
ISBN 978-1-921561-56-6

**Abstract** : The Australian Universities Quality Agency (AUQA) and the National University of Educational Planning and Administration have issued a joint publication that analyses the trends, emerging challenges and opportunities related to quality assurance for transnational higher education at the global level before focusing on the particular cases of Australia and India.

**URL** :

[http://www.auqa.edu.au/files/otherpublications/quality\\_assurance\\_of\\_transnational\\_higher\\_education\\_the\\_experiences\\_of\\_australia\\_and\\_india.pdf](http://www.auqa.edu.au/files/otherpublications/quality_assurance_of_transnational_higher_education_the_experiences_of_australia_and_india.pdf)

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**Modernisation of higher education in Europe : Funding and the social dimension = La modernisation de l'enseignement supérieur en Europe 2011: financement et dimension sociale** / European Commission. EURYDICE . - Brussels : Eurydice, 2011 . - 116 p.  
ISBN 978-92-9201-205-2

**Abstract** : This report is based on a study of public higher education systems in 31 countries (all EU Member States, plus Iceland, Liechtenstein, Norway and Turkey). It describes national approaches to the social dimension of higher education and addresses the question of how policies to improve equity and widen access are designed, and what groups (if any) are identified as deserving special attention. Admission and selection policies and practice and funding trends are examined, focusing on the combination of student fees and support. National information sheets outline the main characteristics of fee and support systems. Overall, the report suggests that countries have struggled to keep pace with the scale of change experienced over recent years in their higher education systems. The social dimension has not generally become a significant driver for higher education policy, but numerous special measures are in place in most countries to address the under-representation of particular groups.

**URL** : [http://eacea.ec.europa.eu/education/eurydice/documents/thematic\\_reports/131EN.pdf](http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/131EN.pdf) (English)

[http://eacea.ec.europa.eu/education/eurydice/documents/thematic\\_reports/131FR\\_HI.pdf](http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/131FR_HI.pdf) (French)

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**The promotion of sustainable development by higher education institutions in Sub-Saharan Africa : Survey report** / Global University Network for Innovation [GUNI]; International Association of Universities [IAU]; Association of African Universities [AAU] . - GUNI, IAU, AAU, 2011 . - 101 p.

**Abstract** : Academic institutions vary considerably in how they approach sustainability: some concentrate on minimizing their ecological impact through changes in campus operations; others emphasise sustainability in the curriculum; yet others concentrate on university outreach and/or embed sustainable development principles in their overall development strategy. This report presents the findings of a survey conducted with African higher education institutions in Sub-Saharan Africa. The survey focused on the following areas: Institutional Governance, Curriculum: Teaching and Learning; Research, Campus Operations, and Outreach and Services. From the responses obtained from 73 higher education institutions, information on the institutions accomplishments in achieving sustainability in each of these five critical dimensions was compiled.

**Classmark**: AFR-14 GUN

**URL** : [http://www.iau-aiu.net/sites/all/files/promotion\\_sd\\_by\\_HEIs\\_sub\\_saharan\\_africa\\_0.pdf](http://www.iau-aiu.net/sites/all/files/promotion_sd_by_HEIs_sub_saharan_africa_0.pdf)

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**Abstract** : This article reports on an international study investigating university educators' ideas about the diversity of their students, focused on views about teaching and learning across a range of disciplines. Data collection was through Semi-structured e-mail interviews and analysis used a phenomenographic approach. The findings showed that educators varied in their awareness of diversity. According to the authors, participants' views on diversity went far beyond the common institutional marketing of 'diversity' in terms of equal opportunities. Nevertheless, some academics viewed diversity as irrelevant for their teaching, used a pedagogical approach which ignored difference, and suggested that this demonstrates an 'equality of practice'. While others seem to actively utilise diversity as an essential resource in their teaching.

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**The effects of transitions on access to higher education** / Institute for Higher Education Policy [IHEP][US] . - Washington DC, USA : IHEP, 2009 . - 24 p. (IHEP Issue Brief)

**Abstract** : This issue brief focuses on how transitions within and between education systems affect access to higher education in four countries: the Netherlands, South Africa, Ukraine, and the United States. These four countries provide a diverse palette for demonstrating how issues surrounding access to higher education differ around the world. Findings reveal that increasing access to higher education depends on the history of the country and its relative stage of development, its primary and secondary education system, the demographics and various opportunities offered to pupils, the legal framework, and the policy initiatives taken.

**URL** : [http://www.ihep.org/assets/files/publications/a-f/\(Issue Brief\) The Effect of Transitions on Access to Higher Education.pdf](http://www.ihep.org/assets/files/publications/a-f/(Issue%20Brief)%20The%20Effect%20of%20Transitions%20on%20Access%20to%20Higher%20Education.pdf)

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## Africa

**Higher Education in Africa: the challenges ahead** / Goolam Mohamedbhai . - In: Higher Education Forum, v. 8, pp. 23-36, March 2011

**Abstract** : This paper addresses some of the important challenges that African higher education faces as it moves forward into the 21st century. These include: increasing access and enrolment, considering that tertiary enrolment in Africa is the lowest in the world; ensuring adequate funding at a time when funds are scarce and are likely to remain so; improving research output, which again is extremely low compared to other parts of the world; and satisfying quality assurance requirements, now a necessity for all higher education institutions around the world.

**URL** : [http://en.rihe.hiroshima-u.ac.jp/pl\\_default\\_2.php?bid=103614](http://en.rihe.hiroshima-u.ac.jp/pl_default_2.php?bid=103614)

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**Privatisation and private higher education in Kenya: implications for access, equity and knowledge production** / Ibrahim Ogachi Oanda, Fatuma N. Chege, Daniel M. Wesonga / Council for the Development of Social Science Research in Africa [CODESRIA] . - Dakar : CODESRIA, 2008 . - 108 p. (CODESRIA Book Series)  
Tabl. Bibl. . - ISBN 978-2-86978-218-1

**URL** : <http://www.codesria.org/spip.php?article1394>

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## Arab States

**A Qatari perspective on women in the engineering pipeline : an exploratory study** / Noor Fauziah Sualiaman, Hend AlMuftah . - In: European Journal of Engineering Education, v. 35, no. 5, pp. 507-517, October 2010  
ISSN 0304-3797

**Abstract** : Under-representation of women in engineering has received a great deal of attention, but remains limited largely to a Western context. This article aims to unveil the barriers to progress, tracking the performance and the emerging trend of success at the undergraduate level of women in engineering in a different cultural dimension. Secondary research, particularly statistical data of female undergraduate engineering students at Qatar University (QU), is used in this study. Findings show that the booming economic development and access to modern education are the key drivers that change the position of women in Qatari society. A shift away from a masculine-dominated society to a more balanced masculine/feminine society was identified as the impetus for better enrolment and achievement of female engineering students in Qatar. Similar to the trend in the USA, recruitment and not retention was the reason behind the under-representation of female undergraduate engineering students at QU.

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**Access and equity in financing higher education: the case of Morocco** / Mohammed Bougroum, Aomar Ibourk / UNESCO. International Bureau of Education [IBE] . - In: Prospects: quarterly review of comparative education, v. XLI(41), no. 1 / 157, pp. 115-134, March 2011

Incl. bibl. . - ISSN 0033-1538

**Abstract :** This paper explores the higher education financing policy in Morocco in light of the central issue of equity. First, it surveys the current situation, using a critical approach to the present financing policy, and looking at the three dimensions of adequacy, efficiency, and equity. Second, it describes the principal policy challenges in financing higher education. Third, it presents several public policy proposals likely to bring changes to the financing policy in order to meet these challenges. The analysis shows that the sustainability and the equity of the current financing system are undermined by the dysfunctions introduced by the private/public split in the higher education system and the lack of a clear political strategy pertaining to the medium of instruction.

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**Implications of financing higher education for access and equity: the case of Syria** / Nader Kabbani, Siba Salloum / UNESCO. International Bureau of Education [IBE] . - In: Prospects: quarterly review of comparative education, v. XLI (41), no. 1 / 157, pp. 97-113, March 2011

Incl. bibl. . - ISSN 0033-1538

**Abstract :** This article examines the implications for access and equity of the Syrian government's efforts to reform higher education in the country over the past decade. In the context of social and economic reforms that are moving the country from a state-controlled to a social market economy, it focuses on adequacy in financing higher education, as well as efficiency and equity. Significant progress has been made in access to higher education. The government has introduced a variety of options for accessing higher education, resulting in a doubling of enrolled students over the past 10 years. In terms of equity, the gender gaps in higher education enrollment and completion have all but disappeared nationally, although regional variations persist. The study raises concerns about the system's internal and external efficiency: despite some improvements, the quality of the curricula and their relevance for the labour market remain serious issues. (Publisher).

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## Asia and the Pacific

**Access, equity, and capacity in Asia-Pacific higher education** / Deane E. Neubauer, Yoshiro Tanaka, Eds. . - Basingstoke : Palgrave Macmillan, 2011 . - 246 p. (International and Development Education)

ISBN 978-023010-110-4

**Abstract :** In the face of regional trends including growing tuition fees, the increase of private higher education and the privatisation of public higher education, efforts to increase access for students from disadvantaged groups differ between countries in Asia. An introduction of these regional features is followed by chapters analysing country-specific developments in access, equity and capacity, within China, Japan, India, Indonesia, Vietnam, the Philippines, Korea, and Malaysia. Two essays focus on how rapid expansion of higher education capacity in Taiwan directed at improving access has led to excess higher education capacity. Implications for quality are explored. Two concluding essays examine the trade-offs made within public policy implementation in the region; and transborder education, which has a very strong presence in several Asia-Pacific countries, as a specific cipher for access.

**Classmark :** ASI-35 NEU

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**Factors affecting intention to leave in the first, second and third year of university studies: a semester by semester investigation** / Lesley Willcoxson . - In: Higher Education Research and Development, v. 29, no. 6, pp. 623-639, December 2010

ISSN 0729-4360 . - Online ISSN 1469-8366

**Abstract :** As most research into attrition and retention has focused on attrition during the first year of studies, we know little about the relationship between students' experience of subsequent years and their decisions to withdraw from university. This paper addresses this gap in research by examining the relationship between students' intention to withdraw from studies and their experience of university in each of the three years of Business degree studies. This empirical research indicates that the factors affecting intention to withdraw are differentiated not only by year but also by semester of study.

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**National unity and ethnic identity in a Vietnamese university** / Linh T Tran, Pierre G. Walter . - In: Comparative Education Review, v. 54, no. 3, pp. 483-511., November 2010

ISSN 0010-4086

**Abstract :** Vietnam is one of many postcolonial states in Asia grappling with mixed success with issues of national identity and minority education - although ethnic minority groups comprise 14 percent of Vietnam's population, they account for

less than 1 % of the enrollment in university programs. To date, there has been little research on ethnic minority students in Vietnamese higher education. This article discusses the ways in which Vietnam's educational policies for ethnic minorities are enacted in the bachelor of arts (BA) program in ethnic minority cultures (EMC) at the Hanoi University of Culture (HUC). This programme is primarily intended for ethnic minority students who will be employed as government "cultural cadres" in minority areas upon graduation. The study examines (a) government and institutional policy on education for ethnic minority students, (b) BA program curricula, (c) faculty perspectives, and (d) ethnic minority students' self-perceptions of their educational experience in the program. The authors also discuss how Vietnam's educational policies toward ethnic minority culture compare to other socialist and non-socialist countries in Southeast Asia.

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**Privatisation and marketisation of higher education in Indonesia: the challenge for equal access and academic values** / Dewi Susanti . - In: Higher Education, v. 61, no. 2, pp. 209-218, February 2011  
ISSN 0018-1560 . - Online ISSN 1573-174X

**Abstract** : Increasing costs of running educational institutions and funding educational programs, coupled with decreasing government subsidies to support such costs, have made privatisation and marketisation of higher education a common phenomenon throughout the world. The article presents the development of this trend in Indonesia utilizing two recent government regulations: Badan Hukum Milik Negara (BHMN/State Owned Legal Institution) law of 1999, and Badan Hukum Pendidikan (Educational Legal Institution) law of 2009. Three main criticisms to the regulations include impartiality towards low-income students, the government's reduced responsibility and commitment to education, and commercialization of public universities. The article argues that the regulations and their main criticisms have failed to address the underlying causes to educational inequity and the lack of emphasis on the impacts of privatisation and marketisation on academic values and purposes of higher education. The article emphasizes the need to revisit the purposes of higher education, to reinforce academic standards and values, and to strengthen the teaching profession.

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**The barrier of the written word: analysing universities' policies to students with print disabilities** / Paul Harpur, Rebecca Loudoun / 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. 2, pp. 153-167, April 2011  
ISSN 1360-080X . - Online ISSN 1469-9508

**Abstract** : One of the biggest challenges confronting university students with print disabilities, such as blindness, is accessing the written word. In the past it was necessary to read text books onto cassette tape or turn them to Braille so these students could access the text books. Technological advances are making university life increasingly accessible for students with print disabilities. Using a combination of survey data and policy searches, the paper examines whether Australian universities are enabling students with print disabilities to take advantage of these technological advances. Results revealed that Australian universities are not ensuring that students with print disabilities have timely access to textbooks required for their university studies as a result of a combination of factors including inefficiencies caused by the statutory agency which regulates copyright, and by some universities having policies to provide minimal support to these students. These findings are discussed alongside a range of reforms which take into consideration publishers' copyright concerns, universities' cost limitations and the desire of students with print disabilities to gain access to textbooks.

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**Exploring barriers to higher education in protracted refugee situations : the case of Burmese refugees in Thailand** / Barbara Zeus . - 2011 . - pp. 256-276, v. 24, no. 2, pp. 256-276, 2011  
Incl. bibl., abstract

**Abstract** : Growing up in a refugee camp, many young people are eager to attain Higher Education but lack the opportunities and freedoms their non-refugee peers enjoy. This article explores three main assumptions surrounding barriers to Higher Education in Protracted Refugee Situations both theoretically as well as in relation to the particular case of Burmese refugees in Thailand. Following a rights-based approach and adopting post-structural theories, this literature-based article demonstrates how dominant educational discourse emphasizes externalities and thereby neglects the practical realization of the individual's right to Higher Education, while powerful narratives of refugees as dependent victims have shaped reality in justifying mechanisms for international protection and incapacitating refugees. The article concludes that Higher Education could be both a means to refugee empowerment and a form of empowerment.

URL : <http://jrs.oxfordjournals.org/current.dtl>

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## Europe and North America

**Appréhender les inégalités dans et par l'enseignement supérieur : spécificités des mesures, spécificité des processus ?** / Marie Duru-Bellat / Centre national de la recherche scientifique [CNRS][France]. Observatoire sociologique du changement [OSC] . - Paris : OSC, 2009 . - 13 p. (Notes et documents, 2009/04), 13 p., 2009  
Bibl. Tabl.

Classmark : P

URL : [http://osc.sciences-po.fr/publication/nd\\_2009\\_04.pdf](http://osc.sciences-po.fr/publication/nd_2009_04.pdf)

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**An examination of barriers to pursuing PSE and potential Solutions : final report** = Un examen des obstacles à la poursuite des EPS et des solutions pour les surmonter : rapport final / Canada. Council of Ministers of Education [CMEC]; Canada Millennium Scholarship Foundation . - Toronto : CMEC, 2009 . - 90 p.

URL : <http://www.cmec.ca/Publications/Lists/Publications/Attachments/196/EKOS-FINAL-16-03-09-An-exam-of-barriers-EN.pdf>

<http://www.cmec.ca/Publications/Lists/Publications/Attachments/196/EKOS-FINAL-16-03-09-An-exam-of-barriers-FR.pdf>

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**Barreras de género en el desarrollo profesional de la mujer universitaria** / Trinidad Donoso, Pilar Figuera, Maria Luisa Rodriguez Moreno . - In: Revista de Educación, no. 355, pp. 187-212, Mayo-Agosto 2011  
ISSN 0034-8082

**Abstract** : The purpose of the research is to identify the factors that act as gender barriers for university students as regards their professional project. The objectives are: (a) to identify the importance university students give to work and the perception of gender roles in the labour market; (b) to establish how the women in the sample aspire to leadership and their relationship with the fear of a negative assessment, and (c) to analyze attitudes to social networks and their value in professional development. The research was carried out amongst a group of 298 students from the Faculties of Pedagogy and Teacher Training at the University of Barcelona. The methodology combined qualitative and quantitative data collection. The results show that university students have high professional goals but seek compatibility between their work and other vital roles. In connection with future aspirations, they are positioned in favour of leadership of an expert type as opposed to corporate leadership. Perhaps for this reason, they are not inclined to create social networks for exclusively professional purposes and advocate more cooperative networks. Finally, fear of a negative assessment may be the barrier that could most condition the professional progress of women university graduates.

URL : [http://www.revistaeducacion.educacion.es/re355/re355\\_08.pdf](http://www.revistaeducacion.educacion.es/re355/re355_08.pdf)

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**Differentiation and work: inequality in degree attainment in U.S. higher education** / Josipa Roksa . - In: Higher Education, v. 61, no. 3, pp. 293-308, March 2011  
ISSN 0018-1560 . - Online ISSN 1573-174X

**Abstract** : Research indicates that degree completion in a differentiated system of higher education is related to students' employment patterns. Students who begin their educational journeys in community colleges as well as students from less advantaged family backgrounds are more likely to dedicate longer hours to paid employment, which has negative consequences for degree attainment. Employment patterns contribute to gaps in degree completion among students from different family backgrounds and to a lesser extent to inequality in degree completion between students beginning postsecondary education in community colleges vs. 4-year institutions. A more complex set of patterns is revealed when examining the relationship between employment, family background, and degree attainment across different institutional types and educational credentials.

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**Ouverture sociale des grandes écoles : livre blanc des pratiques premiers résultats et perspectives** / Conférence des grandes écoles [France] . - Paris : CGE, 2011 . - 81 p.

Classmark : FR-35 CGE

URL : [http://www.cge.asso.fr/cadre\\_pres.html](http://www.cge.asso.fr/cadre_pres.html)

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**Gender and the changing face of higher education: A feminized future?** / Carole Leathwood, Barbara Read / Society for Research into Higher Education [SRHE][UK] . - Maidenhead, UK, New York : Open University Press, 2009 . - 224 p.

ISBN 978-0335227136

**Abstract** : This book takes a feminist perspective to examine changes in higher education and women's participation in it,

with a specific focus on the UK. Following the increase of women students, the authors describe a "moral panic" fearing the feminisation of the academy. The authors argue that except for the numerical increase of women in higher education, universities are still male-dominated both in terms of academic culture and management practices and assert that the "gender neutrality" taken for granted in the academic world does not exist. To explain this, the authors look at institutional identities, student identities, academic identities and academic practices.

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**Women see value and benefits of College; men lag on both fronts** / Pew Research Centre [USA] . - Washington, DC : Pew Research Centre, 2011 . - 20 p.

**Abstract** : Women outpace men by significant numbers in college enrollment and completion in the United States. This survey of 2,142 adults found that they women have a more positive view than men about the value higher education provides. Other findings were more women than men question the affordability of higher education; and that women graduates from college are more likely than their male counterparts to report that their parents financed their education.

URL : <http://pewsocialtrends.org/files/2011/08/Gender-and-higher-ed-FNL-RPT.pdf>

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**Race for equality : a report on the experiences of Black students in further and higher education** / National Union of Students [UK] . - London : NUS, 2011 . - 68 p.

**Abstract** : This report is based on a survey of 900 students in the UK with African, Asian and Caribbean backgrounds. The survey found that while most students were positive about their institution, some black students felt that they are being actively excluded from elite institutions, such as the Russell Group of universities, because of institutional racism in the application process. Some respondents said that they had chosen to attend institutions which were ethnically diverse in order to minimise the chances of experiencing racism. In terms of course content, many students surveyed called for more diverse perspectives in disciplines such as history, art and politics.

URL : [http://www.nus.org.uk/PageFiles/12350/NUS\\_Race\\_for\\_Equality\\_web.pdf](http://www.nus.org.uk/PageFiles/12350/NUS_Race_for_Equality_web.pdf)

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**Recherches et actions en faveur de la réussite en première année universitaire : vingt ans de collaboration dans la Commission "Réussite" du Conseil interuniversitaire de la Communauté française** / Philippe Parmentier / Conseil interuniversitaire de la communauté française de Belgique . - Brussels : CIUF, 2011 . - 79 p.

**Abstract** : This report analyses issues related to success in the first year of university study such as what is the failure rate after the first year at university ; what is good counselling to choose one's university studies?; how can language competences be developed?

URL : <http://www.ciuf.be/cms/commission-reussite/index.php>

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**Réduire de moitié le décrochage universitaire** / France. Ministère de l'éducation nationale de l'enseignement supérieur et de la recherche . - Paris : 2011 . - 146 p.

**Abstract** : The report on university drop-outs shows that about one student out of five (19 %) leaves higher education without a diploma. It encourages a better follow-up of weak students, more pedagogy on the part of teachers and quotas for students with the technical and professional baccalauréat.

URL : <http://lesrapports.ladocumentationfrancaise.fr/BRP/114000315/0000.pdf>

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**Satisfaction with higher education : critical data for student development** / Maria De Lourdes Machado, Rui Brites, António Magalhaes, Maria José Sá . - In: European Journal of Education, v. 46, no. 3, pp. 415-432, September 2011 ISSN 0141-8211 . - Online ISSN 1465 3435

**Abstract** : Meeting student needs and stimulating and enhancing their development are crucial challenges for higher education institutions worldwide. This article focuses on a national study in Portugal designed to measure students' expectations and satisfaction with their experience.

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**The role of mentoring in college access and success** / Institute for Higher Education Policy [IHEP][US] . - Washington, DC : IHEP, 2011 . - 10 p. (IHEP Issue Brief)

**Abstract** : This Research to Practice brief distills and synthesizes scholarly research specifically as it pertains to the role of mentoring to promote college access and success.

URL : [http://www.ihep.org/assets/files/publications/m-  
r/THE\\_ROLE\\_OF\\_MENTORING\\_IN\\_ACCESS\\_AND\\_SUCCESS\\_FINAL\\_Spring\\_2011.pdf](http://www.ihep.org/assets/files/publications/m-<br/>r/THE_ROLE_OF_MENTORING_IN_ACCESS_AND_SUCCESS_FINAL_Spring_2011.pdf)

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**Portraits : initial college attendance of low-income young adults** / Institute for Higher Education Policy [IHEP][US] . - Washington, DC : IHEP, 2011 . - 10 p. (IHEP Issue Brief)

**Abstract** : This brief presents data suggesting that poverty still matters a great deal in terms of the types of institutions at which young adults are initially enrolling. In particular, that low-income students, between ages 18 and 26 and whose total household income is near or below the federal poverty level, are likely to be overrepresented at for-profit institutions and are likely to be underrepresented at public and private nonprofit four-year institutions.

URL : [http://www.ihep.org/assets/files/publications/m-r/Portraits-Low-Income\\_Young\\_Adults\\_Attendance\\_Brief\\_FINAL\\_June\\_2011.pdf](http://www.ihep.org/assets/files/publications/m-r/Portraits-Low-Income_Young_Adults_Attendance_Brief_FINAL_June_2011.pdf)

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**Unlocking potential : results of a national survey of postsecondary education in state prisons** / Institute for Higher Education Policy [IHEP][US] . - Washington, DC : IHEP, 2011 . - 24 p. (IHEP Issue Brief)

**Abstract** : This brief provides results from a national survey sent to state correctional education administrators about postsecondary education programs in their prison systems. Areas studied included student enrollments and completions, instructional methods, eligibility requirements, and funding sources.

URL : [http://www.ihep.org/assets/files/publications/s-z/Unlocking\\_Potential-PSCE\\_FINAL\\_REPORT\\_May\\_2011.pdf](http://www.ihep.org/assets/files/publications/s-z/Unlocking_Potential-PSCE_FINAL_REPORT_May_2011.pdf)

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**From students to consumers : reflections on the marketisation of Portuguese higher education** / Sonia Cardoso, Teresa Carvalho, Rui Santiago . - In: European Journal of Education, v. 46, no. 2, pp. 271-284, July 2011  
ISSN 0141-8211 . - Online ISSN 1465 3435

**Abstract** : According to the authors, the replacement of traditional public administration values by market mechanisms usually referred to as New Public Management can be observed in higher education institutions (HEIs) transforming students into clients or consumers. The present study focuses on HEIs communication strategies, where a shift is observed: 'institutional information', based on HEIs' prestige, is being progressively replaced by 'marketed information'. Qualitative research was undertaken based on content analysis of undergraduate degree advertisements placed by HEIs in Portuguese newspapers. The findings showed that course advertisement content: (1) can be classified in a continuum bounded by two poles: the use of 'institutional information' and the use of 'marketed information'; (2) the presence of a social representation of students as clients or consumers; (3) differed between public and private HEIs; positioning in the HE system (universities and polytechnics); and 'symbolic capital' (traditional vs. new institutions).

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**"Quietly stripping the pastels": the undergraduate gender gap** / Tamara Yakoboski / Association for the study of higher education [ASHE][USA] . - In: The Review of Higher Education, v. 34, no. 4, pp. 555-580, Summer 2011  
ISSN 0162-5748 . - Online ISSN 1090-7009

**Abstract** : The "new" gender gap refers to women as the majority of the undergraduate student population, and the national newspaper discourse on this trend represents a value system that translates into societal implications and potential policy. The media portrays a "boy crisis" with male students as the victims of female students' enrollment success. The guiding objective in this feminist discourse analysis is to identify and analyse the rhetoric used in three national newspaper sources to highlight the gendered stereotypes that shape public and higher education opinions and is harmful to the success of both men and women students. (Publisher).

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**A typology of institutional Loan Replacement Grant initiatives for low- and moderate-income students** / Adam Joseph Argaylis Lips / Association for the study of higher education [ASHE][USA] . - In: The Review of Higher Education, v. 34, no. 4, pp. 611-655, Summer 2011  
ISSN 0162-5748 . - Online ISSN 1090-7009

**Abstract** : In recent years, growing numbers of four-year institutions have implemented a new type of need-based financial aid policy directed toward low- and middle-income students. These initiatives, referred to here as Loan Replacement Grant (LRG) programs, greatly reduce or eliminate loans in student aid awards and replace them with grants. This paper establishes a LRG definition, summarizes 64 currently active programs, then classifies them according to a typology developed through an analysis of programmatic characteristics, producing eight distinct types. Presentation of the LRG definition, program specifics, and typology act to organize these proliferating need-based initiatives and will facilitate future research.

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**Do pre-entry interventions usch as 'Aimhigher' impact on student retention and success? : a review of the literature** / Liz Thomas / Society for Research into Higher Education [SRHE][UK] . - In: Higher Education Quarterly, v. 65, no. 3, pp. 230-250, July 2011  
ISSN 0951-5224 . - Online ISSN 1468-2273

**Abstract :** This paper reviews the potential impact of pre-entry widening access interventions on student retention and success in higher education. It thus addresses two contemporary policy concerns: What is the impact of pre-entry widening access interventions; and how can we improve student retention and success? A review of academic and practitioner literature finds limited research about the impact of pre-entry interventions in general and very little on the impact of pre-entry interventions on students' retention and success in higher education. A review of the research, however, identifies the importance of factors which pre-entry interventions address: pre-entry decision making, expectations about higher education and academic preparation. To date, however, the impact of pre-entry interventions on retention in higher education has been largely ignored. Thus pre-entry activities, such as Aimhigher, should be evaluated for their impact on student retention. The paper offers an outline evaluation framework, including evaluation topics and suggested key performance indicators to bridge this gap.

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**Expansion, differentiation, and the persistence of social class inequalities in British higher education / Vikki Boliver . - In:** Higher Education, v. 61, no. 3, pp. 229-242, March 2011  
ISSN 0018-1560 . - Online ISSN 1573-174X

**Abstract :** Conventional political wisdom has it that educational expansion helps to reduce socioeconomic inequalities of access to education by increasing equality of educational opportunity. The counterarguments of Maximally Maintained Inequality (MMI) and Effectively Maintained Inequality (EMI), in contrast, contend that educational inequalities tend to persist despite expansion because those from more advantaged social class backgrounds are better placed to take up the new educational opportunities that expansion affords (MMI) and to secure for themselves qualitatively better kinds of education at any given level (EMI). This paper sets out to test the predictions of the MMI and EMI hypotheses against empirical data for the case of Britain where higher education expanded dramatically during the 1960s and again during the early 1990s. The results show that quantitative inequalities between social classes in the odds of higher education enrolment proved remarkably persistent for much of the period between 1960 and 1995, and began to decline only during the early 1990s, after the enrolment rate for the most advantaged social class had reached saturation point. Throughout this same 35 year period, qualitative inequalities between social classes in the odds of enrolment on more traditional and higher status degree programmes and at 'Old' universities remained fundamentally unchanged. In short, social class inequalities in British higher education have been both maximally and effectively maintained.

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**Higher education expansion and differentiation in the Republic of Ireland / Selina McCoy, Emer Smyth . - In:** Higher Education, v. 61, no. 5, pp. 243-260, May 2011  
ISSN 0018-1560 . - Online ISSN 1573-174X

**Abstract :** This article explores social class and gender differences in entry to the two main higher education sectors, universities and institutes of technology, among school leavers in Ireland over the period 1980–2006. A rational choice perspective is adopted, with participation hypothesised to reflect the costs and benefits attaching to attending the two types of institution. The initial expansion of higher education resulted in a widening of the participation gap between the higher professional and other groups, with some reduction thereafter as higher professional groups reached near-saturation levels. The removal of higher education tuition fees in 1996 was not sufficient to increase working-class participation in a context where other direct costs remained high and employment represented an attractive option. The period analysed saw a significant shift in the gender composition of higher education entrants, with young women now making up the majority. This article points to the value of taking a dynamic approach to analysing higher education participation, unpacking the effects of expansion in provision and of the costs and benefits attached to higher education entry.

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**Differentiation and social selectivity in German higher education / Stefan Schindler, David Reimer . - In:** Higher Education, v. 61, no. 3, pp. 261-275, March 2011  
ISSN 0018-1560 . - Online ISSN 1573-174X

**Abstract :** This paper investigates social selectivity in access to higher education in Germany and, unlike most previous studies, explicitly devotes attention to semi-tertiary institutions such as the so-called universities of cooperative education. The authors seek to understand which factors influence upper secondary graduates from different social backgrounds in their choices of diverse tertiary institutions in Germany. They found that scholastic performance, expected job security, study duration, monetary costs and preferences for study content considerably contribute to the creation of socially selective choice patterns of post-secondary careers. The characteristics of semi-tertiary institutions, such as universities of cooperative education that combine firm-based training with tertiary education, constitute a potential alternative that could reduce inequities in access to higher learning.

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## Europe and North America; Latin America and the Caribbean

**The democratisation of access and success in higher education the case of Portugal and Brazil** / Diana Dias, Claisy Marinho-Araujo, Leandro Almeida, Alberto Amaral / OECD Programme on Institutional Management in Higher Education [IMHE] . - In: Higher Education Management and Policy, v. 23, no. 1, pp. 23-42, 2011  
ISSN 1682-3451 . - Online ISSN 1609-6924

**Abstract** : This paper analyses to what extent the phenomenon of mass higher education has really been accompanied by an effective democratisation of access and success in Portugal and Brazil. It looks at the expansion of higher education and discusses how the political system and higher education institutions have responded to the need for better educated populations and increased demand for tertiary education. Equity of access is analysed by comparing the ratio of candidates from different socio-economic backgrounds to overall capacity. This indicates that the apparent democratisation of academic access is in fact only relative; on this basis, there are grounds for concern as disadvantaged social backgrounds seem to generate high rates of academic failure and dropout.

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## Latin America and the Caribbean

**Modelo de selección para el ingreso a la educación superior: el caso de la UACH** / Asociación Nacional de Universidades e Instituciones de Educación Superior [ANUIES] . - In: Revista de la Educación Superior, v. 39, no. 156, octubre-diciembre 2010  
ISSN 0185-2760

**Abstract** : The authors present an inclusive model of selection for the admission to higher education at the Universidad Autónoma Chapingo (UACH). The main purpose is to contribute to reduce inequality in access to educational opportunities for economically and socially marginalized young people and to recover the founding values of the university. First, the authors demonstrate that access is a problem of inequality for marginalized social groups. Second, a brief characterization of UACH is given to describe its difference from other universities. Third, the stages of the selection model are discussed followed by the most relevant results of its application in 2008 and 2009

**URL** : [http://www.anui.es/servicios/p\\_anui.es/publicaciones/revsup/156/pdf/04\\_modelo\\_de\\_seleccion.pdf](http://www.anui.es/servicios/p_anui.es/publicaciones/revsup/156/pdf/04_modelo_de_seleccion.pdf)

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**Las puertas del ingreso a la educación superior : el caso del concurso de selección a la licenciatura de la UNAM** / Carlota Guzman Gomez, Olga Victoria Serrano Sanchez / Asociación Nacional de Universidades e Instituciones de Educación Superior [ANUIES] . - In: Revista de la Educación Superior, v. 40, no. 157, pp. 31-53, Enero-Marzo 2011  
ISSN 0185-2760

**Abstract** : Personal, academic, socioeconomic and cultural factors are analysed regarding their impact in terms of access to the higher education system, taking the case of the competitive selection process to the undergraduate level at UNAM for 2006-2007. The results show that applicants with a higher probability of entering are older male students, coming from medium and higher income backgrounds, with higher than average grades, that have studied in private schools and who have access to cultural and educational resources.

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## ■ Higher Education and EFA

**Desarrollo y Cultura tras los Objetivos del Milenio : Consecuencias en la Cooperación Educativa Internacional /**  
Inmaculada Gonzalez Perez . - In: Revista Espanola de Educacion Comparada, no. 17, pp. 31-64, 2011  
ISSN 1137-8654

URL : [http://www.uned.es/reec/pdfs/17-2011/02\\_gonzalez.pdf](http://www.uned.es/reec/pdfs/17-2011/02_gonzalez.pdf)

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## Africa / Asia and the Pacific

**Education des adultes et développement /** Institut für International Zusammenarbeit des Deutschen Volkshochschul-Verbandes [DVV International][Germany] . - no. 76, pp.1-250, 2011  
Also published in English and German . - ISSN 0935-8161

**Abstract :** Ce périodique est divisé en 5 sections : Apprentissage en ligne, Education et l'environnement, l'éducation des femmes, l'éducation populaire et la politique éducative. Contents : Lire, écrire et compter, une aventure numérique (Crystal Kigoni); Les kiosques Internet ruraux: l'autonomisation par l'information dans l'Afrique rurale (Nnenna Nwakanma); Autonomiser les femmes au moyen des TIC (Ignatz Heinz); L'e-éducation pour des populations et des récifs coralliens en bonne santé (Ursula Suter-Seuling); Les TIC au service des petits agriculteurs du Kenya (Martha Farrell/Mandakini Pant); Apprentissage ouvert et à distance par Internet – Défis et potentiels nouveaux (Stanley Mpofo/Christina Muller ; Du réchauffé au recherché – L'éducation en ligne au Zimbabwe Climat Asie-Pacifique – Pourquoi l'éducation au changement climatique? (Lawrence Hoba/Hillary J. Musarurwa) ; PENYA: Lutter contre le changement climatique grâce au savoir (Marcos Sorrentino/Simone Portugal/Moema Viezzer) ; REAJA ! L'éducation environnementale des jeunes et des adultes (Alan Tuckett); Rejoignez-nous! (Siân Davies/Heila Lotz-Sisitka/Rob O'Donoghue) ; Apprendre par le biais de récits et de métaphores (Moema L. Viezzer) ; L'égalité des genres dans l'éducation environnementale ; Égalité des sexes, réchauffement climatique et éducation au développement durable (Marcela Ballara); Financer l'égalité des sexes dans tous les secteurs: comment progresser? (Alhassane Souare) ; Femmes et développement rural: les impacts de Reflect (Fazalur Rahman/Nabi Bux Jumani/Khadija Bibi) ; L'éducation non formelle au Pakistan: une panacée pour le développement des femmes Éducation populaire et pédagogie (Simón Rodríguez) ; Sans l'éducation populaire, il n'y aura pas de vraie société (Nélida Céspedes Rossel) ; Une perspective pour l'éducation tout au long de la vie (Moussa Gadio) L'approche Reflect et la transformation sociale au Mali (Lamphoune Luangxay/Mathias Pfeifer) ; Les défis que posent au Laos l'introduction d'approches innovantes de l'éducation des adultes; Introduction: Politique éducative (AAEA) ; Commentaires sur la future politique de développement de l'Union Européenne (Mary Robinson) ; Déclaration sur le leadership des femmes en matière de justice climatique (Sofía Valdivielso) ; Langue, genre et égalité (Uwe Gartenschlaeger); Éducation des adultes pour tous – XIIIe Congrès de l'éducation des adultes (Volkshochschultag).

URL : [http://www.iiz-dvv.de/index.php?article\\_id=1193&clang=2](http://www.iiz-dvv.de/index.php?article_id=1193&clang=2)  
; [http://www.iiz-dvv.de/index.php?article\\_id=1193&clang=1](http://www.iiz-dvv.de/index.php?article_id=1193&clang=1)

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## Europe and North America

**La responsabilidad social universitaria como desafío para la gestión estratégica de la Educación Superior : el caso de España = The university social responsibility as a challenge to the strategic management of Higher Education : the case of Spain /** Ricardo Gaete Quezada . - In: Revista de Educación, no. 355, pp. 109-133,  
[http://www.revistaeducacion.educacion.es/re355/re355\\_04.pdf](http://www.revistaeducacion.educacion.es/re355/re355_04.pdf)  
ISSN 0034-8082

**Abstract :** The main purpose of the study is to provide some theoretical foundations for building a framework to analyse the concept of social responsibility of universities today. The paper analyzes the current development of this concept in Spain, cataloging the various institutional initiatives. The author concludes that university social responsibility in Spain focuses on management and regulatory approaches, while stressing voluntary action and development cooperation.

URL : [http://www.revistaeducacion.educacion.es/re355/re355\\_05.pdf](http://www.revistaeducacion.educacion.es/re355/re355_05.pdf)

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## Latin America and the Caribbean

**Pour un pacte national sur l'éducation en Haïti /** Haïti. Groupe de Travail sur l'Education et la Formation [GTEF] . - Port-au-Prince, Haïti : GTEF, 2011 . - 332 p.  
ISBN 978-99935-7-536-8

**Abstract :** Ce rapport détaille les besoins post-séisme du système éducatif en Haïti ainsi que les dispositions du Pacte,

et leur financement, conclu entre le Gouvernement Haïtien, les partis politiques et la Société civile pour la période 2010-2030. Couvrant tous les niveaux de l'enseignement, le pacte met l'accent sur l'enseignement supérieur, qui doit être reconstruit à 80 % et qui est appelé à jouer un rôle clé dans l'effort de reconstruction du pays grâce à sa capacité de formation des cadres pour l'entreprise, l'administration centrale et des collectivités, mais grâce surtout au rôle de soutien qu'il est appelé aussi à jouer par rapport aux autres niveaux du système éducatif.

**Classmark :** HAI-3 GTE

**URL :** [http://cbcsq.gq.net/sites/1678/documents/dossiers/pacte\\_national\\_pour\\_education.pdf](http://cbcsq.gq.net/sites/1678/documents/dossiers/pacte_national_pour_education.pdf)

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## ■ Intercultural dialogue

### Europe and North America

**Not by bread alone** / Sjur Bergan / Council of Europe . - Strasbourg : Council of Europe Publishing, 2011 . - 266 p.  
(Council of Europe Higher Education Series, 17)  
ISBN 978-92-871-6971-6

**Abstract** : This book comprises essays on the missions of higher education, public responsibility and qualifications. Higher education is viewed as a key factor in developing modern societies and in intercultural dialogue. The book argues that to fulfill its role, higher education needs to prepare for citizenship as well as employment. Contents: Section I. The missions of higher education: Higher education, governance and democratic participation: the university and democratic culture; Democracy: institutions, laws, culture and the role of higher education; Higher education between market and values; The European Higher Education Area: challenges for the next decade; Developing attitudes to intercultural dialogue: the role of higher education; Safeguarding ethics and values in higher education: a shared responsibility; Section II. Public responsibility: Higher education as a "public good and public responsibility": what does it mean; Public responsibility and institutional autonomy: where is the balance?; Academic freedom and institutional autonomy: impact on international students; Institutional autonomy between myth and responsibility; Reflections on ranking in Europe. Section III. Qualifications and recognition; Qualifications: purposes, functions and contexts; The European Higher Education Area in the global context: the case of recognition; Recognition 2010: opportunities from which we cannot run away ; Approaches to recognition: a question of two cultures?; Qualifications frameworks: an instrument to resolve substantial differences?

**Classmark** : EUR-341 COU

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### **Exploring a framework for interculturally competent teaching in diverse classrooms : an American perspective /**

Karla K. Deardorff / European Association for International Education [EAIE][Netherlands] . - In: Internationalisation of European Higher Education . - Stuttgart : RAABE, 2011  
Bibl. 8th Supplement. . - ISBN 978-8183-0543-7

**Abstract** : What is necessary for successful intercultural classrooms? It often begins with interculturally-competent teaching. This paper explores a research-based framework for intercultural competence, comprised of specific attitudes, skills, and knowledge which can be used to help teachers become more interculturally competent. Reflection questions are included that teachers can use to improve their own intercultural competence. In addition, the paper outlines some concrete actions steps that can be taken in developing a more interculturally-competent teaching practice.

**Classmark** : EUR-3 EUA

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## ■ Internationalization

**Borderless 2011 : Perspectives on the Future** / Observatory on Borderless Higher Education [UK] . - London : OBHE, 2011

**Abstract** : This report summarises current trends in internationalization, including greater institutional autonomy, public/private convergence, entrepreneurial management, civic engagement. These suggest that socio-economic and political rationales increasingly drive borderless developments. Other trends – open learning and higher education for sustainable development – are the result of leaders championing the needs and wants of an increasingly mobile and non-traditional global learning community. With the reconsideration of education as a public good, quantum shifts are occurring, and a professionalized approach to higher education as commodity is taking place, blurring once traditional boundaries between government, higher education and industry. All of them, however, are seeking to identify the current parameters necessary to consider, when developing and implementing borderless higher education initiatives in the changed environment of a new decade.

URL : [http://www.obhe.ac.uk/documents/view\\_details?id=864](http://www.obhe.ac.uk/documents/view_details?id=864)

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**Eight questions about brain drain** / John Gibson, David McKenzie / World Bank . - Washington DC : World Bank, 2011 . - 28 p.

**Abstract** : This paper builds upon a new wave of empirical research to answer eight key questions underlying much of the brain drain debate: 1) What is brain drain? 2) Why should economists care about it? 3) Is brain drain increasing? 4) Is there a positive relationship between skilled and unskilled migration? 5) What makes brain drain more likely? 6) Does brain gain exist? 7) Do high-skilled workers remit, invest, and share knowledge back home? and 8) What do we know about the fiscal and production externalities of brain drain?

URL : [http://www-wds.worldbank.org/external/default/WDSContentServer/IW3P/IB/2011/05/24/000158349\\_20110524155759/Rendered/PDF/WPS5668.pdf](http://www-wds.worldbank.org/external/default/WDSContentServer/IW3P/IB/2011/05/24/000158349_20110524155759/Rendered/PDF/WPS5668.pdf)

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**Who goes where and why? : an overview and analysis of global educational mobility** / Caroline Macready, Clive Tucker / Institute for International Education [IIE][USA] . - New York : IIE, 2011 . - 154 p. (Global Education Research Reports , 5)

Incl. Bibl. . - ISBN 978-0-87206-342-6

**Abstract** : Though only around 2% of the world student population is internationally mobile, the number of foreign students enrolled in tertiary education worldwide grew by 85% from 2000-07. This publication describes and analyses current information on student mobility (drawing on OECD, UNESCO and national statistics). Chapter 2 and 3 deal with the 'push' and 'pull' factors drawing internationally mobile students to choose one country over another as their study destination, such as the significance of rankings, courses taught in English, traditional links, migration routes, relative tuition fees, marketing and the value of offering internationally recognised qualifications. Chapter 5 considers the impact of national policies in 15 major host or sending countries giving brief descriptions of their internationalization policies. "Helpful" and "unhelpful" national policies are identified on the basis of good practices in these countries. An in-depth analysis on inward student mobility to the United States is given in Part II of the book focuses on the United States.

**Classmark** : INT-6 IIE

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**Joint and double degree programs in the global context : report on an international survey** / Institute for International Education [IIE][USA] . - New York : IIE, 2011 . - 40 p.

**Abstract** : This report presents the findings of a survey conducted in 2011 in 28 countries, assesses the current landscape of joint and double degree programs and identifies the challenges, opportunities, motivations, and impact of developing such programmes. Globally, a growing number of universities are developing joint and double degree programs, and nearly two thirds of the institutions responding reported that they launched these new degree programmes in the past decade. The study found that a development that largely started in Europe in the 1990s has now become an increasingly important global trend, with 95% of respondents saying they want to develop more joint and double degree programs. Country-specific trends are detailed, for Australia, France, Germany, Italy, the UK, and the U.S.

URL : <http://www.iie.org/en/Research-and-Publications/Publications-and-Reports/IIE-Bookstore/~media/Files/Corporate/Publications/Joint-Double-Degree-Survey-Report-2011.ashx>

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**Global aspirations and strategising for world-class status: new form of politics in higher education governance in Hong Kong** / Ka Ho Mok, Anthony B. L. Cheung / 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. 3, pp. 231-251, June 2011  
ISSN 1360-080X . - Online ISSN 1469-9508

**Abstract :** Against this wider global policy backdrop of globalization, this article reviews major policies introduced and strategies employed by the government and universities higher education institutions of Hong Kong in the quest for world-class status. It critically examines the 'politics of competition' among institutions for both state and non-state resources, in recruiting and retaining global talent, and in internationalising their curricula in order to achieve their global aspirations. It also explores the intra-institutional 'politics' within institutions involving tensions between teaching and research, and among different discipline areas.

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**How do professional mutual recognition agreements affect higher education? Examining regional policy in North America** / Creso Sá, Gavira, Patricia / International Association of Universities [IAU] . - **In:** Higher Education Policy, v. 24, no. 3, pp. 307-330, September 2011  
ISSN 0952-8733 . - Online ISSN 1740-3863

**Abstract :** Professional mutual recognition agreements (MRAs) are one of the policy instruments employed in global and regional trade agreements to facilitate the mobility of skilled labour. While such agreements have been noted in the literature examining cross-border academic mobility, little is known about how they impact higher education. This paper examines the formation of professional MRAs in North America since the passing of the North American Free Trade Agreement (NAFTA), focusing on three fields: engineering, architecture, and accounting. In the three professions, asymmetries characterizing the NAFTA partners led to system-level reforms in Mexico. The paper discusses how and why the institutional arrangements governing professional higher education in the country were 'harmonized' with those of the United States and Canada.

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**Transnational academic mobility and gender** / Heike Jöns . - **In:** Globalisation, Societies and Education, v. 9, no. 2, pp. 183-209, June 2011  
ISSN 1476-7724

**Abstract :** This paper examines to what extent the participation of researchers in transnational academic mobility, their experiences and perceived outcomes vary by gender. Based on longitudinal statistics, original survey data and semi-structured interviews with former visiting researchers in Germany, the paper shows that the academic world of female researchers tends to be less international than that of their male colleagues, particularly in the natural sciences. This situation has improved since the 1980s but significant variations remain by source country, subject, career stage and length of stay. The paper argues that the underlying reasons go far beyond direct gender relationships and suggests that conceptualising transnational academic mobility as an integral part of mobilisation processes in Latourian 'centres of calculation' underlines the need for making this experience accessible to the widest possible range of researchers.

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**Internationalization of higher education: nine misconceptions** / Hans De Wit . - **In:** International Higher Education, no. 64, pp. 6-7, Summer 2011  
ISSN 1084-0613

**Abstract :** Mainstreaming of internationalization assumes a more integral process-based approach of internationalisation. Still there is a predominantly activity- oriented or even instrumental approach towards internationalization. Nine misconceptions are described, whereby internationalization is regarded as synonymous with a specific programmatic or organizational strategy to promote internationalization.

**URL :** [https://htmlbprod.bc.edu/pls/htmlb/f?p=2290:4:1295901854738598::NO:RP,4:P0\\_CONTENT\\_ID:115117](https://htmlbprod.bc.edu/pls/htmlb/f?p=2290:4:1295901854738598::NO:RP,4:P0_CONTENT_ID:115117)

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**Emerging education hubs : the case of Singapore** / Ravinder Sidhu, K.-C Ho, Brenda Yeoh . - **In:** Higher Education, v. 61, no. 1, pp. 23-40, January 2011  
ISSN 0018-1560 . - Online ISSN 1573-174X

**Abstract :** This article analyses the Global Schoolhouse, a key education policy platform that aims to transform Singapore into a knowledge and innovation hub by establishing networks and collaborations with foreign universities. Two Global Schoolhouse initiatives are examined - the alliance between Singapore and MIT (Massachusetts Institute of Technology), and the institutional restructuring aimed at re-modelling the National University of Singapore into a 'leading global university centred in Asia'. It outlines some of the complexities and unanticipated outcomes which emerge when nations and their education institutions seek to globalise.

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## Asia and the Pacific

**Challenging and co-opting globalisation: Singapore's strategies in higher education** / S. Gopinathan, Michael H. Lee / 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. 3, pp. 287-299, June 2011  
ISSN 1360-080X . - Online ISSN 1469-9508

**Abstract** : Since its independence in 1965, Singapore has adopted a developmental state orientation and has placed a strong emphasis on education to meet its socio-economic development needs. In line with its aspirations to be a regional education hub, the Singapore higher education system hosts a number of prestigious institutions and international partnerships. In recent years, research and development spending has been ramped up, specialist research centres have been established and universities have become more research intensive. In this paper, the authors seek an explanation for these distinctive features of the Singapore model of higher education and examine how features of globalisation such as ranking, quality assurance and international collaboration are expressed in the Singapore context.

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**Political projects and micro-practices of globalising education: building an international education industry in New Zealand** / Nicholas Lewis . - In: Globalisation, Societies and Education, v. 9, no. 2, pp. 225-246, June 2011  
ISSN 1476-7724

**Abstract** : This paper examines the framing of globalising education as an industry in New Zealand. It traces the development of industry institutions to promote and regulate cross-border educational relations and practices. The paper argues that the making of a national 'international education industry' has framed entrepreneurial education providers, international students and other subjects and spaces of globalising education for a particular form of governance. Framed as an industry these subjects and spaces have been made available for, and mobilised in, political projects of globalisation, knowledge economy, and other after-neo-liberal political projects. The case is used to reflect on how education is being globalised as well as globalisation constituted.

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**Can Hong Kong export its higher education services to the Asian markets?** / Shung Wing Ng . - In: Educational Research for Policy and Practice, v. 10, no. 2, p. 115-131, 2011  
Including abstract, tables, bibl. . - ISSN 1570-2081 . - Online ISSN 1573-1723

**Abstract** : Internationalization becomes increasingly important in higher education in a globalized world. Exporting higher education services by recruiting overseas students is an integral facet of internationalization of higher education. It not only helps develop the place as an education hub but also facilitate internationalized environment of higher education. Alongside this global trend, Singapore, Malaysia, and Hong Kong are of no exception and have embarked on the process of internationalizing their higher education campuses by recruiting more international students, striving for achieving the policy goal of developing themselves into regional education hubs. Hong Kong has no doubt had some comparative advantages over other Asian competitors in the region but there are several major hurdles it needs to overcome before it can successfully export its higher education services. This paper reports part of a territory wide study in order to highlight the strengths and weaknesses of exporting Hong Kong's higher education to the Asian markets. In addition, to counteract the economic driven imperatives in restructuring higher education, the author would like to caution the importance of going beyond income generation and put forward a question of what the real aim and mission of internationalization of higher education are in the Asian region.

**URL** : <http://www.springerlink.com/content/1570-2081>

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**Internationalizing quality assessment in Central Asia** / Martha C. Merrill, Shakhnoza Yakubova, Zhazira Turlanbekova . - In: International Higher Education, no. 64, pp. 22-24, Summer 2011  
ISSN 1084-0613

**Abstract** : Higher education institutions in Kyrgyzstan and Kazakhstan have started internationalising quality assessment procedures; those in Turkmenistan, Uzbekistan, and Tajikistan have not. The differences concern politics (the willingness of national leadership to be transparent, internally and externally) and economics (the nation's ability to finance educational reform and to resist inappropriate "educational exports" of donor nations) more than educational quality. The plethora of processes in Kyrgyzstan reflects the priorities of donors; Kazakhstan is trying to balance national goals with Bologna standards.

**URL** : [https://htmlbprod.bc.edu/pls/htmlb/f?p=2290:4:1032247563435662::NO:RP,4:P0\\_CONTENT\\_ID:115161](https://htmlbprod.bc.edu/pls/htmlb/f?p=2290:4:1032247563435662::NO:RP,4:P0_CONTENT_ID:115161)

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**Where Is Japan heading after the earthquake?** / Kazuko Suematsu . - In: International Higher Education, no. 64, pp. 11-12, Summer 2011  
ISSN 1084-0613

**Abstract :** The catastrophic earthquake inflicted immense damage to higher education in Japan. This article discusses its impact in particular on the internationalization of Japanese higher education and ways to overcome the imposed challenges.

**URL :** [https://htmlbprod.bc.edu/pls/htmlb/f?p=2290:4:1191176292917002::NO:RP,4:P0\\_CONTENT\\_ID:115129](https://htmlbprod.bc.edu/pls/htmlb/f?p=2290:4:1191176292917002::NO:RP,4:P0_CONTENT_ID:115129)

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## Europe and North America

**Lo spazio Europeo dell'istruzione superiore : dieci anni del processo di Bologna** / CIMEA della Fondazione Rui [Italy] . - Rome : CIMEA, 2010 . - 132 p. (Universitas Quaderni, 25)

**Classmark :** EUR-341 CIM

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**Seminarium : Il patrimonio culturale e i valori accademici delle universita Europee, e l'attrattivita dello spazio europeo dell'istruzione superiore** : Seminar : The cultural heritage and values ;of European universities, and of the European Higher Education Area / Congregatio de Institutione Catholica [Vatican] . - Bologna Process, 30-31 March 2006 . - Vatican : Libreria Editrice Vaticana, 2007 . - 626 p.

**Abstract :** Contents: Making Europe a strong partner for global cooperation in higher education (Barbara Weitgurber); The European cultural heritage: its identity and challenges (Sjur Bergan); L'université comme héritage culturel européen: une approche historique (Hilde de Ridder-Symoens); the european cultural heritage: its identity and challenge (Jozef Miroslaw Zycinski); Cultural interaction, interreligious dialogue and of the European higher education area (Justo Lacunza Balda) ; The academic values of the European university and its contemporary relevance (Jan Sadlak ; Manuel Braga) ; Storia e tradizione, guardando al domani (Balint Magyar); I valori dell'Universita europea (Paolo Blasi) . La grande forza delle diversita (aithi Mac Sithigh); Searching for a new balance: the next frontier for Europe's higher education (Jan Figel); the European university: its cultural legitimacy and its role in constructing Europe (Franco Imoda); L'université d'aujourd'hui: au croisement des cultures et des religions (Roger Etchegaray) : The cultural legacy of the European university (Andreai Maga) ; Insuffler une âme aux Universités européennees (Rene Samuel Sirat); unity in diversity and diversity in unity (Vidar L. Haanes); Une éducation à la mixité culturelle de l'Europe (Michel Lagarde); The cultural heritage and academic values of the European University and the attractiveness of the European Higher Education Area (J. Michael Miller); The Bologna Process and higher education in the context of Europe and globalization (Francis Campbell).

**Classmark :** EUR-2 CON

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**International student mobility literature review** / Russell King, Allan Findaly, Jill Ahrens / Higher Education Funding Council for England [HEFCE] . - Bristol : HEFCE, 2010 . - 54 p.

**Abstract :** This report is a meta-analysis of literature and statistics focused on six areas of interest: trends in outward student mobility from the UK; how international student mobility in the UK compares with other countries' trends; causative factors in student choice to participate in mobility; the economic and social status of internationally mobile students; the impact of international mobility on students' employability, and employers' attitudes to ISM; policy and practice within UK higher education institutions with affect student mobility flows.

**URL :** [http://www.hefce.ac.uk/pubs/rdreports/2010/rd20\\_10/rd20\\_10.pdf](http://www.hefce.ac.uk/pubs/rdreports/2010/rd20_10/rd20_10.pdf)

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**How to manage joint study programmes? : Guidelines and good practices from the JOIMAN network** / Francesco Girotti, ed. / JOIMAN Network; European Commission. Directorate General for Education and Culture . - Bologna : Bologna University Press, 2011 . - 252 p.  
ISBN 978-88-7395-616-7

**Abstract :** Based on work carried out by 15 European Universities involved in the European Commission Erasmus Programme funded JOIMAN project, this volume presents and comments the data collected on Joint Programmes at both Master and Doctoral level, including: management structures, administration of students in joint programmes; financial management; quality assurance; the development and management of Joint Programmes among EU and non EU institutions; different models of joint doctorates.

**Classmark :** EUR-533 JOI

**URL :**

[https://www.joiman.eu/resources/PublicDeliverables/How%20to%20Manage%20Joint%20Study%20Programmes%20-%20Final%20Publication%20of%20the%20project/How%20to%20Manage%20Joint%20Study%20Programmes\\_\\_JOIMAN%20Network.pdf](https://www.joiman.eu/resources/PublicDeliverables/How%20to%20Manage%20Joint%20Study%20Programmes%20-%20Final%20Publication%20of%20the%20project/How%20to%20Manage%20Joint%20Study%20Programmes__JOIMAN%20Network.pdf)

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**Quelle réponse au défi de l'international pour l'enseignement supérieur? : Actes** / Conférence des grandes écoles [France] . - Congrès CGE , Paris, Octobre 2010 . - Paris : CGE, 2011 . - 56 p.

**Classmark** : FR-6 CGE

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**Facts and Figures on the International Nature of Studies and Research in Germany 2011** = Wissenschaft weltoffen. Daten und Fakten zur Internationalität von Studium und Forschung in Deutschland / Deutscher Akademischer Austausch Dienst [DAAD][Germany]; German Academic Exchange Service [DAAD] . - Bonn : DAAD, 2010 . - 99 p.  
ISBN 978-3-7639-4874-1

**Abstract** : Comprehensive data and facts on the international nature of studies and research in Germany. Examines and compares Germany as a location for study and research. Detailed information on : foreign students at German universities; foreign graduates of German universities; study-related mobility in Germany and international comparison; foreign scientists in Germany; German scientists abroad. Special focus in 2011 edition on Masters studies abroad.

**Classmark** : DE-37 DAAD

**URL** : [http://www.wissenschaft-weltoffen.de/publikation/wiwe\\_2011\\_mit\\_bookmarks.pdf](http://www.wissenschaft-weltoffen.de/publikation/wiwe_2011_mit_bookmarks.pdf)

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**Fachhochschule goes international** : Dokumentation der 40. Jahrestagung des Bad Wiesseer Kreises vom 13.-16. Mai 2010 / Hochschulrektorenkonferenz [HRK][Germany] . - Annual Meeting of the Bad Wiesseer Kreis, 40, Bad Wiessee, May 2010 . - Bonn : HRK, 2011 . - 98 p. (Beiträge zur Hochschulpolitik, 4/2011)  
ISBN 978-3-942600-00-2

**Abstract** : This publication contains contributions to the 40th Annual Meeting of the Bad Wiesseer Kreis, held in May 2010 in Bad Wiessee, Germany.

**Classmark** : DE-341 HRK

**URL** : [http://www.hrk.de/de/download/dateien/Beitr4-2011\\_Bad\\_Wiessee\\_2010.pdf](http://www.hrk.de/de/download/dateien/Beitr4-2011_Bad_Wiessee_2010.pdf)

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**Wissenschaftlermobilität im globalen Kontext : Rechtliche Probleme und strategische Herausforderungen für die deutschen Hochschulen im Bereich der Alterssicherung** / Hochschulrektorenkonferenz [HRK][Germany] . - Mobility of researchers in the European Research Area, Bonn, 5-6 July 2010 . - Bonn : HRK, 2011 . - 209 p. (Beiträge zur Hochschulpolitik, 2/2011)  
ISBN 978-3-938-738-96-2

**Abstract** : This publication contains contributions to the conference "Mobility of researchers in a global context", organized by the Federal Ministry of Education and Research (BMBF), held in Bonn in July 2010.

**Classmark** : DE-341 HRK

**URL** : [http://www.hrk.de/de/download/dateien/Beitr2-2011\\_Wissenschaftlermobilitaet.pdf](http://www.hrk.de/de/download/dateien/Beitr2-2011_Wissenschaftlermobilitaet.pdf)

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**Mobility in higher education in the Netherlands : overview 2011** / Netherlands Organization for International Cooperation in Higher Education [NUFFIC] . - The Hague : NUFFIC, 2011 . - 21 p.

**Abstract** : This brochure provides a quick overview of internationalization in higher education in the Netherlands.

**Classmark** : NL-12 NUFFIC

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**Funding diversification in the EHEA : patterns, challenges and risks** / Pedro Teixeira / European Association for International Education [EAIE][Netherlands] . - In: Internationalisation of European Higher Education . - Stuttgart : RAABE, 2010

Supp. 08 of Handbook . - ISBN 978-8183-0543-7

**Abstract** : This article examines the current financial context in European higher education, namely the changing perceptions about the reliance of higher education institutions on public funding and the increased attention to revenue diversification. The article presents an overview of current patterns of revenue diversification - tuition fees, commercialisation of research, technology transfer, consulting, customised courses, generating funds from assets and reforms in financial decision making. The author outlines the main risks and opportunities presented by this increasing institutional commitment to financial diversification and considers the international ramifications.

**El estudiante inmigrante y su inclusion en la universidad española** / Pas Lebrero Baena, Pilar Quicios Garcia / Universidad Nacional de Educación a Distancia [UNED][Spain] . - In: Educación XX1, v. 10, no. 2, 2010  
Bibl. . - ISSN 1139-613X

**Abstract** : This article describes a research project investigating the difficulties perceived by immigrant university students in succeeding at university in Spain. The article begins with a literature review with data on foreign-born students in Spain - some 29,000 students in 2008-2009. The research study is based on the results of 453 completed electronic questionnaires of foreign students, and analyses the reasons given by students of coming to Spain and difficulties encountered; causes of dropout; factors for success; the need for support (including language); students' funding and financial issues; students' expectations.

URL : <http://redalyc.uaemex.mx/redalyc/pdf/706/70617175011.pdf>

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**El Espacio Europeo de la Educación Superior: 10º aniversario de la Declaración de Bolonia** . - In: Revista Española de Educación Comparada, no. 15, pp. 11-366, 2009  
Whole issue . - ISSN 1137-8654

URL : <http://www.sc.ehu.es/sfwseec/reec15.htm>

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**Evaluación de la actividad docente en el Espacio Europeo de Educación Superior: un estudio comparativo de indicadores de calidad en universidades europeas** / Carmen Pozo-Munoz, Blanca Bretones Nieto, Maria José Martos Mendez, Alonso Morillejo, Enrique / Instituto Europeo de Iniciativas Educativas [IEIE][Spain] . - In: Revista española de pedagogía, v. 69, no. 248, pp. 145-163, enero-abril 2011  
ISSN 0034-9461

**Abstract** : The adjustment of degrees to the new framework of the European Higher Education Space needs optimization of the quality of the activities developed by the teaching staff. In this context of these changes, the need to undertake an integral evaluation of the academic job represents one of the most urgent demands for the European Universities. Likewise, the introduction of comparative models between academic institutions strengthens the sense of evaluation of the teaching labour as an Integral System of Quality. It supposes a change of conception of the process of university education, where the course and educational experience are combined to guarantee the quality of the students learning. This situation has, as a final aim, the improvement and the optimisation of the process of learning-education.

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**To what extent does transnational communication drive cross-national policy convergence? The impact of the Bologna-Process on domestic higher education policies** / Eva M. Voegtle, Christoph Knill, Michael Dobbins . - In: Higher Education, v. 61, no. 1, pp. 77-94, January 2011  
ISSN 0018-1560 . - Online ISSN 1573-174X

**Abstract** : This study investigates if the Bologna Process has led to the convergence of higher education (HE) policies. The country sample includes both Bologna participants and non-participants, for which systematic knowledge about the implications of the Bologna Process is absent so far. The results show that convergent effects differ across policy dimensions and according to the subsamples. Convergence is greater for the participant countries than for the control group. However, convergence towards the HE policies of Bologna participants is detectable in the control group, albeit to a lesser degree. Thus, some HE policies have diffused beyond the members of the Bologna Process This lends evidence that transnational communication can induce policy change even for countries not participating in the respective harmonization process.

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**Trans-Atlantic "ping-pong" & the Bologna process** / Tim Birtwistle, Holiday Hart McKiernan / European Association for International Education [EAIE][Netherlands] . - In: Internationalisation of European Higher Education . - Stuttgart : RAABE, 2011  
ISBN 978-8183-0543-7

**Abstract** : This article seeks to identify elements of the Bologna process that might be adapted to fit the United States context. Indeed, the article argues that some of the ideas which underpin the creation of the European Higher Education Area originated or developed in the USA, hence the term "ping pong". Its main focus is on the adaptation of the procedures pioneered by the successful Tuning Education Structures in Europe Project, in particular concerning educational qualifications, which is currently being undertaken by the pilot Tuning USA Project. The article considers the potential that exists for some form of national degree framework, considering the decentralised structure of education in

the USA.

Classmark : EUR-3 EUA

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**Background and employability of mobile vs. non mobile students** / Jannecke Wiers-Jenssen . - In: Tertiary Education and Management, v. 17, no. 2, June 2011  
ISSN 0135-3883

**Abstract** : In this paper, a comparison is made of the background and the early career of graduates with higher education from abroad to graduates with all domestic degrees, based on a survey among Norwegian graduates. Results show that those who have studied abroad constitute a selected group regarding social origin and mobility capital (exposure to international experiences). Exchange students have a higher performance score from upper secondary school than others. Regarding labour market outcomes, positive as well as negative effects of education from abroad are seen. Graduates with a diploma from abroad face more challenges entering the labour market, but obtain higher economic rewards compared with other graduates. Exchange students do not seem to encounter any particular difficulties in the transition from higher education to work. Exchange students as well as mobile degree students obtain more international jobs than non mobile students. The relative success of exchange students is partly explained by selectivity.

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## ■ Research and doctoral education

### **Higher education, research and innovation: changing dynamics; Report on the UNESCO Forum on Higher Education, Research and Knowledge, 2001-2009** / V. Lynn Meek, Ulrich Teichler, Mary-Louise Kearney /

International Centre for Higher Education Research Kassel [INCHER-Kassel][University of Kassel, Germany] . - Kassel, Germany : INCHER . - 242 p.

Incl. bibl. . - ISBN 978-3-934377-10-3

**Abstract** : This publication is a review of the work of the UNESCO Forum on Higher Education.

**Classmark** : INT-713 UNE

**URL** : <http://unesdoc.unesco.org/images/0018/001830/183071e.pdf>

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### **Outcomes from the Global Strategic Forum on Doctoral Education** / European University Association [EUA] . -

Global Strategic Forum on Doctoral Education, Aarhus University, Denmark, 11-12 April 201 . - Brussels : EUA, 2011 . - 3 p.

**Abstract** : This report underlines the need to stimulate diversity through broad access to knowledge and to build capacity through sustainable mobility and strategic collaboration across borders and sectors. It also emphasises the need for a constructive dialogue with a range of non-university stakeholders in the private and public sectors and stresses the crucial role that public investment has played in the development of doctoral education in many parts of the world.

**URL** : [http://www.eua.be/Libraries/CDE\\_website/Outcomes\\_Global\\_Strategic\\_Forum\\_Final.sflb.ashx](http://www.eua.be/Libraries/CDE_website/Outcomes_Global_Strategic_Forum_Final.sflb.ashx)

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### **Regenerating the academic workforce : the careers, intentions and motivations of higher degree research students in Australia : findings of the National Research Student Survey (NRSS)** / Daniel Edwards, Emmaline Bexley, Sarah Richardson / Australian Council for Educational Research [ACER] . - Melbourne : ACER, 2011 . - 112 p.

Online ISBN 978-0-642-33242-4

**Abstract** : This reports on the National Research Student Survey (NRSS) conducted in 2010, the largest collection of survey responses from research students ever undertaken in Australia. The report primarily explores the career intentions and motivations of these students. It provides particular emphasis on the interests of Higher Degree by Research (HDR) students in following an academic career on completion of their degree and the support they have received in terms of preparation for university teaching during their candidature. This report explores the extent to which the current cohort of research students may be a source of replenishment for the academic profession in the context of an ageing academic workforce. The traditional notion of an academic being someone who has made a linear transition from school to university, to a HDR and on to academia is outdated. Research students come from a diverse variety of professional backgrounds and have equally diverse aspirations for their careers after gaining their qualification. Some research students may already be working in universities in an academic capacity. Many intend to use their research degree as a springboard to a career outside of the university sector. Others undertake a research degree out of interest in the subject matter and simply for the pleasure of studying at an advanced level. Nevertheless, those research students who aspire to an academic career do represent an important source of future academics.

**URL** : <http://www.deewr.gov.au/HigherEducation/Publications/Documents/RAW.pdf>

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### **Academic in-sourcing: international postdoctoral employment and new modes of academic production** / Brendan Cantwell / 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. 2, pp. 101-114, April 2011

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

**Abstract** : International postdoctoral researchers are growing in number and importance in academic research around the world. This is contextualised by a shift to international and enterprise modes of academic production. Through a multiple case study, this paper analyses the role of international postdoctoral employment in life sciences and engineering fields at universities in the United States and the United Kingdom. In doing so particular attention is given to understanding why there are increasing numbers of postdocs from abroad working in these fields and countries, and the ways in which international postdoctorates are incorporated into research laboratories and projects. International postdoctoral employment appears driven by the same factors in the US and UK but is related to different modes of academic production. The findings of this study have implications for research on academic labour, and the organisation of academic production.

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**Analysis del rendimiento en el doctorado en funcion del sexo** / M. Paz Bermusez, Alejandro Guillen-Riquelme, Almudena Gomez-Garcia, et al. / Universidad Nacional de Educación a Distancia [UNED][Spain] . - In: Educación XX1, v. 14, no. 1, pp. 17-33, 2011

ISSN 1139-613X

**Abstract :** Women are underrepresented in science careers. According to several studies, the first noticeable decrease in the number of women takes place in doctoral degrees. The aim of this study was to evaluate sex differences in performance in doctoral degrees both globally and by areas of knowledge. The number of doctoral theses registered in the Ordered Spanish Theses (TESEO) data base between 2002 and 2009 was compared across sex in a sample of 3.463 PhD students. The analysis did not show any statistically significant difference either at the global level or any specific area of knowledge. The author concludes that, when PhD students are given a pre-doctoral scholarship, there is not any sex difference in performance in doctoral degrees.

**URL :** <http://redalyc.uaemex.mx/redalyc/pdf/706/70618224001.pdf>

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**Higher degree research supervision : from practice toward theory /** T. W. Maxwell, Robyn Smyth . - In: Higher Education Research and Development, v. 30, no. 2, pp. 219-231, April 2011  
ISSN 0729-4360 . - Online ISSN 1469-8366

**Abstract :** This paper analyses the complex nature of higher degree research supervision. The intent is to make a contribution to the current debates about higher education generally, and supervision of higher degree research students in particular and extending to beyond the supervisory relationship via our tripartite view of supervision. The authors see supervision as a creative, synergistic relationship interweaving activities concerning (1) the student, (2) knowledge and (3) the research project.

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**In search of the triple helix: academia-industry-government interaction in China, Poland, and the Republic of Korea /** Michaela Martín, Ed. / UNESCO International Institute for Educational Planning [IIEP] . - Paris : IIEP, 2011 . - 268 p. (New trends in higher education)  
ISBN 978-92-803-1323-9

**Abstract :** This publication explores the roles and modes of government intervention in the enhancement of academia–industry partnerships in research and development in three countries – China, Poland, and the Republic of Korea. These countries form contrasting cases along the state–market continuum. They also represent an interesting variety of roles played by governments in the regulation of Research and Development policies and academia–industry linkages. The book identifies three major approaches used by these countries for the support of academia–industry partnerships – orchestration, planning and substitution.

**Classmark :** INT-712 IIEP

**URL :** [http://www.iiep.unesco.org/fileadmin/user\\_upload/Info\\_Services\\_Publications/pdf/2011/Triple\\_Helix\\_CS10\\_18.pdf](http://www.iiep.unesco.org/fileadmin/user_upload/Info_Services_Publications/pdf/2011/Triple_Helix_CS10_18.pdf)

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**Research-led teaching: moving from a fractured engagement to a marriage of convenience /** Jan M. Schapper, Susan E. Mayson . - In: Higher Education Research and Development, v. 29, no. 6, pp. 641-651, December 2010  
ISSN 0729-4360 . - Online ISSN 1469-8366

**Abstract :** The authors argue the need to move beyond university rhetoric that fractures the engagement of teaching with research and instead focus on the development of what is necessary to bring these two core academic activities closer together. Opening with a review of the current literature on research-led teaching, the paper then highlights the various debates about whether or not the divide between research and teaching can be bridged. They then explore a number of often contradictory myths that they argue universities subscribe to in their efforts to bring teaching and research together as they simultaneously create structures to separate them. The paper concludes with a set of principles that could be used by university leaders to guide the implementation of research-led teaching.

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## Africa

**Deepening research capacity and collaboration across universities in SADC : a Southern African Universities Regional Research and Development Fund /** Piyushi Kotecha, D. Walwyn, Christina Pinto / Southern African Regional Universities Association [SARUA] . - Johannesburg : SARUA, 2011 . - 39 p.

**Abstract :** This report presents the objectives, scope and operation, and feasibility of an R&D Fund to support collaborative university projects in the SADC region.

**URL :** [http://www.sarua.org/files/publications/RDFund/SARU\\_RD%20Fund\\_May%202011%20Ver%201.pdf](http://www.sarua.org/files/publications/RDFund/SARU_RD%20Fund_May%202011%20Ver%201.pdf)

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**The Zimbabwean institutional repositories: facilitators and barriers to implementation /** Esther Nyambi / International Network for the Availability of Scientific Publications [INASP] . - Oxford : INASP, 2011 . - 3 p.

**Abstract :** This paper presents the results of research on the barriers and enablers to the setting up of academic research repositories in Zimbabwe.

## Arab States

**Global research seminar : Sharing Research Agendas on Knowledge Systems - final proceedings** / UNESCO . - Sharing Research Agendas on Knowledge Systems, Paris, 28-29 November 2008 . - Paris : UNESCO, 2009 . - 636 p. Incl. bibl.

**Abstract** : This report contains an overview of the Forum on Higher Education, Research and Knowledge. Section I provides a summary of the main trends and challenges facing national research systems worldwide; Section II outlines the proceedings of the seminar including 43 research summaries; and (e-version only) original presentations. Section III outlines a future research agenda. Research presented is broadly international and pays particular attention to developing countries. Papers include: internationalization in social sciences and humanities; university-community partnerships; quality of higher education; research universities' role in eradicating poverty; the impacts of internationalisation in curriculum planning; mapping scientific research in Organization of Islamic Conference countries; research funding and cost sharing; innovation microsystems for developing countries with weak knowledge and research systems.

**Classmark** : INT-713 UNE

URL : <http://unesdoc.unesco.org/images/0018/001818/181836e.pdf>

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## Asia and the Pacific

**The purpose of the PhD : theorising the skills acquired by students** / Susan Mowbray, Christine Halse . - In: Higher Education Research and Development, v. 29, no. 6, pp. 653-664, December 2010  
ISSN 0729-4360 . - Online ISSN 1469-8366

**Abstract** : In the past decade there has been a marked push for the development of employability skills to be part of the PhD process. This push is generally by stakeholders from above and outside the PhD process, i.e. government and industry, who view skills as a summative product of the PhD. In contrast, this study interviews stakeholders inside the PhD process – full-time Australian PhD students – to provide a bottom-up perspective into the skills question. The authors theorise that the skills students develop during the PhD as a formative developmental process of acquiring intellectual virtues. They propose that theorising the PhD as a process of acquiring intellectual virtues offers a more robust and conceptually richer framework for understanding students' development during the PhD than the instrumental focus on skills evident in contemporary debates.

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## Europe and North America

**European universities : enhancing Europe's research base** / European Commission. Directorate General for Research. Forum on University-based Research . - Luxembourg : Office for Official Publications of the European Communities, 2005 . - 43 p.  
ISBN 92-894-9307-0

**Classmark** : EUR-711.2 EC

URL : [http://www.eurosfairer.prd.fr/7pc/doc/1125297842\\_enhancing\\_europe\\_researchbase\\_en.pdf](http://www.eurosfairer.prd.fr/7pc/doc/1125297842_enhancing_europe_researchbase_en.pdf)

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**Evaluation of communication and information activities relative to the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers** / Deloitte; The Evaluation Partnership . - Deloitte, TEP, 2007 . - 83 p.

**Abstract** : The European Commission adopted in 2005 a European Charter for Researchers and a Code of Conduct for the Recruitment of Researchers, As part of the EU's policy to increase the attractiveness of research careers. the Charter and Code of Conduct aim to give equal rights and obligations to individual researchers throughout Europe. This report evaluates the effectiveness of these policies within the research community, the European Commission, the European Union and other stakeholders.

**Classmark** : EUR-711.2 EC

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**Green Paper on a common strategic framework for EU research and innovation funding : analysis of public consultation** / European Commission . - Luxembourg : Publications Office of the European Union, 2011 . - 20 p.  
ISBN 978-92-79-20325-1

**Abstract :** This report analyses the outcome of the public consultation on the proposed common strategic framework which was carried out between February and May 2011. About half of the contributions came from the research and higher education sector.

URL : [http://ec.europa.eu/research/csfr/pdf/consultation-conference/summary\\_analysis.pdf](http://ec.europa.eu/research/csfr/pdf/consultation-conference/summary_analysis.pdf)

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**Innovation Union Competitiveness report: 2011 edition = Initiative phase Europe 2020 une Union de l'innovation** / European Commission. Directorate General for Research and Innovation . - Luxembourg : Publications Office of the European Union, 2011 . - 758 p

ISBN 978-92-79-14541-4

**Abstract :** This report builds on the Innovation Union Scoreboard and details each country's research and innovation performance. It provides a comprehensive analysis of recent trends and long-term evolution in research and innovation performance in all 27 EU Member States and six Associated Countries.

URL : <http://ec.europa.eu/research/innovation-union/pdf/competitiveness-report/2011/iuc2011-full-report.pdf>

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**Strategy report on research infrastructures : Roadmap 2010** / European Commission. European Strategy Forum on Research Infrastructures [ESFRI] . - Luxembourg : Publications Office of the European Union, 2011 . - 80 p.

ISBN 978-92-79-16828-4

URL : [http://ec.europa.eu/research/infrastructures/index\\_en.cfm?pg=esfri](http://ec.europa.eu/research/infrastructures/index_en.cfm?pg=esfri)

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**The funding and development of community university research partnerships in Canada** / University of Victoria [Canada] . - Victoria, Canada : University of Victoria, 2009 . - 68 p.

URL : <http://communityresearchcanada.ca/documents/CBRFunding052009.pdf>

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**The LERU roadmap towards open access** / League of European Research Universities [Belgium] . - Leuven : LERU, 2011 . - 14 p. (Advice Paper, no. 8 June 2011)

**Abstract :** This Roadmap, produced by the League of European Research Universities (LERU), investigates new models for scholarly communication and the dissemination of research outputs. It provides an explanation of open access, the issues (financial, legal, technological), the benefits for universities (such as research impact, economic) and the place of open access within the broader landscape of open scholarship and knowledge. The LERU Green route for Open Access is also presented whereby copies of peer-reviewed research outputs are made available in research repositories alongside any formal published versions, and the practical implications of this model.

URL : [http://www.libereurope.eu/sites/default/files/LERU%20AP8\\_Open%20Access.pdf](http://www.libereurope.eu/sites/default/files/LERU%20AP8_Open%20Access.pdf)

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**Entrepreneurship and UK doctoral graduates** / Tristram Hooley, Kieran Bentley, John Marriott . - In: Industry and Higher Education, v. 25, no. 3, pp. 181-192, June 2011

ISSN 0950-4222

**Abstract :** This paper discusses the experience of UK doctoral graduates in pursuing entrepreneurial careers: there is evidence that this applies to a substantial number - about 10% - of doctoral graduates. The nature of their experience was explored using 37 interviews with doctoral entrepreneurs. The stories that the participants tell suggest that doctoral entrepreneurship develops out of a complex interaction between the personality and skills of the entrepreneurs and the environment in which they operate. In particular, the authors argue that the participants have mobilized a mix of financial, social and educational capital in order to create and sustain their enterprises successfully.

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**Giving thanks : the relational context of gratitude in postgraduate supervision** / Kerrie L. Unsworth, Nick Turner, Helen M. Williams, Sarah Piccin-Houle / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 35, no. 8, pp. 871-888, December 2010

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

**Abstract :** Successful postgraduate supervision is often dependent upon the quality of the relationship between postgraduates and their supervisors. This article reports on two studies in Canada and Australia. Postgraduates and supervisors were interviewed to identify supervisory behaviors for which postgraduates are grateful. The most commonly reported of these were acts whereby the supervisor helped them attain the goals of their PhD or provided material items such as grants, followed by social and emotional support. Postgraduates' expression of gratitude had consequences on both students and supervisors in terms of increased positive affect, improved working relationships and validated roles.

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**La regulación de la escritura académica en el doctorado : el impacto de la revisión colaborativa en los textos = Doctoral Students' writing regulation : the impact of the socially-shared revision in academic texts** / Montserrat Castello, Dolores Gonzales, Ana Inesta / Instituto Europeo de Iniciativas Educativas [IEIE][Spain] . - In: Revista española de pedagogía, v. 68, no. 247, pp. 521-537, septiembre-diciembre 2010  
ISSN 0034-9461

**Abstract** : This study aimed at identifying difficulties experienced by doctoral students when writing and analyzing whether socially shared regulation helps students, to improve their texts. Participants were six doctoral students revising collaboratively (in dyads) three successive drafts of their dissertations. Each pair of students' discourse (18 hours) and changes in texts were analysed (18 drafts). Results show that the most frequent problems were related with connecting information. Detailed analysis of data revealed that in some cases communicative intentionality is not aligned with the discursive resources used by the students and revision strategies are only useful if students are able to appropriately define text problems. Educational implications are discussed.

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**Missions on the move: university systems in England, New York State and California** / Gerrit De Jager / OECD Programme on Institutional Management in Higher Education [IMHE] . - In: Higher Education Management and Policy, v. 23, no. 1, pp. 43-65, 2011  
ISSN 1682-3451 . - Online ISSN 1609-6924

**Abstract** : Universities' fundamental missions generally differ. For example, institutions can either focus on research or on teaching. Over time, these missions tend to change, and in some cases this is referred to as "mission creep". This negative epithet is reserved for universities with limited research capacities that try to emulate research-intensive universities. In most cases, it appears to be driven by the desire to improve their position in league tables. This paper studies mission development within three different university systems (in England, New York State and California) from a resource-dependency perspective. It focuses in particular on the mission development of comprehensive four-year universities within those systems. The analysis shows that although some emulation of research-intensive universities can be observed, there is a dominant drive to build a unique brand that cannot be equated with the profile of a research-intensive institution.

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**Onto, up, off the Academic faculty ladder: the gendered effects of family on career transitions for a cohort of social science Ph.D.s** / Emory Morrison, Elizabeth Rudd, Maresi Nerad / Association for the study of higher education [ASHE][USA] . - In: The Review of Higher Education, v. 34, no. 4, pp. 525-553, Summer 2011  
ISSN 0162-5748 . - Online ISSN 1090-7009

**Abstract** : This article examines the impact of gender, marital status and spouse type, and parenting at key transition points in the early careers of more than 2,000 social science Ph.D. graduates. This analysis (a) uses data from recent Ph.D. graduates; (b) disentangles the effects of marriage and parenting; and (c) observes the effects of different marriage configurations. Results suggest that the negative impacts of motherhood and marriage on women's careers are diminishing, but that for men fatherhood and marriage are beneficial. Most importantly, marriage to a less-educated spouse is associated with significant career advantages for men; however, women do not realize similar benefits.

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**Nuevos enfoques para la gestión estratégica de la I+D e innovación en las universidades** / Gonzalo Leon Serano . - In: Revista de Educación, no. 355, pp. 83-108, Mayo-Agosto 2011  
ISSN 0034-8082

**Abstract** : The joint definition of education, research and innovation strategies in the framework of the «knowledge triangle» is constrained by the fragmentation of internal governance schemes and the excessive homogenization of objectives, instruments and evaluation procedures. The article describes and attempts to define an integrated strategy in the framework of ERA and EHEA and the modernization process of European Universities promoted by the EU. Within this context, policies for attracting researchers, infrastructures, or alliances with other entities should be integrated and supported through the specific internal rules and procedures which are necessary. To do that, the author proposes a governance structure which allocates resources by combining bottom-up actions defined by individual faculty members and topdown actions promoted by the University. Finally, the case of the Technical University of Madrid (UPM) is presented. The institutional strategies to redefine its priorities in some areas like Biomedical Technology are described to explain the consequences on the structure, human resources and governance.

URL : [http://www.revistaeducacion.educacion.es/re355/re355\\_04.pdf](http://www.revistaeducacion.educacion.es/re355/re355_04.pdf)

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**The experience of doctoral studies in the UK and France : differences in epistemology, research objects and training** / Kuang-Hsu Chiang . - In: European Journal of Education, v. 46, no. 2, pp. 257-270, June 2011  
ISSN 0141-8211 . - Online ISSN 1465 3435

**Abstract :** This article investigates how doctoral students perceive their research education in different disciplines in two higher education systems, the UK and France. It explores what underlies the diversity of doctoral students' experiences. Three theoretical positions are identified: the epistemological position, conceptualisation of research objects and organisational structures of research training. A questionnaire on the experiences of research training was distributed to doctoral students in Economics, Management and Chemistry in France and was compared to a survey carried out earlier in Education and Chemistry in the UK. Strikingly, similar disciplinary patterns were found in the doctoral research experiences in the two countries. The findings were used to review the three theoretical positions on the experiences of doctoral studies.

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## ■ Sustainable development

**New dynamics in higher education: from development to sustainable development (reinventing progress)** = La nouvelle dynamique de l'enseignement supérieur: du développement au développement durable (réinventer le progrès) / Michel Drancourt / UNESCO . - World Conference on Higher Education: The New Dynamics of Higher Education and Research for Societal Change and Development, Paris, 2009 . - Paris : UNESCO, 2009 . - 43 p.  
Incl. bibl.

Classmark : INT-7 UNE

URL : <http://unesdoc.unesco.org/images/0018/001832/183214e.pdf> (English)

; <http://unesdoc.unesco.org/images/0018/001832/183214f.pdf> (French)

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**Report by the Director-General on the implementation of the UNESCO Strategy for the Second Half of the United Nations Decade of Education for Sustainable Development (DESD)** = Rapport de la Directrice générale sur la mise en œuvre de la Stratégie de l'UNESCO pour la seconde moitié de la Décennie des Nations Unies pour l'éducation au service du développement durable (DEDD) / UNESCO . - UNESCO. General Conference, 36th, 2011 . - 17 Aug. 2011 . - 4 p.

Classmark : P

URL : <http://edats.hq.int.unesco.org/Archive/General%20Conference/English/36/36-C/36-C-INF/36-C-INF-13/en-36-C-INF-13.doc> (English)

<http://edats.hq.int.unesco.org/Archive/General%20Conference/French/36/36-C/36-C-INF/36-C-INF-13/fr-36-C-INF-13.doc> (French)

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## Asia and the Pacific

**Campus sustainability : climate change, transport and paper reduction** / Alison Atherton, Damien Giurco . - In: International Journal of Sustainability in Higher Education, v. 12, no. 3, pp. 269-279, 2011  
ISSN 1467-6370

**Abstract** : This paper aims to detail the design of a campus climate change strategy, transport strategy and paper reduction strategy at the University of Technology, Sydney. Practical guidance for universities and organisations undergoing organisational change for sustainability is given with a focus on: how to engage with staff and students to develop shared aspirations and reflect these in tangible objectives, targets and actions; and, how to evolve organisational structures to implement strategies and create a sustainable higher education institution.

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**Promotion of sustainability in postgraduate education in the Asia Pacific region** / Malik A. Naeem, Neil W. Peach . - In: International Journal of Sustainability in Higher Education, v. 12, no. 3, 2011  
ISSN 1467-6370

**Abstract** : This paper describes how a consortium of universities in the Asia Pacific region are endeavouring to make a contribution to the implementation of education for sustainable development (ESD) through their participation with and the operation of the Promotion of Sustainability in Postgraduate Education and Research Net project. The study shows that whilst many local actions within universities are being initiated in relation to ESD, there is insufficient cross institutional collaboration occurring to achieve the transformative agenda of ESD. In particular, universities are leaving it to individuals and departments to develop new curriculum for ESD. To overcome this, work is required at a discipline level across the higher education sector (both nationally and internationally) to support curriculum development for ESD

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**Two approaches to curriculum development for educating for sustainability and CSR** / Wendy Stubbs, Jan M. Schapper . - In: International Journal of Sustainability in Higher Education, v. 12, no. 3, pp. 259-268, 2011  
ISSN 1467-6370

**Abstract** : The purpose of this paper is to report on efforts to develop two stand-alone subjects on sustainability and corporate social responsibility (CSR) in a mainstream business curriculum at Monash University, Australia. Although many universities offer support for education for sustainability, previous research indicates that most curriculum initiatives in this area have been driven by individual faculty. This paper provides examples of curriculum development that emerged from the grass-roots initiative, in the absence of an integrated and mainstreamed programme for sustainability.

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## Europe and North America

**Sustainability tracking assessment & rating system : a year in review** / Association for the Advancement of Sustainability in Higher Education [AASHE] . - Denver : AASHE, 2011 . - 22 p.

**Abstract** : From sustainability research opportunities to sustainable dining efforts to campus-wide social justice initiatives, this report details the sustainability efforts found in submissions from 37 Higher education institutions to the Sustainability Tracking, Assessment & Rating System (STARS).

URL : [http://www.aashe.org/files/stars\\_annual\\_review\\_2010.pdf](http://www.aashe.org/files/stars_annual_review_2010.pdf)

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**Assessing greenhouse gas emissions from university purchases** / Matthew Thurston, Matthew J. Eckelman . - In: International Journal of Sustainability in Higher Education, v. 12, no. 3, pp. 225-235, 2011  
ISSN 1467-6370

**Abstract** : A greenhouse gas (GHG) inventory was conducted for Yale University's procurement of goods and services over a one-year period. The goal of the inventory was to identify the financial expenditures resulting in the greatest "indirect" GHG emissions. The findings of this inventory indicate that indirect GHG emissions from procured goods and services are the greatest source of the university's emissions, accounting for 80 percent of the GHG emissions. Many of these categories were expected, including energy purchases, construction activities, and air travel. Others were more surprising, particularly architectural and engineering services, laboratory supplies, and software.

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## Latin America and the Caribbean

**Sustainability in Brazilian federal universities** / Lisiane Celia Palma, Lessanda M. de Oliveira, Keitiline R. Viacava . - In: International Journal of Sustainability in Higher Education, v. 12, no. 3, pp. 250-258, 2011  
ISSN 1467-6370

**Abstract** : The purpose of this paper is to identify the number of courses related to sustainability offered in bachelor degree programs of business administration in Brazilian federal universities. The results showed that inclusion of new courses that involve sustainability in business administration programmes is still irregular and slow. Of the 40 universities investigated, only 13 (around 33 percent) offered courses related to the topic

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## Other themes

### ■ Academic freedom

**Foro la Autonomía Universitaria Hoy - experiencias y desafíos en américa latina : conclusiones** / Unión de Universidades de América Latina [UDUAL][Mexico] . - Mexico : UDUAL, 2011 . - 4 p.

**Abstract** : This paper presents the conclusions of the forum on University Autonomy in Latin America and the Caribbean. Three sections focus on 1) the problems of and threats to university autonomy 2) university autonomy and the current challenges in Latin America and the Caribbean and 3) prospects for university autonomy in the 21st century.

**URL** : <http://www.udual.udg.mx/conclusiones/FORO%20AU%20UNIV%202011%20CONCLUSIONES.pdf>

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**Academic freedom and public intellectuals in China** / Qiang Zha . - In: International Higher Education, no. 58, pp. 17-18, Winter 2010

ISSN 1084-0613

**Abstract** : Since 2002, China has promulgated a series of policies aiming to clean up academic corruption in universities. In 2009, the Chinese government announced severe penalties for academic misbehaviour. The article details the changes in policy and considers the extent of academic freedom in Chinese universities today.

**URL** : [https://htmlbprod.bc.edu/pls/htmlb/f?p=2290:4:1988091619257847::NO:RP,4:P0\\_CONTENT\\_ID:110125](https://htmlbprod.bc.edu/pls/htmlb/f?p=2290:4:1988091619257847::NO:RP,4:P0_CONTENT_ID:110125)

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### ■ Academic journals

**The availability of academic journals in Africa** / Jonathan Harle . - In: International Higher Education, no. 64, pp. 14-15, Summer 2011

ISSN 1084-0613

**Abstract** : Research requires a good flow of the latest scholarly information — books, journals, data - and sub-Saharan universities have long faced particular challenges in Africa. But the past decade has shown considerable efforts to address this information gap.

**URL** : [https://htmlbprod.bc.edu/pls/htmlb/f?p=2290:4:699537348961505::NO:RP,4:P0\\_CONTENT\\_ID:115137](https://htmlbprod.bc.edu/pls/htmlb/f?p=2290:4:699537348961505::NO:RP,4:P0_CONTENT_ID:115137)

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### ■ Academic teaching personnel

**Staff retention in African universities and links with diaspora study** / Paschal B. Mihyo / Association for the Development of Education in Africa [ADEA] . - Biennale on Education in Africa, Maputo, Mozambique, 5-9 May 2008 . - Paris : ADEA, 2008 . - 64 p. (Working Document)

**Abstract** : This paper presents the results of a study in Nigeria, Ghana, Rwanda and Zambia and examines the problem of staff capacity erosion in African institutions of tertiary education. It details innovative strategies that have been adopted by some of these institutions to confront this challenge and suggests strategies that may be used to reduce staff losses including the possibilities of using links with the Diaspora to widen the human resources base for Higher education institutions in Africa.

**Classmark** : AFR-431 MIH

**URL** : <http://www.foundation-partnership.org/ulf/resources/mihyo.pdf>

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**El cambio conducido en la universidad : la percepcion de los académicos** / Jorge E. Quintero Félix, Víctor Antonio Corrales Bargueno, Ramon Martinez Huerta, Gloria Arechiga Sanchez / Asociación Nacional de Universidades e Instituciones de Educación Superior [ANUIES] . - In: Revista de la Educación Superior, v. 39, no. 153, pp. 7-22, Enero-Marzo 2010

ISSN 0185-2760

**Abstract** : To understand academics perceptions about the changes that their institution are facing, this case study at the Universidad Autonoma de Sinaloa describes how the academic sector processes modernisation within their departments. The study analyses the willingness of academics to be a part of the change process and the effect that it brings in terms of convergence or loss of cohesion and institutional identity.

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**Women and academic workloads : career slow lane or cul-de-sac?** / Lucinda Barrett, Peter Barrett . - In: Higher Education, v. 61, no. 2, pp. 141-155, February 2011

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

**Abstract :** Career progression for women academics to higher levels is not in proportion to their representation within the profession. This paper looks at theories about this and relates them to current practices within universities for allocating work. The management of workloads can disadvantage women through a number of interactive factors. Interruptions in continuity of employment and fractional contracts can work to exclude or hinder research activity, an area pivotal for higher progression. The issue that many models for allocating work exclude research from their calculations exacerbates this. Additionally this feeds off expectations that research work is conducted after hours at home, a feature that women may find more difficult. Lastly a lack of transparency can allow areas of, often unwitting, discrimination to go undetected through the skewed allocation of types of work not strongly associated with promotion. The paper suggests a series of measures that might improve this situation.

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## ■ Accreditation

**Quality assurance at a distance: international accreditation in Taiwan higher education** / Angela Yung-Chi Hou . -

In: Higher Education, v. 61, no. 2, pp. 179-191, February 2011

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

**Abstract :** In response to the global competitiveness in higher education, the government, in recent years, has encouraged Taiwan colleges and universities to seek international accreditation, which raises several questions, such as jurisdiction over national accreditation, a single set of standards for local and global quality assurance, demand for the mutual recognition of review outcomes, etc. With the looming pressures for change that international accreditation will likely pose on a Taiwan national framework of quality assurance, multiple impacts on institutions and national accrediting agencies in Taiwan are now beginning to be increasingly felt. Hence, this paper examines current academic international accreditation programs and institutions, recognizes Taiwan's accrediting organizations, and analyzes the challenges that institutions and national accrediting agencies are facing.

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## ■ Civic education

**Advancing democratic practice : a self-assessment guide for higher education** / Douglas Barrera, Virgilio Meira Soares / Council of Europe . - Strasbourg : Council of Europe Publishing, 2009 . - 93 p. (Council of Europe Higher Education Series, 14)

ISBN 978-92-871-6663-0

**Abstract :** What is democratic governance and how can it benefit universities and higher education institutions in preparing students to become participating, democratic adult citizens? How can universities and other higher education institutions evaluate how they contribute to their students' education for democratic citizenship? The two authors, one a student, the other a professor, examine how deans, rectors and university staff can operate on a day-to-day basis, describe how implementation of democratic practice tends to take shape and help readers to estimate how far their establishment has come along this road. The four key areas, according to this manual, that University leadership need to be address in order to create a more democratic institution are: governance, leadership and public accountability; value-centred education; post-secondary access; and student participation.

**Classmark :** EUR-341 COU

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**Global civics : responsibilities and rights in an interdependent world** / Hakan Altınay, ed. / Brookings Institution [USA] . - Washington DC : Brookings Institution Press, 2011 . - 145 p.

ISBN 978-0-8157-2141-3

**Abstract :** The goal of this book is to deliberate the legitimacy, and advance the feasibility, of the notion of "global civics." The first section presents the overall idea of global civics and argues that university is the unique forum to address this. The second section consists of ten interviews with higher education leaders and politicians from India, USA, UK, Russia, Chile, Bulgaria and China concerning the concept, the role of universities in civics education and their vision of a global civics curriculum. The third section discusses practical options for a global civics curriculum, including a sample Global Civics Syllabus.

**Classmark :** INT-71 ALT

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**Survey of Civic engagement activities in higher education in Ireland** / Ann Lyons, Lorraine McIlrath / Campus Engage [Ireland] . - Campus Engage, 2011 . - 50 p.

ISBN 0-9547493-8-3

**Abstract :** This survey maps the range of civic engagement activities across Irish higher education. Results from twenty-four higher education institutions show that there is an underreporting of universities' civic engagement activities. The authors conclude that considerable progress has been made in Ireland to develop civic engagement, albeit with few resources and uneven manifestations of strategic vision.

**Classmark :** IE-71 CAM

**URL :** <http://www.campusengage.ie/site/view/345/>

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**Positioning civic engagement on the higher education landscape : insights from a civically engaged pedagogy /**

Josephine A. Boland . - In: Tertiary Education and Management, v. 17, no. 2, pp. 101-115, June 2011

ISSN 0135-3883

**Abstract :** The importance of devising appropriate means of recognising and incentivising civic engagement is asserted in this paper and the potential offered by emerging measurement and mapping methodologies is considered. The empirical basis for the argument derives from a multi-site case study of the process of embedding community& 8208;based learning within Irish higher education. Analysis of interview data from four cases, drawn from the university and extra-university sector, yielded a typology of orientations to civic engagement. Findings are discussed, including those relating to orientations, ambivalence, scepticism, and legitimisation strategies. The case is made that these themes and the factors which impact on sustainability are mirrored within the wider domain of civic engagement — hence the opportunity to learn from a civically engaged pedagogy.

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## ■ Curriculum

**Transversity : transdisciplinary approaches in higher education /** Sue L. T. McGregor, Russ Volckmann . - Tucson,

Arizona : Integral Publishers, 2011 . - 144 p.

ISBN 978-1-4507-8351-4

**Abstract :** Transversity is an introduction to transdisciplinary approaches to complex world problems and challenges, such as sustainability and innovation. It brings the messages and the potentials of transdisciplinarity to academic and community audiences. It provides case studies of transdisciplinary programs in Australia, Austria, Brazil, The European Union, Mexico, Romania and the United States.

**Classmark :** INT-I52 MCG

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**Cultivating engineering ethics and critical thinking : a systematic and cross-cultural education approach using problem-based learning /** Pei-Fen Chang, Dau-Chung Wang . - In: European Journal of Engineering Education, v. 36, no. 4, pp. 377-390, August 2011

ISSN 0304-3797 . - Online ISSN 1469-5898

**Abstract :** This paper uses the 2008 earthquake in China as a case study to clarify the intertwined issues of ethics in engineering and the development of students' critical thinking skills. The authors explore the need to encourage engineering ethics within a cross-cultural context and they present a systematic model for designing an engineering ethics curriculum based on moral development theory and ethical dilemma analysis. The paper also presents results of an assessment of this interdisciplinary ethics course.

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## ■ Digital libraries

**Le guide des bibliothèques numériques /** Chloé Martin, Adeline Pécout . - Limoges : FYP Editions, 2011 . - 214 p.

ISBN 978-2-916571-62-1

**Abstract :** Directory of selected digital libraries and online resources.

**Classmark :** FR-11 MAR

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## ■ Diversification of education

**Diversifying higher education systems in the international and comparative perspectives /** Hiroshima University

[Japan]. Research Institute for Higher Education [RIHE] . - International Workshop on University Reform, Hiroshima,

2010 . - Hiroshima : RIHE, 2011 . - 81 p. (RIHE International Seminar Reports, no. 16)

ISBN 978-4-902808-65-0

**Abstract :** This publication contains the papers and presentations given at the International Workshop on University

Reform held in Japan in 2010. These include: Higher Educational Diversification in the United States (D. Bruce Johnstone); Functional Differentiation or Hierarchical Differentiation?: the case of Japan (Aya Yoshida); The Diversification of China's Higher Education and its Challenges (Weihe Xie); Higher Education Diversification in Europe (Peter Maassen); Conclusion Massification and the Growing Diversity of Higher Education (Futao Huang).

Classmark : INT-13 HIR

URL : [http://en.rihe.hiroshima-u.ac.jp/pl\\_default\\_2.php?bid=104026](http://en.rihe.hiroshima-u.ac.jp/pl_default_2.php?bid=104026)

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## ■ Education and development

**Accelerating catch-up: tertiary education for growth in Sub-Saharan Africa** / World Bank . - Washington DC : WB, 2008 . - 214 p. (Directions in development. Human development), 214 p., 2008

Abstract. Bibl. . - ISBN 978-0-8213-7738-3

**Abstract** : This study examines the relationship between economic growth and education in Sub-Saharan Africa, focusing primarily, on seven countries—Ghana, Kenya, Mauritius, Nigeria, South Africa, Tanzania, and Uganda. The study provides an overview of growth performance and its key drivers. It defines some of the principal economic challenges confronting SSA and the available options for promoting growth, especially through a diversification of economic activities and exports, and a deepening of technological capabilities. Such diversification is predicated on the success of measures to raise the standards of tertiary education and research, and to multiply the links between tertiary institutions and the business sectors.

Classmark : P

URL : [http://siteresources.worldbank.org/INTAFRICA/Resources/e-book\\_ACU.pdf](http://siteresources.worldbank.org/INTAFRICA/Resources/e-book_ACU.pdf)

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**Democratising knowledge for global development : the role of European higher education institutions** / Han Aarts, Tor Halvorsen, Peter Taylor, Eds. / European Association for International Education [EAIE][Netherlands] . - Amsterdam : EAIE, 2011 . - 127 p. (EAIE Occasional Paper, no. 23)

ISBN 978-90-74721-00-4

**Abstract** : The collection of papers in this volume aims to encourage a rethinking of what global development challenges imply for European Higher Education Institutions. Several key themes are addressed by the contributions in this book: European higher education's commitment to engaging with partner institutions in the global South; rethinking 'globalisation at home'; rethinking 'knowledge for development'; and seeking new modalities for collaboration and engagement.

Classmark : INT-6 EAI

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**Synthèse des études thématiques réalisées dans le cadre de la Task Force pour l'enseignement supérieur en Afrique** / UNESCO; Association for the Development of Education in Africa [ADEA] . - Paris : UNESCO, 2009 . - 84 p.

**Abstract** : Contents: financing tertiary education in Africa; higher education quality assurance in Sub Saharan Africa; harmonization of higher education programmes: a strategy for the African Union; Accès à l'enseignement supérieur en Afrique ; improving the working conditions for staff in African institutions of tertiary education; promouvoir les sciences et technologies dans l'enseignement supérieur africain; le projet d'institut pan Africain de gouvernance universitaire ; le projet "Pan African University" de l'Union Africaine.

Classmark : INT-7 UNE

URL : <http://www.unesco.org/education/WCHE2009/synthese170609.pdf>

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**Trends in tertiary education : sub-Saharan Africa = Tendances dans l'enseignement supérieur : l'Afrique subsaharienne** / UNESCO Institute for Statistics [Canada] . - Montreal, UIS, 2010 . - 7 p. (UIS fact sheet, 10)

**Abstract** : This fact sheet explores the extent to which global trends in the expansion of higher education apply to sub-Saharan Africa. How are countries in the region coping with the rising demand for tertiary education? What challenges do they face in achieving gender equality for women in tertiary education?

URL : <http://unesdoc.unesco.org/images/0019/001926/192603e.pdf> (English)

<http://unesdoc.unesco.org/images/0019/001926/192603f.pdf> (French)

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**Las Universidades ante el reto de la educación para el desarrollo** / Inmaculada Gonzales Perez, Mercedes Garcia de la Torre . - In: Revista Espanola de Educacion Comparada, no. 17, pp. 87-109 p., 2011  
ISSN 1137-8654

**Abstract** : Gradually, Spanish universities commitment to international cooperation in education has risen. Nowadays this

issue occupies an important place in their agendas. The diversity and the complexity of the implemented actions have led to the development of useful instruments which try to guide universities work in this field, but there is still a long way to go. Among the diverse challenges which currently need to be confronted, the necessity to clarify contributions and limits that universities offer in the field of co-development, and more concretely, in education for co-development, stands out. Given the current ambiguity in this area, new proposals are needed that elaborate programs and cooperation projects that contribute to a sustainable, fair and equal human development.

URL : [http://www.uned.es/reec/pdfs/17-2011/04\\_garcia.pdf](http://www.uned.es/reec/pdfs/17-2011/04_garcia.pdf)

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## ■ Education and employment

**The undereducated American** / Anthony Patrick Carnevale, Stephen J. Rose / Georgetown University [USA] . - Washington, DC : Georgetown University, 2011 . - 44 p.

**Abstract** : This new study by the Georgetown University Center on Education and the Workforce confirms that over the past 30 years, the demand for postsecondary-educated workers has outpaced supply, resulting in economic output below potential and growing income inequality. According to the authors, the undersupply of postsecondary-educated workers has led to two distinct problems: a problem of efficiency and a problem of equity. The study finds that to meet future economic requirements in the USA, there needs to be an additional 20 million postsecondary-educated workers to the economy by 2025.

URL : <http://www9.georgetown.edu/grad/gppi/hpi/cew/pdfs/undereducatedamerican.pdf>

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**Does vocational training help transition to work? the 'new French vocational bachelor degree'** / Jean François Giret . - In: European Journal of Education, v. 46, no. 2, pp. 244-256, June 2011  
ISSN 0141-8211 . - Online ISSN 1465 3435

**Abstract** : This article analyses whether graduates of vocational bachelor degrees benefit from better labour market outcomes in France than those in traditional academic bachelor courses. The vocational bachelor degree was created in 1999 as part of the education policy of expanding the number of vocational courses in French universities and in the framework of the Bologna Process. This article reports on a survey of French graduates in 2001 who were interviewed in 2004. The results show that education mismatch is less great for vocational bachelor graduates, which is coherent with the idea that the vocational track better responds to employers' needs. In addition, evidence showed that vocational bachelors tend to be associated with higher pay even after accounting for the heterogeneity of students. In addition, findings suggest that the university-employer link specifically developed for the vocational bachelor course influences the way vocational graduates find their job: they are significantly more likely to use university-based contacts to obtain their first jobs.

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**Employability, equity and elite formation** / Louise Morley . - In: Higher Education Forum, v. 8, pp. 75-91, March 2011

**Abstract** : This article discusses research findings from a UK project funded by HEFCE (2006) that set out to investigate employers' needs for information on quality and standards in higher education. A major finding was the emphasis that employers place on employability skills in graduate recruitment. Employability has equity implications in that, according to the authors, the non-transparency and subjectivity of what constitutes employability provides ideal preconditions for the reproduction of elitism and inequalities. One consequence is a pressure on higher education to produce an increasing range of desired personal capacities. A further pressure is on graduates to demonstrate a range of norm-related 'soft' skills and dispositions.

URL : [http://en.rihe.hiroshima-u.ac.jp/pl\\_default\\_2.php?bid=103614](http://en.rihe.hiroshima-u.ac.jp/pl_default_2.php?bid=103614)

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**Graduate employability and the propensity to learn in employment : a new vocationalism** / Tom Bourner, Sue Greener, Asher Rospigliosi . - In: Higher Education Review, v. 43, no. 3, pp. 1-30, Summer 2011  
ISSN 0018-1609

**Abstract** : This article is about graduate employment, unemployment and underemployment. It looks at the development of employability skills in university education as a response to evidence of the unemployment and underemployment of new graduates and assesses the impact of that response. The article then offers another approach to graduate employability based on the behaviour of graduate employers as reflected in data on graduate employment. The approach focuses on the development of students' willingness and ability to learn in employment. The article concludes by showing that this approach can reconcile the development of graduate employability with the traditional concerns of university education and with the preparation of students for lifelong learning.

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**Monitoring the pathways and outcomes of people from disadvantaged backgrounds and graduate groups /** Daniel Edwards, Hamish Coates . - In: Higher Education Research and Development, v. 30, no. 2, pp. 151-163, April 2011  
ISSN 0729-4360 . - Online ISSN 1469-8366

**Abstract :** this paper analyses key findings from the Graduate Pathways Survey, the first national study in Australia of bachelor degree graduates' outcomes five years after course completion. It focuses on the outcomes of graduates from disadvantaged groups. Findings reveal that many of the social and cultural barriers to success are removed and significant differences between graduate outcomes largely disappear. This appears to be the case for graduates who are Indigenous; those who began their studies from a low socio-economic status background; those who came from regional or remote areas or who were the first in their family to participate in higher education. However, the results show that gender equity seems to reverse in the years following university graduation. By five years after graduation, women have, on average, lower salaries and lower labour force participation rates.

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**Transition of higher education graduates to the labour market : are employment procedures more meritocratic in the public sector? /** Caroline Berggren / 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. 2, pp. 91-100, April 2011  
ISSN 1360-080X . - Online ISSN 1469-9508

**Abstract :** As an employer, the public sector might be expected to be more meritocratic than the private sector, because of its democratic values and more transparent appointments procedures. In this context meritocratic means that the employer only considers characteristics such as degree and grades, relevant for the position in question. The individuals in this study have completed one of four higher education degrees, and are aged 30-32 years (n = 22,133). Multinomial logistic regression analyses were employed. The results show that the public and the private sector are similar in that they both seem to prefer male graduates from old and well-established universities. One slight difference is that graduates' family and national backgrounds appear to be less relevant in the public sector than in the private sector. These differences are present even when several other educational factors are the same.

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## ■ Education and religion

**Looking for god in the university : examining trends in Christian higher education /** Perry L. Glanzer, Joel A. Carpenter, Nick Lantinga . - In: Higher Education, v. 61, no. 6, pp. 721-755, June 2011  
ISSN 0018-1560 . - Online ISSN 1573-174X

**Abstract :** Amid the many recent treatments of the global growth of higher education, little to no attention has been given to distinctly Christian higher education. The survey reported in this essay examines the number and nature of colleges and universities that retain and nurture a distinct Christian identity. The results indicate that Christian higher education continues to expand throughout the world, challenging the assumed linear trend toward secularization. This paper focuses upon the results of this survey in countries beyond Canada and the United States where most of the recent growth is occurring, with 579 institutions outside of these areas. The article analyses the origins, denomination, size, funding, areas of study of these institutions and how they relate to larger trends within higher education, such as privatization.

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## ■ Educational buildings

**Performance in higher education estates : EMS annual report 2010 /** Higher Education Funding Council for England [HEFCE] . - Bristol : HEFCE, 2011 . - 51 p.

**Abstract :** According to the results of this report, Universities and colleges across the UK are continuing to improve the quality of their buildings and to use them more efficiently. It also reports space over the past five years in England, Scotland, Wales and Northern Ireland. However, in all cases except for Northern Ireland, student numbers have risen faster than space, meaning that the overall amount of space per student has fallen.

**URL :** [http://www.hefce.ac.uk/pubs/hefce/2011/11\\_17/11\\_17.pdf](http://www.hefce.ac.uk/pubs/hefce/2011/11_17/11_17.pdf)

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## ■ Educational cooperation

**First ASEM rectors' conference /** Asia-Europe Foundation [AEF][Singapore] . - Between Tradition and Reform: Universities in Asia and Europe at the Crossroads, Berlin, 22-29 October 2008 . - Bonn : HRK, 2009  
Printed report and CD-ROM

**Abstract :** This report contains conference recommendations and the CD-ROM additionally contains links to conference presentations.

**Classmark :** ASI-61 AEF

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**Franco-British Academic Partnerships : the next chapter** / Maurice Fraser, Philippe Lane, Eds. . - Franco-British Cooperation in the Higher Education Sector, London, January 2010 . - Liverpool : Liverpool University Press, 2011 . - 241 p.

ISBN 978-1-84631-664-7

**Abstract :** This collection of papers details increasing bilateral French-UK cooperation in higher education, and gives examples of good practice across a range of disciplines. The first section, teaching and training partnerships, reports on case studies of partnerships; covering established partnerships as well as newer initiatives such as internationalisation policies and student mobility. Papers include double degree programmes; the setting up of Franco-British teaching diploma projects; and new forms of collaboration between British universities and Grandes Ecoles and IUTs (Instituts Universitaires de Technologie). Part II addresses research partnerships with several case studies illustrating collaborative academic research projects as well as student exchange in the sciences and cooperation in the social sciences. Part III looks into the economic, political and policy factors influencing the 'next chapter' in Franco-British academic partnerships. It also describes the roles of both the British Council and its Campus France in promoting international mobility; joint student and alumni projects; and the relationship between universities, research and business.

**Classmark :** FR-61 FRA

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**Regional and interregional cooperation of universities** / University of Tokyo . - Regional and Interregional Cooperation of Universities, Tokyo, 17-18 February 2011 . - Tokyo : University of Tokyo, 2011 . - 348 p.

**Abstract :** This report brings together abstracts, papers and presentations given at the University of Tokyo conference on cooperation between universities. Particular emphasis is given to Asian Pacific regional and interregional cooperation. Other themes include links between education for all and cross border collaboration; government policy; globalisation; internationalization, international students and student mobility.

**Classmark :** INT-614 TOK

**URL :** <http://dir.u-tokyo.ac.jp/en/0217koto.html>

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**European-Chinese cooperation in higher education : the example of the China-EU School of Law** / Daniela Janicke / European Association for International Education [EAIE][Netherlands] . - In: Internationalisation of European Higher Education . - Stuttgart : RAABE, 2011

Bibl. . - ISBN 978-8183-0543-7

**Abstract :** China began cooperation with foreign universities in the late 1980s and has subsequently established cooperation projects and joint study programmes with universities in 130 countries and regions. This paper examines the creation of an international law school in China, jointly run by European and Chinese institutions and supported and launched by the European Commission in 2008. The author details the management structure of the School, the institutions and other organisations involved, financial issues and programmes.

**Classmark :** EUR-3 EUA

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## ■ Educational demand

**Old players - new rules : higher education institutions' response to educational demand** / Noline Frolich, Erica Waagene, Per Olaf Aamodt . - In: Tertiary Education and Management, v. 17, no. 2, pp. 163-179, June 2011  
ISSN 0135-3883

**Abstract :** This paper explores students' demand for education (measured according to application statistics) and HEI's educational profile. This is analysed in the context of greater institutional autonomy in Norway linked to performance-based funding policy. Data is drawn from the Norwegian Universities and Colleges Admission Service 2003–2009. Analysis indicates that competition for students is relatively stable and not particularly aggressive across groups of higher education institutions (HEIs) and over time. Despite this fact, a few HEIs have improved their share of applications, while others have fallen behind in the competition for students. Institutions attracting most applicants had more flexible programmes, including part-time and one-year courses, and have attracted many students to newly established programmes in teacher training, the arts and social studies.

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## ■ Educational evaluation

**Comment évaluer, améliorer, valoriser l'enseignement supérieur ? : professeurs, cadres dirigeants, responsables pédagogiques** / Huguette Bernard, Jean Marie De Ketele . - Saint-Laurent (Québec) : Ed. du renouveau pédagogique, 2011 . - 331 p. (Guides pratiques: former et se former)  
ISBN 978-2-8041-6367-9 (De Boeck); 978-2-7613-3994-0 (ERPI)

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**Critical factors in the use of evaluation in Italian universities** / Gianfranco Reboria, Matteo Turri . - In: Higher Education, v. 61, no. 5, pp. 531-544, May 2011  
ISSN 0018-1560 . - Online ISSN 1573-174X

**Abstract** : This article examines the development of evaluation in the Italian university system from the 1990 s onwards where serious problems have been and continue to be addressed in the use of evaluation output to improve academic activities and make universities accountable for their behaviour. There is a tendency for evaluation to generate inappropriate or undesired effects and for those being assessed to adopt opportunistic behaviour. Underestimation of the universities' organisational features is the main reason for so many difficulties.

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**Developing effective assessment in higher education: a practical guide** / Sue Bloxham, Pete Boyd . - Reprinted 2011 . - Maidenhead (UK) : Open University Press, 2007 . - viii-260 p.  
Incl. bibl., index . - ISBN 978-0-335-221073

**Classmark** : P

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## ■ Educational fees

**A long path to divergence : English and Scottish policies on tuition fees** / Oivind Bratberg / International Association of Universities [IAU] . - In: Higher Education Policy, v. 24, no. 3, pp. 285-306, September 2011  
ISSN 0952-8733 . - Online ISSN 1740-3863

**Abstract** : This article addresses the diverging policies of England and Scotland since 1999 on the issue of tuition fees. While the UK Parliament has introduced (and henceforth enhanced the level of) tuition fees for students at English universities, the Scottish Parliament has refuted fees in two successive stages. In this article the author traces the political processes leading to divergence, followed by a comparative analysis of the relevant parliamentary debates. He finds that while all the three statewide parties have differed internally between arguments promoted in London and Edinburgh, Labour stands out as the party with the strongest thematic continuity. The Liberal Democrats, meanwhile, are distinctive in highlighting the opportunity to chart a separate course for Scotland. Finally, despite the diverging policy tracks of London and Edinburgh, there is a trend towards convergence between the legislatures in the thematic focus of debates.

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## ■ Educational finance

**Giving in evidence : fundraising from philanthropy in European universities** / European Commission . - Luxembourg : Publications Office of the European Union, 2011 . - 184 p  
ISBN 978-92-79-18784-1

**Abstract** : This is the first large-scale study of philanthropic funding in European universities in general, and more specifically in support of research. It covers individual donors, charitable trusts and foundations and private corporations, analysing the contextual and institutional factors that affect success and failure, the distribution of efforts and outcomes of fundraising activities, ways in which philanthropic contributions are used to support research, and the positive and negative impacts of this source of funding.

**URL** : <http://www.eua.be/pubs/Fundraising%20from%20Philanthropy%20in%20European%20Universities.pdf>

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**Il finanziamento dell'istruzione superiore : Francia, Germania, Inghilterra, Spagna** / Carlo Finocchietti / CIMEA della Fondazione Rui [Italy] . - Rome : CIMEA, 2010 . - 133 p. (Universitas Quaderni, 26)

**Classmark** : EUR-33 CIM

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**Performance-based funding : a re-emerging strategy in public higher education financing** / Thomas L. Harnisch / American Association of State Colleges and Universities . - Washington, DC : AASCU, 2011 . - 12 p. (Higher Education Policy Brief)

**Abstract** : This policy brief examines examples of Performance-based Funding (PBF) experiences put into practice in several U.S. states and analyses the differences between past and new approaches.

**URL** :

[http://www.aascu.org/uploadedFiles/AASCU/Content/Root/PolicyAndAdvocacy/PolicyPublications/Performance\\_Funding\\_AASCU\\_June2011.pdf](http://www.aascu.org/uploadedFiles/AASCU/Content/Root/PolicyAndAdvocacy/PolicyPublications/Performance_Funding_AASCU_June2011.pdf)

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**Regulating financial sustainability in higher education** / United Kingdom. National Audit Office . - London : The Stationary Office, 2011 . - 34 p.

ISBN 9780102969535

**Abstract** : This report makes clear that the change in higher education funding arrangements will require a new system of regulation and accountability and highlights the need for relevant, reliable information for students to help them make informed judgements about what and where they want to study.

**URL** : [http://www.nao.org.uk/publications/1011/financial\\_sustainability\\_in\\_he.aspx?alreadysearchfor=yes](http://www.nao.org.uk/publications/1011/financial_sustainability_in_he.aspx?alreadysearchfor=yes)

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**A comparative assessment of higher education financing in six Arab countries** / Ashraf El Araby / UNESCO.

International Bureau of Education [IBE] . - **In**: Prospects: quarterly review of comparative education, v. XL1(41), no. 1 / 157, pp. 9-21, March 2011

Incl. bibl. . - ISSN 0033-1538

**Abstract** : This study analyses the policies for financing higher education in six Arab countries: Egypt, Jordan, Lebanon, Morocco, Syria, and Tunisia. It assesses the adequacy of spending on higher education, the efficiency with which resources are utilized, and the equity implications of resource allocations. Based on six detailed case studies, this comparative study is intended to highlight the common features and similarities, as well as the differences among countries in the region, in addition to best practices and success stories. It also addresses the future challenges that are likely to exert pressure on higher education finance and assesses the reform efforts undertaken by the governments in the region. Finally, it proposes alternative strategies for dealing with problems of finance in the Arab region, in light of international experiences and the region's unique characteristics.

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**Adequacy, efficiency and equity of higher education financing: the case of Egypt** / Yasmine Fahim, Noha Sami / UNESCO. International Bureau of Education [IBE] . - **In**: Prospects: quarterly review of comparative education, v. XLI(41), no. 1 / 157, pp. 47-67, March 2011

Incl. bibl. . - ISSN 0033-1538

**Abstract** : To meet its future challenges in financing higher education, Egypt has no option but to search for alternative funding arrangements. This article considers the question of how to do so, keeping in mind the need to ensure equitable access to good quality education for those who cannot afford it. To this end, the article begins by assessing public expenditure on higher education in Egypt, with respect to its adequacy, efficiency, and equity. Next, it analyzes the impacts that demographic changes, the demand for quality education, and the transition to private provision of education will have on the nature of financing higher education in the future. It concludes by suggesting alternative strategies to address the problem of financing higher education in Egypt.

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**Assessing the effects of four budget-balancing strategies in higher education** / Arthur M. Hauptman, Philip Nolan / OECD Programme on Institutional Management in Higher Education [IMHE] . - **In**: Higher Education Management and Policy, v. 23, no. 1, pp. 9-22, 2011

ISSN 1682-3451 . - Online ISSN 1609-6924

**Abstract** : This paper compares four short- and medium-term strategies available to public higher education to balance budgets in the face of major cutbacks in public funding. These strategies include: capping enrolments, changing the enrolment mix, raising prices and increasing enrolments without raising prices. The paper assesses the likely effects of these four strategies on the performance dimensions of participation, equity, productivity and quality. Some of the key political and economic considerations that do and should inform the decisions of institutional leaders are then considered. The authors conclude that there are fundamental inadequacies in our understanding of the possible impacts of changing enrolments on marginal costs. This means that higher education system and institutional leaders may not be fully and rationally exploring the range of options available to balance their budgets in the face of recession-driven cutbacks; in particular, they may not adequately consider the possibility of increasing enrolments without increasing fees

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**Building a world-class system in Ireland's financial crisis** / Ellen Hazelkorn . - In: International Higher Education, no. 64, pp. 12-14, Summer 2011  
ISSN 1084-0613

**Abstract** : Irish higher education faces particular difficulties given the severity of its economic crisis. Like other countries, it is engaged in significant system restructuring coupled with managed policy direction. Where Ireland does differ is in its emphasis on a 'whole of country strategy' and commitment that teaching and research go hand-in-hand. This paper looks at the fortunes and mis-fortunes of Irish higher education.

URL : [https://htmldbprod.bc.edu/pls/htmldb/f?p=2290:4:5378751122681689::NO:RP,4:P0\\_CONTENT\\_ID:115135](https://htmldbprod.bc.edu/pls/htmldb/f?p=2290:4:5378751122681689::NO:RP,4:P0_CONTENT_ID:115135)

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**Financing and political economy of higher education: the case of Lebanon** / Charbel Nahas / UNESCO. International Bureau of Education [IBE] . - In: Prospects: quarterly review of comparative education, v. XLI(41), no. 1 / 157, pp. 69-95, March 2011  
Incl. bibl. . - ISSN 0033-1538

**Abstract** : This paper assesses the adequacy, efficiency, and equity of higher education in Lebanon in both the public and private sectors, while highlighting challenges that are specific to Lebanon. It concludes by discussing various approaches and strategies to remedy the challenges facing higher education in Lebanon.

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**International trends in the public and private financing of higher education** / Bikas C. Sanyal, D. Bruce Johnstone / UNESCO. International Bureau of Education [IBE] . - In: Prospects: quarterly review of comparative education, v. XLI(41), no. 1 / 157, pp. 157-175, March 2011  
Incl. bibl. . - ISSN 0033-1538

**Abstract** : Beginning by analyzing the major qualitative and quantitative changes in higher education around the world, this article examines international trends in their financial implications. It then demonstrates the state's inability to bear the entire rising financial burden, and explores the role of self-financing, and of the non-profit and for-profit private sectors, in sharing the enrolment and the cost burden. Examples of cost-sharing from around the world are given, with an analysis of the complexities and ambiguities of the meanings of public and private in reference to financing higher educational institutions. A discussion of private-public partnerships follows, and of the role that non-profit and for-profit cross-border higher education plays in financing. The conclusion offers eight policy themes for coping with the underlying situation of financial strategy and the simultaneous need to supplement scarce public revenues with private revenues, meanwhile increasing access to and participation in higher education for those not yet benefiting from it.

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**Political economy of cost-sharing in higher education : the case of Jordan** / Taher H. Kanaan, Mamdouh N. Al Salamat, May D. Hanania / UNESCO. International Bureau of Education [IBE] . - In: Prospects: quarterly review of comparative education, v. XLI(41), no. 1 / 157, pp. 23-45, March 2011  
Incl. bibl. . - ISSN 0033-1538

**Abstract** : This article analyzes patterns of expenditure on higher education in Jordan, explores the current system's adequacy, efficiency, and equity, and identifies its strengths and weaknesses in light of current constraints and future challenges. Among the constraints are the relatively low public expenditure on higher education, leaving households to compensate through private expenditure. Moreover, despite more spending on university education, the quickly rising volume of students has required compromises in quality. Meanwhile, gradually falling subsidies have pressured public universities to reconsider their financing mechanisms and become more efficient. Cost-sharing mechanisms have been introduced through commercial private universities and "parallel programmes" at public universities. This generates much-needed income, but raises two critical issues. Students from poorer backgrounds find it even more difficult to enter university, and quality is constrained because universities must compromise on tasks that are essential but not profitable such as research and development. Among the suggested solutions are promoting the culture of charitable endowments, perhaps through a revision of the Islamic awqaf system, and developing innovative financial mechanisms to tap private savings without incurring the hazards of profit maximization.

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**Regulations and challenges of implementing performance-based agreements In tertiary education in Chile** / Ricardo Reich Albertz, Flora Machuca, Daniel López Stefoni, et al. . - In: Ingeniare. Revista chilena de ingeniería, v. 19, no. 1, 2011  
ISSN 0718-3305

**Abstract** : This paper analyses a funding model from the Chilean government which has developed a new instrument for assigning resources based on results using Performance Agreements with HE institutions. The model has been implemented in a pilot programme by the Chilean Ministry of Education with the Higher Education Quality and Performance Enhancement Program (MECESUP).

URL : <http://www.mineduc.cl/usuarios/1234/doc/201108161112020.PositionPaperPBAseng.pdf> (English)  
[http://www.mineduc.cl/usuarios/1234/doc/201108161111380.PPaper\\_Ingeniare\\_2011.pdf](http://www.mineduc.cl/usuarios/1234/doc/201108161111380.PPaper_Ingeniare_2011.pdf)

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**Scope, relevance and challenges of financing higher education: the case of Tunisia** / Tahar Abdessalem / UNESCO. International Bureau of Education [IBE] . - In: Prospects: quarterly review of comparative education, v. XLI(41), no. 1 / 157, pp. 135-155, March 2011  
Incl. bibl. . - ISSN 0033-1538

**Abstract** : Like other developing countries, Tunisia has allocated increasing levels of resources to education, particularly higher education, over the past few decades, mainly through public funding. From 2005 to 2008, public expenditure on education amounted to around 7.4% of GDP, with 2% allocated to higher education. Recently, however, budgetary constraints have increased, student enrollment is increasing rapidly, and the country needs to improve its higher education so that graduates are more employable. In this context, to enhance access and equity, public policy is required to define orientations and programmes to improve quality and efficiency while reducing costs. This article first assesses public expenditure on higher education in Tunisia, with respect to its adequacy, efficiency, and equity, and then explores the challenges posed to financing by demographic changes, the need for higher quality of education, and private provision. It also examines some strategies for reinforcing financing, and analyzes measures to increase private funding.

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## ■ Educational forecasting

**Blue skies : new thinking about the future of higher education** / Louis Coiffait, ed. / Pearson Centre for Policy and Learning [UK] . - London : Pearson Centre for Policy and Learning, 2011 . - 159 p.

**Abstract** : This publication contains articles on such topics as financing, how higher education should be delivered, how should we make the most of technology and data?, How can students be best-served?, and how should teaching, learning and assessment evolve?

URL : <http://pearsonblueskies.com/wp-content/uploads/2011/05/BLUE-SKIES-WHOLE-BOOK-160-PAGES.pdf>

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**Las encrucijadas estratégicas de la universidad pública española** / Albert Corominas Subias, Vera Sacristan Adinolfi . - In: Revista de Educación, no. 355, pp. 57-, Mayo-Agosto 2011  
ISSN 0034-8082

**Abstract** : Spanish universities have experienced a substantial change in the last thirty years, significantly contributing to the cultural and economic progress in Spain. This paper examines the main options for the future of universities in Spain, concerning both academic activities and the means and tools to carry them out. Regarding teaching: how to combine increased access to university studies with advanced training paths, the question of the two-track university; the relationship between knowledge and transversal skills and, the prospects for the renewal of teaching methodology. Concerning investigation and transfer: the functions and the consequent orientation of university research activity, and its predominantly cooperative nature. funding - the authors analyse who should pay for teaching and research, and whether the funding of public universities should be basically public or private. Regarding staff, the need of increasing the qualifications of the administration and technical personnel is discussed as well as the need to reverse the lack of career stability for faculty. Concerning governance, a classification of the decisions and allocation of responsibilities to different organs, internal and external to the university, are proposed. Some brief conclusions close the paper.

URL : [http://www.revistaeducacion.educacion.es/re355/re355\\_03.pdf](http://www.revistaeducacion.educacion.es/re355/re355_03.pdf)

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## ■ Educational management

**Women leading education across the continents : sharing the spirit, fanning the flame** / Helen C. Sobehart / University Council for Educational Administration [UCEA][USA]; Duquesne University [USA]; American Association of School Administrators [AASA] . - Lanham (Md.) : Rowman Littlefield Education, 2009 . - xiii-230 p.  
Incl. bibl., index . - ISBN 978-1-57886-996-1

**Abstract** : This book, based on a conference held by the UCEA, provides information and analysis of the status of women in educational leadership, in both basic and higher education, from both a qualitative and quantitative view.

Classmark : P

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**Development of Manager-Academics at institutions of higher education in Catalonia** / Diego Castro, Marina Tomas / Society for Research into Higher Education [SRHE][UK] . - In: Higher Education Quarterly, v. 65, no. 3, pp. 290-307, July 2011  
ISSN 0951-5224 . - Online ISSN 1468-2273

**Abstract** : Managers at Spanish universities are having to deal with increasingly complex managerial tasks as a result of current changes in higher education. This paper presents the results of a study into the professional development of deans and department heads at universities in Catalonia. At management level, these universities are typically based on an elected, rotating model rather than an appointed or permanent one. The findings from 23 qualitative interviews and a focus group identified three phases in the development of academic management: learning and contextualization, development of functions, and the institutional projection and transmission of management tasks.

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**Doing leadership in higher education : the gendering process of leader identity development** / Ulrika Haake . - In: Tertiary Education and Management, v. 15, no. 4, pp. 291-304, December 2009  
ISSN 0135-3883

**Abstract** : How leadership is done in higher education is analysed through a longitudinal interview study among the heads of department at a Swedish university. The focus is directed towards the construction and reconstruction of leader identity from the time when the heads were novices up until four years later when they were more experienced. The main result is the emergence of a gendering process in the discourse on academic leadership. At the end of the leadership assignment period, male and female department heads did not ever share the same subject positions and leader identity was described in differing terms in subject positions held by women and men, respectively. Three common identity development processes emerged: a vague development process where a non-head of department identity was strong over time (men), a process towards a positive and clear manager identity (men), and a process towards a gender-focused and problem-oriented leader identity (women).

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**El desempeño de la direccin en la universidad : el caso de decano y directores de departamento** / Diego Castro, Marina Tomas / Universidad Nacional de Educacin a Distancia [UNED][Spain] . - In: Educacin XX1, v. 13, no. 2, pp. 217-239, 2010  
ISSN 1139-613X

**Abstract** : This article presents the results of an interview-based study which researched the professional development of academic managers in higher education, specifically, Deans and Heads of Department. The results obtained indicate three stages: an initial stage requiring low-intensity leadership, characterised by the need to familiarise with the post and to understand the dynamics of the institution. In the second stage, activity is oriented to carrying out projects and characterised by a high level of commitment to providing advice and support to lecturing staff. The third stage involves ensuring institutional takeover and assessing the achievements attained.

**URL** : <http://e-spacio.uned.es/fez/eserv.php?pid=bibliuned:EducacionXXI-2010-13-2-5100&dsID=Documento.pdf>

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**Ethical tensions and academic leaders** / Lisa Catherine Kimber, Megan Kehrich, Neil Cranston, Karen Starr . - In: Higher Education Review, v. 43, no. 3, pp. 50-69, Summer 2011  
ISSN 0018-1609

**Abstract** : Internationally universities have been characterised by shrinking government funding, fierce competition for student enrolments, and greater pressures to become commercially viable. It is against this complex background that academic leaders have been required to confront and resolve a multitude of conflicting interests as they seek to balance a variety of values in their decision-making processes. In this article the authors put forward a model of ethical decision-making developed from empirical research and literature. To test the efficacy of the model, a case scenario is posed. The article concludes by raising a number of implications for academic leaders regarding ongoing professional learning needed in this area.

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**Gender and management in HEIs : changing organisational and management structures** / Özlem Özkanli, Maria De Lourdes Machado, Kate White, Pat O'Connor, Sarah Riordan, J. Neale . - In: Tertiary Education and Management, v. 15, no. 3, pp. 241-357, no. 3  
ISSN 0135-3883

**Abstract** : This paper reports on the second phase of a multi-country study examining cross cultural perspectives of gender and management in Higher Education Institutions (HEIs). It examines the broader labour market context and legislative frameworks for higher education in each country and then analyses the literature on women in university management. The paper presents the findings of research with male and female senior managers about their

perceptions of women as HEI managers within changing organisational and management structures. It concludes that although HEI's are now largely aware of barriers to women getting into and on in senior management, they have not addressed the organisational structures and cultures that perpetuate this inequity.

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**Gender, power and managerialism in universities** / Kate White, Teresa Carvalho, Sarah Riordan / 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. 2, pp. 179-188, April 2011  
ISSN 1360-080X . - Online ISSN 1469-9508

**Abstract** : This article explores the role of senior managers in consolidating and interpreting new managerialism in higher education in Australia, South Africa and Portugal, and perceptions of potential effects on gender. The impact of managerialism on decision-making in Australia was increased centralisation with the Vice Chancellor operating as a Chief Executive Officer; in South Africa tension existed between collegial and managerial models evident in power struggles between Vice Chancellors and faculties, plus overt risk and strong political considerations; while in Portugal decision making remained collegial with Rectors seeing themselves as *primus inter pares* (first among equals). The major finding was that while women as senior managers had an increased capacity to impact on decision-making in managerial universities, mainly related to 'soft' management skills, these were not valued in a competitive management culture strongly focused on research output. Thus managerialism presents a great challenge for women in senior management in higher education.

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**Glass ceiling in academic administration in Turkey : 1990s versus 2000s** / Gulay Gunluk-Senesen . - In: Tertiary Education and Management, v. 15, no. 4, pp. 305-322, December 2009  
ISSN 0135-3883

**Abstract** : While in Turkey, the ratio of female professors is much higher than the EU-25 average, glass ceiling indicators show that the glass ceiling has thickened in the last two decades. The findings are discussed against the background of the transformation in Turkish universities and in the context of three areas of challenges: the hierarchy deeply rooted in the current higher education system, the restructuring scheme with the recently introduced public administration reform law and marketisation of higher education.

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**Gobernabilidad y cambio institucional en la Universidad Autonoma de Nayarit durante el periodo 2000-2008** / Andrés Augusto Arias Guzman, Ceja mendoza, Alberto Paul, Eva Minerva Ramos Carrillo, Yadira Rios Colin / Asociación Nacional de Universidades e Instituciones de Educación Superior [ANUIES] . - In: Revista de la Educación Superior, vol. 40, no. 157, pp. 129-148, Enero-Marzo 2011  
ISSN 0185-2760

**Abstract** : This paper analyses the process of change implemented at the Autonomous University of Nayarit, the main public university in the Mexican state of Nayarit, resulting from recent institutional reform. It places particular emphasis on governance of the institution and brings to light existing implications for change from a neo-institutionalist framework, and details power relations, conflict and institutional arrangements that were made in the period.

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**La dirección estratégica universitaria y la eficacia de las herramientas de gestión: el caso de las universidades españolas** / Xavier Llinas-Audet, Michele Giroto, Francesc Solé-Parellada . - In: Revista de Educación, no. 355, pp. 33-54, Mayo-Agosto 2011  
ISSN 0034-8082

**Abstract** : Faced with demographic, economic, social and technological changes, and national and international competitiveness, universities have begun to adapt and use strategic management tools. However, this growth has occurred in a scattered way, both in terms of content and processes, which has not been accompanied by specific studies. This paper aims to analyse the current situation of the university strategic management system, introducing a debate about the relationship between strategic management and the managerial tools efficacy in the specific case of the Spanish universities. The paper is divided into three parts: first, the description of the current context of university strategic management and the strategic planning usage, placing it within the Spanish case, secondly, through a survey and a qualitative study, a review of the various experiences carried out by Spanish institutions is presented, and finally, the results are used to draw reflections upon the future challenges of the university strategic management and its decision-making system, with the effective use of the managerial tools for the quality of the university services in the current context of change.

**URL** : [http://www.revistaeducacion.educacion.es/re355/re355\\_02.pdf](http://www.revistaeducacion.educacion.es/re355/re355_02.pdf)

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## ■ Educational policy

**Policy on tertiary education, technical vocational education and training, and lifelong learning in Trinidad and Tobago** / Trinidad and Tobago. Ministry of Science, Technology and Tertiary Education . - Port Of Spain Trinidad : MSTTE, 2010 . - 52 p.

**Abstract** : This Green Paper developed by the Trinidad and Tobago government, details proposed changes in tertiary education, technical and vocational education and training, and lifelong learning. The principal strategy is to expand and develop tertiary education to a 60% participation rate. Government tuition expenses assistance will be expanding in order to close the opportunity-gap in tertiary education for "at-risk groups".

URL : <http://www.stte.gov.tt/Portals/0/Policies/TEWhitePaper.pdf>

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**Resolution on national higher education programme 2011-2020** / Slovenia. Government . - 2011 . - 72 p.

**Abstract** : The Slovenian government has approved this proposal. The main goals of Slovenian higher education in 2020 will be quality and excellence, with diversity and accessibility of higher education being achieved by means of internationalisation, diversification, study structure and the financing of higher education.

URL :

[http://www.mvzt.gov.si/fileadmin/mvzt.gov.si/pageuploads/pdf/odnosi\\_z\\_javnostmi/12.4.11\\_NPVS\\_ANG\\_nova\\_verzija.pdf](http://www.mvzt.gov.si/fileadmin/mvzt.gov.si/pageuploads/pdf/odnosi_z_javnostmi/12.4.11_NPVS_ANG_nova_verzija.pdf)

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**Tertiary education for the knowledge society : pointers for policy development** / Organisation for Economic Cooperation and Development [OECD] . - Paris : OECD, 2011 . - 24 p., 24 p., 2011  
Online document

**Abstract** : This report is drawn from the Thematic Review of Tertiary Education, which covered tertiary education policies in 24 countries. The findings of this review are presented in Tertiary Education for the Knowledge Society, 2008.

URL : <http://www.oecd.org/dataoecd/60/36/47698479.pdf>

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**Narrative policy analysis and the use of the meta-narrative in participatory policy development within higher education** / Greg Hampton / International Association of Universities [IAU] . - In: Higher Education Policy, v. 24, no. 3, pp. 347-358, September 2011

ISSN 0952-8733 . - Online ISSN 1740-3863

**Abstract** : Narrative policy analysis is examined for its contribution to participatory policy development within higher education. Within this policy process theory, participants develop meta-narratives to bridge opposing narratives and to resolve the policy issue. These meta-narratives are examined within a policy development process occurring within a university, as a means of reconciling institutionally dominant narratives of graduate attributes and disciplinary views on important aspects of these attributes. These meta-narratives paved the way for constructive engagement and discussion on the notion of graduate qualities. The author argues that the development of a meta-narrative by either the policy analyst or by the participants in a policy development process can enhance the pursuit of participatory policy development within a university.

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**Prioridades, Políticas y education superior** / Maria Lorena Hernandez Yanes / Asociación Nacional de Universidades e Instituciones de Educación Superior [ANUIES] . - In: Revista de la Educación Superior, v. 40, no. 157, pp. 99-124, Enero-Marzo 2011

ISSN 0185-2760

**Abstract** : This author explores the impact of different policies aimed at promoting the objectives of quality, coverage and relevance in Mexican higher education. A long-term analysis of 1988 to 2006 is presented which corresponds to the last three federal administrations. Statistics on the growth of public and private higher education supplement the paper.

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## ■ Educational qualifications

**Community college baccalaureate : a fixed effects, multi-year study of the influence of state policy on nursing degree production** / Nathan Daun-Barnett / International Association of Universities [IAU] . - In: Higher Education Policy, v. 24, no. 3, pp. 377-398, September 2011

ISSN 0952-8733 . - Online ISSN 1740-3863

**Abstract** : For the past 10 years, a growing number of community colleges in the US have begun to offer baccalaureate degrees across a range of targeted programmes including business, education, and nursing. This study examines

whether community college baccalaureate policies result in an increased production of nurses — currently a policy priority in nearly every state across the country. The findings suggest that, even in the early stages of adoption, states allowing the Bachelor's of Science in Nursing at community colleges produce more nurses than non-adoption states. It also appears that these gains do not come at the expense of private colleges or public 4-year institutions. Nursing presents a unique set of opportunities and challenges and the findings reported here may not generalize to other disciplines.

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## ■ Educational quality

**Academically adrift : limited learning on college campuses** / Richard Arum, Josipa Roksa . - Chicago : University of Chicago Press, 2011 . - 259 p.  
ISBN 978-0-226-02856-9

**Abstract** : How much do undergraduates really learn in University? This book draws on data from student surveys, transcript analysis and the Collegiate Learning Assessment test results and then tracks the academic gains of 2,300 undergraduate students in the USA. The analysis shows that a significant proportion of students demonstrate no significant improvement in skills including critical thinking, complex reasoning and writing. Those students who do show improvements tend to show only modest improvements. The main reason for lack of academic progress, according to the authors, is a lack of rigour. The authors note that students spend, on average, only about 12-14 hours a week studying, and that much of this time is studying in groups. Other findings show that self-studying rather than peer-group studying provides more gains; students who engaged in extracurricular activities had no noticeable gains or losses in learning; liberal arts majors see significantly higher gains in critical thinking, complex reasoning, and writing skills over time; Students whose classes reflect high expectations (more reading and writing assignments) gained more than other students. There is significant variation within institutions, not just among institutions, with students in some academic programs regularly outperforming others at the same campuses. The authors conclude that higher education needs to shift attention away from measures of "social engagement" and toward academic engagement, even if some of those measures of non-academic engagement help keep students engaged and enrolled.

**Classmark** : US-542 ARU

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**Audit manual for the quality systems of higher education institutions 2011-2017** / Finnish Higher Education Evaluation Council . - Helsinki : Finnish Higher Education Evaluation Council, 2011 . - 40 p.  
ISBN 978-952-206-183-6 . - Online ISBN 978-952-206-184-3 ISSN 1457-3121

**Abstract** : This manual sets out the Finnish Higher Education Evaluation Council's official audit model and criteria for review of Finnish higher education institutions.

**Classmark** : FI-421.1 FIN

**URL** : [http://www.kka.fi/files/1335/KKA\\_0311.pdf](http://www.kka.fi/files/1335/KKA_0311.pdf)

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**Implementation of Total Quality Management in Mongolian universities** / Fenghueih Huarng, Oyunchimeg Zagd / Taiwan China. Southern Taiwan University. Department of Business Administration . - Tainan (Taiwan China) : Southern Taiwan University, 2010 . - 25 p., 25 p., 2010

Online document. Graphs. Tabl. Bibl.

**URL** : [http://eshare.stut.edu.tw/EshareFile/2010\\_12/2010\\_12\\_8173c7ac.pdf](http://eshare.stut.edu.tw/EshareFile/2010_12/2010_12_8173c7ac.pdf)

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**Quality assurance of higher education in the Arab region** / Nina Badrawi / Arab Network for Quality Assurance in Higher Education [ANQAHE] . - CHEA Confrence, Washington DC, 2009 . - Washington DC : ANQAHE, 2009

**URL** : [http://www.chea.org/pdf/2009\\_IS\\_Quality\\_Assurance\\_of\\_Higher\\_Education\\_in\\_the\\_Arab\\_Region\\_Badrawi.pdf](http://www.chea.org/pdf/2009_IS_Quality_Assurance_of_Higher_Education_in_the_Arab_Region_Badrawi.pdf)

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**Breakneck expansion and quality assurance in Ethiopian higher education : ideological rationales and economic impediments** / Tesfaye Semela / International Association of Universities [IAU] . - In: Higher Education Policy, v. 24, no. 3, pp. 399-425, September 2011

ISSN 0952-8733 . - Online ISSN 1740-3863

**Abstract** : The rapid quantitative growth of higher education in Ethiopia has triggered considerable concern for quality. The present paper analyses why expanding the higher education subsector took precedence over quality against the backdrop of the current Ethiopian political discourse. This article argues that the growing public demand due to globalization and the changed local realities, the ideology of social inclusion and distributive justice, and poverty reduction rationales are the main forces driving the unprecedented growth. Further, the study examines the current state

of quality assurance at system and institutional levels and their potency to maintain the equilibrium between quantitative growth and quality enhancement based on data obtained through interviews, analysis of relevant policy documents, and government statistics. Finally, ways of redressing existing quality gaps in the higher education subsector are discussed.

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**Conceptualising quality improvement in higher education: policy, theory and practice for outcomes based learning in Hong Kong** / Kerry J. Kennedy / 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. 3, pp. 205-218, June 2011  
ISSN 1360-080X . - Online ISSN 1469-9508

**Abstract** : Hong Kong's University Grants Committee adopted an outcomes based approach to teaching and learning in 2005 and gained support from institutions under its responsibility for doing so. Supported with ample resources, the subject of numerous public symposia and incorporated into regular quality audit assessments, outcomes based approaches to teaching and learning are in the process of becoming part of Hong Kong's distinctive approach to quality reform in higher education. This paper reviews the policy context in which this initiative emerged, analyses the policy meaning in terms of its underlying theories and derives a set of principles that could guide the implementation of outcomes based approaches. The multiple possibilities associated with outcomes based teaching and learning demonstrate how systemic reform agendas are subject to interpretation and local adaptation.

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**Evaluation of the Centres of Excellence in higher education** / Juha Kettunen . - In: Tertiary Education and Management, v. 17, no. 2, pp. 151-161, June 2011  
ISSN 0135-3883

**Abstract** : This study presents an evaluation of the centres of excellence in higher education in Finland. This approach is an example of enhancement-led evaluation aiming to improve the long-term development of education. The study presents the Degree Programme in Civil Engineering of the Turku University of Applied Sciences, which was awarded the distinction as a centre of excellence. The pedagogical development of the degree programme is essential to achieve high quality in operation and outcomes. The methods of active learning are efficient in engaging students in working life and improving learning outcomes.

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**Quality assured assessment processes evaluating staff response to change** / Bunmii S. Malau-Aduli, Craig Zimitat, E. O. Malau-Aduli / OECD Programme on Institutional Management in Higher Education [IMHE] . - In: Higher Education Management and Policy, v. 23, no. 1, pp. 105-127, 2011  
ISSN 1682-3451 . - Online ISSN 1609-6924

**Abstract** : Medical education is not exempt from the increasing societal expectations of accountability. The success of assessment processes depends on the ability of faculty to determine the necessary changes required and manage the change process. This paper examines the contribution of the three attributes of the change model (content, process and context) in relation to staff openness to the quality assurance processes of assessment changes that were implemented at the University of Tasmania's School of Medicine.

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**Quality assurance in China: the changing context** / Kathryn Mohrman . - In: International Higher Education, no. 64, pp. 24-26, Summer 2011  
ISSN 1084-0613

**Abstract** : China has assessed undergraduate education at hundreds of campuses. The overall result has been greater attention to and investment in teaching by the universities involved, although experience has identified some shortcomings in the process. The Ministry of Education has addressed some of these problem areas, including vague indicators, data fraud, and a "one size fits all" approach that was inappropriate for some institutions. Overall, the process demonstrates both decentralization and the continuing involvement of the central government..

[https://htmlbprod.bc.edu/pls/htmlb/f?p=2290:4:2180295552953273::NO:RP,4:P0\\_CONTENT\\_ID:115167](https://htmlbprod.bc.edu/pls/htmlb/f?p=2290:4:2180295552953273::NO:RP,4:P0_CONTENT_ID:115167)

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**Quality of higher education in Ethiopian public institutions** / Forum for Social Studies[FSS][Ethiopia]; European Commission. Civil Society Fund in Ethiopia . - Addis Ababa : FSS, 2009 . - xxv-266 p.  
Incl. bibl. . - ISBN 978-99944-50-31-2

**Abstract** : This book is based on a series of public discussions based on the outcome of research by the Forum for Social Studies (FSS), an independent think-tank in Ethiopia. The bilingual volume (Amharic and English) presents six essays examining different aspects of quality such as pre-university academic competence of students, higher education quality

assurance and accreditation systems, curricular relevance, pedagogical training and workload of academic staff, and quality indicators of science education.

**Classmark :** P

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**The impact of external quality assessment on universities : the Estonian experience** / Birgit Vilgats, Mati Heidmets / International Association of Universities [IAU] . - **In:** Higher Education Policy, v. 24, no. 3, pp. 331-346, September 2011 ISSN 0952-8733 . - Online ISSN 1740-3863

**Abstract :** This article seeks to establish what impact external quality assessment had on universities in Estonia between 1997 and 2009. It is based on a study of the analysis of experts' reports of curricula accreditation and interviews with university and programme managers, undertaken between 2007 and 2009. The study included an analysis of 12 curricula in 3 public universities. According to the findings the general impact was evaluated as comparatively low. It was stronger in relation to the curriculum, study process and academic reputation of a teaching unit, but in several other significant aspects, such as university management, quality assurance and funding, there was little influence reported. The research findings suggest a number of possible developments for further design modifications for a quality assessment system in Estonia, as well as in other countries using similar assessment models.

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**The perceived impact of quality audit on the work of academics** / Ming Cheng . - **In:** Higher Education Research and Development, v. 30, no. 2, pp. 179-191, April 2011 ISSN 0729-4360 . - Online ISSN 1469-8366

**Abstract :** This paper addresses this international trend through the analysis of academics' perception of quality audit. It presents a new way to understand quality audit through the interpretation of how frontline academics in England perceived and valued the audit culture and its practice. The paper reveals that quality audit was regarded as symbolic regulation instead of power control over the work of individual academics. The increased awareness of the importance of good teaching practice was related to the fact that the internal audit process set up within the institution worked more effectively and was seen as more legitimate than the external one. There is evidence that academics' notions of professionalism have affected their attitudes towards the audit and its related quality mechanisms.

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## ■ Educational reform

**Danish universities in the financial crisis: change and trust** / Pernille Meyn Milthers / OECD Programme on Institutional Management in Higher Education [IMHE] . - **In:** Higher Education Management and Policy, v. 23, no. 1, pp. 87-103, 2011 ISSN 1682-3451 . - Online ISSN 1609-6924

**Abstract :** This article explores the impact of the institutional reform of Danish universities since 2001, notably in relation to research, teaching and innovation. It also discusses how these reforms have affected universities' capacity to stave off the financial crisis. By the time the financial crisis erupted these institutions were strong and independent, which is one reason why – so far – Denmark has fared relatively well compared to other European countries. If its universities are to maintain this position they will need to be continuously reformed, but change needs to go hand-in-hand with greater trust in the reform process by government and politicians.

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**Higher education reform in China : beyond the expansion** / W. John Morgan, Bin Wu, eds. . - Abingdon; New York : Routledge, 2011 . - 174 p. (China Policy Series) ISBN 978-0-415-56413-7

**Abstract :** China has reshaped its higher education sector from elite to mass education with the number of graduates having quadrupled to three million a year over six years. China is exceptional among lower income countries in using tertiary education as a development strategy on such a scale, aiming to improve the quality of its graduates, and make HE available to as many of its citizens as possible. This book provides a critical examination the challenges to the development and sustainability of higher education in China: Can its universities move from quantity to quality? How will so many undergraduates and doctoral graduates find jobs in line with their expectations? Can western countries continue to benefit from China's education boom? What are the prospects for collaboration in research? This book evaluates the prospects for Chinese and foreign HE providers, regulators and other stakeholders. It introduces the key changes in China's HE programme since the Opening-Up policy in 1978 and analyses the achievements and the challenges over the subsequent three decades. Furthermore, it sheds light on new reforms that are likely to take place in the future, particularly as a result of the ongoing international financial crisis. (publisher).

**Classmark :** CN-21 MOR

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**Konsequenzen der Föderalismusreform für Hochschulen und Wissenschaft : HRK-Jahresversammlung 2010 / Hochschulrektorenkonferenz [HRK][Germany] . - Annual Meeting of the German Rectors' Conference, Berlin, May 2010 . - Bonn : HRK, 2011 . - 54 p. (Beiträge zur Hochschulpolitik, no. 1/2011)  
ISBN 978-3-938738-95-5  
**Abstract** : This publication contains contributions to the conference "Impact of the federalism reform on universities and science", organized by the German Rectors' Conference, held in May 2010 in Berlin.  
**Classmark** : DE-341 HRK  
**URL** : [http://www.hrk.de/de/download/dateien/Beitr1-2011\\_JV2010\\_Berlin.pdf](http://www.hrk.de/de/download/dateien/Beitr1-2011_JV2010_Berlin.pdf)**

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**Leadership in the reform of Malaysian universities : analysing the strategic role of the Malaysian Qualifications Agency / Ibrahim Ahmad Bajunid / 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. 3, pp. 253-265, June 2011  
ISSN 1360-080X . - Online ISSN 1469-9508  
**Abstract** : This paper addresses the contemporary development and reform challenges in tertiary education in Malaysia in both national and global contexts. The critical role exercised by the Malaysian Qualifications Agency in driving strategic change in higher education cultures, both in public and private universities is described and analysed. The paper examines the adoption, generation and institutionalisation of global standards of practice in teaching and learning and in other fundamental dimensions of the provision of quality education. Contending ideas, rationales and models of universities and the contributions this institution makes to educational provisions are examined. The analyses are informed by the development reforms in other sectors of government and society within the integrated framework of the nation's strategic vision of development - Vision 2020**

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**Understanding reform and the Universiti Sains Malaysia agenda : discussion and critique / James Campbell / Penerbit Universiti Sains Malaysia . - Palau Pinang, Malaysia : USM Press, 2010 . - 76 p. (APEX Intellectual Discourse Series)  
ISBN 978-983-861-437-5  
**Abstract** : This monograph is an introductory discussion on the Malaysian APEX (Accredited Programme for Excellence) University reform initiative. The discussion divides into two broad sections: socio-economic context and cultural-pedagogical context of reform. The essential argument is that to understand how the university can attain positional advantage while at the same time maintain a commitment to its ethical and moral values requires a reformulation of the university project with consideration of its economic and cultural context within globalization.  
**Classmark** : MY-12 UNI  
**URL** : [http://www.usm.my/images/stories/pdf/usm\\_reform.pdf](http://www.usm.my/images/stories/pdf/usm_reform.pdf)**

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**Reforming higher education in Hong Kong towards post-massification : the first decade and challenges ahead / Calvin Wan / 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. 2, pp. 115-129, April 2011  
ISSN 1360-080X . - Online ISSN 1469-9508  
**Abstract** : The process of reforming Hong Kong's higher education sector commenced in 2001, and the system moved into the post-massification era. Within five years, the post-secondary participation rate for the 17-20 age cohort had increased to 66 per cent. This target was achieved much earlier than the Government had planned. More educational opportunities have been made available in order to help society cope with the challenges of the knowledge-based economy. This policy has drawn repeated criticism from the media, students, and pressure groups concerned about the quality of the self-financed sub-degree programmes. Drawing upon the literature and published data, this paper examines the development of the higher education sector in the past decade. The key motives for the Government to expand the mass higher education sector include a globalised economy, unemployment, ideological changes in political leadership, and weaknesses inherent in the elitist approach. Self-financed programmes are offered in the sectors where the Government has not faced problems of financial stringency. However, articulation opportunities, quality of education and educated unemployment are the key challenges ahead.**

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**The knowledge triangle, European higher education policy logics and policy implications / Peter Maassen, Bjorn Stensaker . - In: Higher Education, v. 61, no. 6, pp. 757-769, June 2011  
ISSN 0018-1560 . - Online ISSN 1573-174X**

**Abstract :** This study examines way how the combined external pressure for change with respect to the areas of education, research and innovation has affected the university. The authors argue that three different sets of logics concerning the current external reform agenda can be identified, and that these logics together create new challenges as to how knowledge is created, diffused and governed by the university. In the conclusion, it is discussed whether the current pressure for reform might change the university as we know it, or whether new institutional translations might emerge from the process renewing the university while maintaining its identity.

URL : <http://www.springerlink.com/content/34686q748pr67k20/fulltext.pdf>

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**The road to differentiation in Slovenia** / Manja Klemencic, Janja Komljenovic . - **In:** International Higher Education, no; 64, pp. 26-27, Summer 2011  
ISSN 1084-0613

**Abstract :** The article describes the case of Slovenia, where the government has proposed positive financial incentives to achieve two goals: to reward excellence, but also to "shape-up" the least successful institutions, and, thus, instigated institutional diversification in Slovenian higher education.

URL : [https://htmlbprod.bc.edu/pls/htmlb/f?p=2290:4:72736713401572::NO:RP,4:P0\\_CONTENT\\_ID:115169](https://htmlbprod.bc.edu/pls/htmlb/f?p=2290:4:72736713401572::NO:RP,4:P0_CONTENT_ID:115169)

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**The winds of change in Russian higher education : is the east moving West?** / Konstantin Timoshenko . - **In:** European Journal of Education, v. 46, no. 3, pp. 397-414, September 2011  
ISSN 0141-8211 . - Online ISSN 1465 3435

**Abstract :** Russia seems to be no longer an exception to the global trend of New Public Management. The "winds of change" referred to in the paper's title, started in 2000, when the government endeavored to bring Russian universities in line with their European counterparts. In line with this, the Russian education sector was declared as a large-scale top priority national project in 2005, which was aimed to help raise the living standards of Russian citizens. This empirical paper seeks to reveal the major institutional and legal changes taking place in Russian higher education. It points to the contexts in which Russian public universities operate and sketches its evolution from the Soviet era to the present time, highlighting the most significant government initiatives.

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## ■ Educational sciences

**Learning and teaching in higher education : the reflective professional** / Greg Light, Susanna Calkins, Roy Cox . - 2nd ed. . - Los Angeles : Sage, 2009 . - xviii-241 p.

Incl. bibl., index . - ISBN 978-1-84860-007-2

Classmark : P

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**Does higher education need deschooling?** / Russell Butson . - **In:** Industry and Higher Education, v. 25, no. 3, pp. 153-160, June 2011  
ISSN 0950-4222

**Abstract :** This paper presents an attempt to overcome the contemporary obsession with 'learning' and proposes that current practices in higher education are aligned too closely with the educational theories and practices developed within pre-university compulsory education. The author takes the position that higher education is substantially different from compulsory education, arguing that HE is a 'professional endeavour' which prioritizes the development of attributes and skills that are essential for students to succeed in their future academic/professional and societal roles. It is further argued that current educational practices may well be 'choking' higher education in subtle but pervasive ways.  
(Publisher)

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**Quo vadis, formación universitaria** / Francisco Esteban Bara / Instituto Europeo de Iniciativas Educativas [IEIE][Spain] . - **In:** Revista española de pedagogía, v. 68, no. 247, pp. 461-477, septiembre-diciembre 2010  
ISSN 0034-9461

**Abstract :** Ever since the run-up to the Bologna Declaration in 1999, higher education has been the subject of intense debate. Roughly speaking, there are two opposing views: whilst some advocate a higher education system that preserves its traditional focuses on humanistic and cultural excellence, others favour a higher education system geared at effectively and efficiently producing professionals well prepared to function in modern society. Both views feature strengths and weaknesses. Meanwhile, neither on its own is able to sustain a model of higher education suited to post-modern times. The author proposes an alternative conception of post-modern higher education which combines aspects from each of these views, and overcomes some of their weaknesses.

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## ■ Educational systems

**American higher education in the twenty-first century : social, political and economic challenges** / Philip G. Altbach, Patricia J. Gumpert, Robert O. Berdahl, Eds. . - 3rd Ed. . - Baltimore : John Hopkins University Press, 2011 . - 511 p.  
ISBN 97-0-8018-9906-5

**Abstract** : First published in 1998, this revised edition brings the volume up to date on the central issues affecting American higher education institutions today. Part one, "The Setting" outlines common heritage of higher education and the issues that universities grapple with worldwide; with chapters on autonomy, academic freedom and accountability. Part Two, "External Forces", includes chapters analysing the roles of the major external constituencies: the federal government, state governments, the court system, and nongovernmental elements. Part three, "The Academic Community" highlights the situation faced by faculty, academic leaders and Presidents and students in the current economic context. Part Four, "Central issues for the twenty-first century", offers a more detailed analysis of finance, digital technologies, graduate education, the curriculum, access and diversity, and the commercialisation of higher education.

**Classmark** : US-2 ALT

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**Centres of excellence in Finnish university education 2010–2012** / Kirsi Hiltunen, ed. / Finnish Higher Education Evaluation Council . - Tampere, Finland : Finnish Higher Education Evaluation Council, 2009 . - 148 p.  
ISBN 978-952-206-101-0 . - Online ISBN 978-952-206-102-7, ISSN 1457-3121

**Abstract** : his report describes the evaluation process implemented for the selection. It also includes the applications of the chosen units as well as the evaluation and development feedback on each of these units.

**Classmark** : FI-421.1 FIN

**URL** : [http://www.kka.fi/files/692/KKA\\_0309.pdf](http://www.kka.fi/files/692/KKA_0309.pdf)

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**Statistische Daten zur Einführung von Bachelor- und Masterstudiengängen: Wintersemester 2010/2011** / Hochschulrektorenkonferenz [HRK][Germany] . - Bonn : HRK, 2010 . - 83 p. (Statistiken zur Hochschulpolitik, 2/2010)  
ISBN 978-3-938738-90-0

**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\\_2010\\_11\\_final.pdf](http://www.hrk.de/de/download/dateien/HRK_StatistikBA_MA_WiSe_2010_11_final.pdf)

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**Afghanistan : on the razor's edge** / Fred M. Hayward . - In: International Higher Education, no. 64, pp. 27-29, Summer 2011  
ISSN 1084-0613

**Abstract** : This piece focuses on the current state of higher education in Afghanistan, plans for badly needed quality improvement, measured increased access and impediments to change. On the one hand are strong demands to improve quality and on the other pressures to increase access regardless of its impact. While there is broad university support for quality improvement, lack of government and donor support for higher education poses major obstacles to change.

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**Higher education in East Asia and Singapore : rise of the Confucian Model** / Simon Marginson . - In: Higher Education, v. 61, no. 5, pp. 587-611, May 2011  
ISSN 0018-1560 . - Online ISSN 1573-174X

**Abstract** : The paper reviews Asia–Pacific higher education and university research, focusing principally on the "Confucian" education nations Japan, Korea, China, Hong Kong China, Taiwan, Singapore and Vietnam. Except for Vietnam, these systems exhibit a special developmental dynamism—still playing out everywhere except Japan—and have created a distinctive model of higher education more effective in some respects than systems in North America, the English-speaking world and Europe where the modern university was incubated. The Confucian Model rests on four interdependent elements: (1) strong nation-state shaping of structures, funding and priorities; (2) a tendency to universal tertiary participation, partly financed by growing levels of household funding of tuition, sustained by a private duty, grounded in Confucian values, to invest in education; (3) "one chance" national examinations that mediate social competition and university hierarchy and focus family commitments to education; (4) accelerated public investment in research and "world-class" universities. The Model has downsides for social equity in participation, and in the potential for state interference in executive autonomy and academic creativity. But together with economic growth amid low tax

regimes, the Confucian Model enables these systems to move forward rapidly and simultaneously in relation to each and all of mass tertiary participation, university quality, and research quantity and quality.

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**Patterns of strategies in Swiss higher education institutions** / Tatiana Fumasoli, Benedetto Lepori . - In: Higher Education, v. 61, no. 5, pp. 157-178, February 2011  
ISSN 0018-1560 . - Online ISSN 1573-174X

**Abstract** : This paper contributes to the debate on strategic capability of academic organizations by presenting three case studies of Swiss Higher Education Institutions. Strategies are conceived as instruments by which universities manage their organizational processes and deal with their environments in order to select a portfolio of activities and find an appropriate position in the higher education system. Our findings show that strategies are at the same time a matter of intentions and actions: first, they relate to current HEI's position within the national Higher education system—and to relevant normative models—as well as to the degree of institutional autonomy. Second, even within participatory governance structures, organizational strategies appear to be initiated by the academic administrators, then substantially shaped and subscribed by academics at different stages. In this perspective, the dynamic relation of formal and informal processes holds diverse functions from making academics accept a strategy, to controlling and coordinating decentralized organizational structures.

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**Things under way in Saudi Arabia's universities** / Philip G. Altbach . - In: International Higher Education, no. 64, pp. 4-5, Summer 2011  
ISSN 1084-0613

**Abstract** : Saudi Arabia spends significantly on higher education, and its higher education system has expanded impressively in recent years. Now the Kingdom is seeing to upgrade its higher education system and to create a more systematic approach to academic development. Challenges remain, but the effort is proceeding.

**URL** : [http://www.bc.edu/content/dam/files/research\\_sites/cihe/pdf/IHEpdfs/ihe64.pdf](http://www.bc.edu/content/dam/files/research_sites/cihe/pdf/IHEpdfs/ihe64.pdf)

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## ■ Educational statistics

**Key figures 2006 - 2010 : Education, culture and science** / Netherlands. Ministry of Education, Culture and Science . - The Hague : Dutch Ministry of Education, Culture and Science, 2011 . - 248 p.  
ISBN 978-90-5910-087-9

**Classmark** : NL-37 MIN

**URL** : <http://www.rijksoverheid.nl/documenten-en-publicaties/brochures/2011/05/12/kerncijfers-onderwijs-cultuur-en-wetenschap-2006-2010-english.html>

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**Almanac Issue 2011- 2012** [Whole Issue] / Chronicle of Higher Education [USA] . - In: Chronicle of Higher Education, v. LVIII, no. 1, pp3 - 90, August 26, 2011  
ISSN 0009-5982

**Abstract** : This annual publication provides detailed data and statistics on higher education in the United States. Sections cover finance, research, salaries, student demographics, enrolments, degrees awarded, as well as issues of access for race, gender and ethnicity, financial aid and campus technology. Each section is introduced by an article summarising and the findings and analysing these within the framework of national, state and local policy.

**URL** : <http://chronicle.com/section/Almanac/536>

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## ■ Educational trends

**Aktuelle hochschulpolitische Trends im Spiegel von Expertisen : Internationalisierung, Strukturwandel, Berufseinstieg für Absolventen** / Bettina Alesi, Nadine Markator, Eds. / International Centre for Higher Education Research Kassel [INCHER-Kassel][University of Kassel, Germany] . - Kassel : INCHER-Kassel, 2010 . - 212 p. (Werkstattberichte, 72)  
ISBN 978-3-934377-11-0

**Abstract** : This publication contains works from different authors about current trends in higher education: research, internationalization, framework changes, transition from higher education to employment.

**Classmark** : DE-713 INC

**URL** : [http://www.uni-kassel.de/wz1/v\\_pub/wb/wb72.pdf](http://www.uni-kassel.de/wz1/v_pub/wb/wb72.pdf)

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**Education at a glance 2011 : OECD indicators** / Organisation for Economic Cooperation and Development [OECD] . - Paris : OECD Publishing, 2011 . - 495 p.  
ISBN 978-92-64-11420-3 . - Online ISBN 978-92-64-11705-1

**Abstract** : It provides a broad array of comparable indicators on education all levels of education, including tertiary, showing who participates in education, how much is spent on it, how education systems operate and student mobility. They also illustrate educational outcomes, comparing, for example, student performance; the impact of education on earnings and on adults' employment. New material in this edition includes: an analysis of tuition-fee reforms; indicators on the relationship between social background and learning outcomes; fields of education chosen by students; labour market outcomes of students from vocational and academic programmes; the scope of adult education and training.

**URL** : <http://www.oecd.org/dataoecd/61/2/48631582.pdf>

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**Trends in global higher education: tracking an academic revolution; a report prepared for the UNESCO 2009 World Conference on Higher Education** / Philip G. Altbach, Liz Reisberg, Laura E. Rumbley / UNESCO . - World Conference on Higher Education: The New Dynamics of Higher Education and Research for Societal Change and Development, Paris, 2009 . - Paris : UNESCO, 2009 . - 278 p.

Incl. bibl., statistical tables

**Abstract** : Contents: Globalization and internationalization; access and equity; quality assurance, accountability, and qualification frameworks; financing higher education; private higher education and privatization; the centrality and crisis of the academic profession; the student experience; teaching, learning, and assessment; Information and Communications Technologies and distance education; research; university-industry linkages; future trends.

**Classmark** : INT-7 UNE

**URL** : <http://unesdoc.unesco.org/images/0018/001832/183219e.pdf>

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## ■ Engineering education

**Academic drift in Danish professional engineering education. Myth or reality? Opportunity or threat?** . - In:

European Journal of Engineering Education, v. 36, no. 3, June 2011

ISSN 0304-3797 . - Online ISSN 1469-5898

**Abstract** : Danish engineering education has, until recently, consisted of a binary system in which engineering colleges rival universities. As a result there are two tracks at bachelors' level. This article examines the recent institutional and policy changes resulting in 'Academic drift' - the trend of non-university HE institutions attempting to attain university equivalence by 1) changing the locus of professional engineering education to that of the university 2) embracing academic values, practices and research in general, and 3) changing the balance in degree programmes between theory and practice towards more theory. The article details the policy and legislative changes in Denmark that have enabled this and studies two previously independent engineering colleges that recently merged with universities. Possible benefits and drawbacks of increased academisation of professional engineering education are discussed.

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**Why don't young people want to become engineers? rational reasons for disappointing decisions** . - In:

European Journal of Engineering Education, v. 35, no. 4, August 2010

ISSN 0304-3797 . - Online ISSN 1469-5898

**Abstract** : The quest for engineers during the past boom and predictions of future shortages have focused attention on the low enrolment figures in science and technology (S&T) subjects. Normally, it is assumed that young people shy away from 'tough majors' or make choices, based on an absence of information. This paper identifies alternative potentially valid reasons for the lack of interest in S&T : the importance of image and status, the influence of society and peer groups, as well as financial rewards and career aspects. The author shows that the universally observable trend away from S&T is not due to a dislike of technology on the part of students, but is caused by the fact that careers in this field do not seem attractive enough, especially in comparison with alternatives available in developed countries. Some recommendations to improve this situation are offered.

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## ■ Enrolment

**Trends in higher education : volume 1 Enrolment** = Tendances dans le milieu universitaire : volume 1 Effectifs /

Association of Universities and Colleges of Canada [AUCC] . - Ottawa : AUCC, 2011 . - 70 p.

ISBN 978-0-88876-295-X ISSN 0847-5482

**Abstract** : This publication analyses the evolution of Canadian university enrolment trends in the context of demographic and economic changes over the past 30 years and proposes enrolment growth scenarii.

URL : [http://www.aucc.ca/\\_pdf/english/publications/trends-2011-vol1-enrolment-e.pdf](http://www.aucc.ca/_pdf/english/publications/trends-2011-vol1-enrolment-e.pdf) (English);  
[http://www.aucc.ca/\\_pdf/francais/publications/tendances-dans-le-milieu-universitaire-vol1-effectifs-2011-f.pdf](http://www.aucc.ca/_pdf/francais/publications/tendances-dans-le-milieu-universitaire-vol1-effectifs-2011-f.pdf) (French)

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## ■ Ethics

**Making the Magna Charta values operational theory and practice : Proceedings of the Conference of the Magna Charta Observatory 16-17 September 2010** / Magna Charta Observatory [Italy] . - 16-17 September 2010 . - Bologna : Bologna University Press, 2011 . - 101 p.

**Abstract** : Contents: Opening address; Highlights of the Observatory activities; The Role of Universities as Promoters of values; conclusions from the Working Groups; The Magna Charta Principles and Values in the Daily Routines of a University ; Values and Principles Down Under; Concluding Remarks.

**Classmark** : INT-2 OBS

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**Why we fail to do what's right and what to do about it** / Maw H. Bazerman, Ann E. Tenbrunsel . - Princeton : Princeton University Press, 2011 . - 191 p.  
ISBN 978-0-691-14750-5

**Abstract** : The authors investigate the nature of ethical failures and discusses how individuals and organisations can become more ethical. Explaining why traditional approaches to ethics don't work, the book considers how blind spots like ethical fading - the removal of ethics from the decision-making process - have led to tragedies and scandals. The authors demonstrate how ethical standards shift, how we neglect to notice and act on the unethical behavior of others, and how compliance initiatives can actually promote unethical behavior. The authors point out ethical sinkholes that create questionable actions. Suggesting innovative individual and group tactics for improving human judgment, Blind Spots attempts to secure a place for ethics in institutions and daily lives.

**Classmark** : INT-73 BAZ

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## ■ Information and Communication Technologies

**Actes du Colloque international "L'université à l'ère du numérique"** / Didier Paquelin / Université numérique en région, UNR Aquitaine [France] . - L'Colloque international Université à l'ère du numérique, CIUEN, 2, Bordeaux (France), 10-12 décembre 2008 . - Pessac (France) : Presses Universitaires de Bordeaux, 2010. - 298 p.  
Tabl. Bibl. . - ISBN 978-2-86781-609-3

**Abstract** : Cet ouvrage présente les dernières avancées du numérique à l'Université. Il en analyse la gouvernance, les pratiques pédagogiques et les relations partenariales.

**Classmark** : P

URL : <http://ciuen2008.org/>

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**Brain gain initiative : a digital infrastructure linking African and Arab region universities to global knowledge = L'Initiative pour la reconquête des compétences : une infrastructure numérique reliant les universités africaines et arabes aux savoirs du monde entier / UNESCO** . - World Conference on Higher Education: The New Dynamics of Higher Education and Research for Societal Change and Development, Paris, 2009 . - Paris : UNESCO, 2009 . - 18 p.

**Abstract** : This paper describes the UNESCO-Hewlett Packard project to use ICT to mitigate the impact of the migration of the highly skilled from developing countries by enabling access to computing technologies. Such digital connection to the diaspora is intended to help bridge the divide in higher education between developing and developed countries, and strengthen and develop local skills, enabling more effective access to knowledge and its application to local problems.

URL : <http://unesdoc.unesco.org/images/0018/001832/183218e.pdf> (English)

; <http://unesdoc.unesco.org/images/0018/001832/183218f.pdf> (French)

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**HRK-handreichungen : Herausforderungen Web 2.0** / Hochschulrektorenkonferenz [HRK][Germany] . - Bonn : HRK, 2010 . - 57 p. (Beiträge zur Hochschulpolitik, 11/2010)  
ISBN 978-3-938738-93-1

**Abstract** : This publication contains extracts of the work of the commission "Neue Medien und Wissenstransfer" (New media and knowledge transfer). They finished their work finished in October 2010.

**Classmark** : DE-341 HRK

URL : [http://www.hrk.de/de/download/dateien/Herausforderung\\_Web2.0.pdf](http://www.hrk.de/de/download/dateien/Herausforderung_Web2.0.pdf)

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**ICTs for higher education : background paper from the Commonwealth of Learning** = Les TIC au service de l'enseignement supérieur : document de référence du Commonwealth of Learning / K. Balasubramanian, Willie Clarke-Okah, John Daniel, Frances Ferreira, Asha Kanwar, Angela Kwan, John Lesperance, Joshua Mallet, Abdurrahman Umar, Paul West / Commonwealth of Learning [COL][Canada]; UNESCO . - World Conference on Higher Education: The New Dynamics of Higher Education and Research for Societal Change and Development, Paris, 2009 . - Paris : UNESCO, 2009 . - 40 p.

Background paper for the UNESCO World Conference on Higher Education. Incl. bibl.

**Abstract** : The paper takes a global perspective but focuses particularly on the implications of ICTs for developing countries. The key points which emerge from this review are that the integration of ICTs in higher education is inevitable. Many conventional HEIs are adopting dual-mode or blended program delivery systems, creating a new dynamic in flexible and lifelong learning and open universities, which depend on technology-mediated learning are expanding. Institutional and sector-wide higher education ICT policy and planning should identify the specific role of ICT in enhancing research capabilities and provide for adequate infrastructure backed by capacity building. Digital libraries, access to online databases, networking, etc., can be enhanced through inter-institutional cooperation. However, in many parts of the developing and developed world, HEIs are yet to mainstream policies and programmes ICT activities, many of which are simply ad-hoc projects with limited potential to be self-sustaining and self-generative.

**Classmark** : INT-7 UNE

**URL** : <http://unesdoc.unesco.org/images/0018/001832/183207e.pdf> (English)

; <http://unesdoc.unesco.org/images/0018/001832/183207f.pdf> (French)

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**Closing the digital gap in Africa** / Anna Bon . - In: International Higher Education, no. 64, pp. 16-17, Summer 2011  
ISSN 1084-0613

**Abstract** : African universities need information and communication technologies (ICTs) to enhance teaching and learning, to participate in collaborative research networks and to deliver high-level ICT experts for society. By adopting ICTs in an innovative way, higher education in Africa can pave the road towards the global knowledge society.

**URL** : [https://htmlbprod.bc.edu/pls/htmlb/f?p=2290:4:1192526116479164::NO:RP,4:P0\\_CONTENT\\_ID:115141](https://htmlbprod.bc.edu/pls/htmlb/f?p=2290:4:1192526116479164::NO:RP,4:P0_CONTENT_ID:115141)

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**Higher education and happiness in the age of information** / Jeong-Kyu Lee . - In: Higher Education Review, v. 43, no. 3, pp. 70-79, Summer 2011  
ISSN 0018-1609

**Abstract** : In the context of commercialisation, academic capitalism and a future of cyber-universities "producing e-degrees by e-learning", the author argues that there is a need for universities to develop their role to include the pursuit of happiness. An alternative scenario is outlined, utilising ICT to enhance global access to universities and to extend university functions beyond traditional teaching and research, to the development of individual self-actualisation and the promotion of opportunities for socio-national prosperity and peace.

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**Las tecnologías de la informacion y la comunicacion en la docencia universitaria : estudio de casos en la universidad nacional autonoma de México (UNAM)** / Universidad Nacional de Educación a Distancia [UNED][Spain] . - In: Educación XX1, v. 14, no. 2, pp. 79-110, 2011  
ISSN 1139-613X

**Abstract** : This article describes and analyses the introduction of ICTs at the National Autonomous University of Mexico. A quantitative study was undertaken with teachers at the university showed that ICTs, by providing audiovisual tools and a virtual platform, allow students and teachers to bypass problems linked to time and space. These include: absenteeism or lack of motivation towards learning; organisation, management and transparency of the processes of teaching; and difficulties students may have with academic content.

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## ■ Knowledge transfer

**Knowledge transfer and capacity for dissemination : a review and proposals for further research on academic knowledge transfer** / Janna Kuiken, Peter C. Van der Sijde . - In: Industry and Higher Education, v. 25, no. 3, pp. 173-179, June 2011  
ISSN 0950-4222

**Abstract** : Many studies assume that universities are able to disseminate and commercialize their knowledge (and technology). However in practice, dissemination and commercialization can be problematic. Following a review of the literature, the authors identify four topics connected with dissemination capacity: (1) the purpose of knowledge transfer; (2) the transformation of knowledge; (3) the importance of valuable knowledge from a respectable source; and (4) issues of network and inter-organizational dynamics that offer suggestions for further research.

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## ■ Learning

### **National, regional and international learning assessments: trends among developing countries, 1960–2009 /**

David H. Kamens, Aaron Benavot . - In: Globalisation, Societies and Education, v. 9, no. 2, pp. 285-300, June 2011  
ISSN 1476-7724

**Abstract :** This paper examines annual changes in the participation of developing countries in three kinds of learning assessment activity over the past three decades. It specifically highlights, and provides initial explanations for, the worldwide spread of national and regional assessments since the mid-1990s. The paper argues that national learning assessments – namely, non-standardised, context-sensitive and non-comparable learning assessments – have become a preferred tool of educational policy makers in developing countries. The increasing demand by educational stakeholders for accountability and the relative advantages of national assessments are likely to amplify this trend in the future. Patterns of country participation will further depend on the policies of international agencies, NGOs and regional associations that support and advise countries on learning assessments.

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## ■ Learning outcomes

**Tuning-AHELO conceptual framework of expected and desired learning outcomes in Economics /** Organisation for Economic Cooperation and Development [OECD] . - Paris : OECD Publishing, 2011 . - 42 p. (OECD Education Working Papers, 59)

**Abstract :** This Working Paper presents the framework reached by academics from various regions and countries in the world on definitions of expected learning outcomes for bachelor's-type programmes in economics at the transnational level. In addition to the agreed upon learning outcomes, the paper presents an overview of the field of economics, the typical degrees and occupations in economics associated to the first and second cycle degrees. The paper also discusses the role of learning outcomes and presents the approach used to defining them. A summary of some of the prior work on the learning outcomes approaches in the economics field is also provided.

**Classmark :** INT-613 OEC

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

[ilibrary.org/docserver/download/fulltext/5kghtchwb3nn.pdf?expires=1309168629&id=id&accname=guest&checksum=E04D494FE68A53E5001DB33983E647EE](http://www.oecd-ilibrary.org/docserver/download/fulltext/5kghtchwb3nn.pdf?expires=1309168629&id=id&accname=guest&checksum=E04D494FE68A53E5001DB33983E647EE)

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**Tuning-AHELO conceptual framework of expected desired/learning outcomes in Engineering /** Organisation for Economic Cooperation and Development [OECD] . - Paris : OECD Publishing, 2011 . - 54 p. (OECD Education Working Papers, 60)

**Abstract :** This Working Paper presents the framework reached by academics from various regions and countries in the world on definitions of expected learning outcomes for bachelor's-type programmes in engineering. The Engineering Tuning-AHELO working group defined general learning outcomes for all engineering programmes supplemented by branch specifications for the fields of mechanical, electrical and civil engineering, taking into account different degree profiles and relevant occupations. In addition to the agreed upon learning outcomes, the paper presents an overview of the field of engineering, the typical degrees and engineering occupations associated to the first and second cycle degrees in different European countries. A comparative summary of some of the most influential learning outcomes frameworks in the engineering field is also provided.

**Classmark :** INT-613 OEC

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

[ilibrary.org/docserver/download/fulltext/5kghtchn8mbn.pdf?expires=1309168690&id=id&accname=guest&checksum=74B154B181339531B05888BB987712E9](http://www.oecd-ilibrary.org/docserver/download/fulltext/5kghtchn8mbn.pdf?expires=1309168690&id=id&accname=guest&checksum=74B154B181339531B05888BB987712E9)

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## ■ Lifelong education

**Pre-study on the role of higher education institutions as providers of continuous professional learning and adult education /** European Commission. Directorate General for Education and Culture. - Brussels : European Commission, 2011 - 28 p.

**Abstract :** This report presents results of the pre-study on the role of higher education institutions as providers of continuous professional learning and adult education. The study is based on an initial review of the literature and the analysis of international databases that offer comparable data on this topic.

**URL :** [http://ec.europa.eu/education/more-information/doc/2011/higher\\_en.pdf](http://ec.europa.eu/education/more-information/doc/2011/higher_en.pdf)

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## ■ Mergers

**Discursive “policy logics” of mergers in US higher education : strategy or tragedy?** / Sandria S. Stephenson . - In: Tertiary Education and Management, v. 17, no. 2, pp. 117-137, June 2011  
ISSN 0135-3883

**Abstract :** Mergers are part of the historical fabric of US higher education. However, the current economic recession and other policy issues have experts and academicians predicting an increase in higher education mergers in the USA. Consequently, this study analysed the discursive “policy logics” surrounding merger negotiations in US higher education. The study reviews 32 media accounts of higher education mergers and investigates institutions’ official documents for 18 selected merger negotiations.

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## ■ Music education

**Die deutschen Musikhochschulen : Positionen und Dokumente** / Hochschulrektorenkonferenz [HRK][Germany] . - Bonn : HRK, 2011 . - 228 p. (Beiträge sur Hochschulpolitik, 3/2011)  
ISBN 978-3-938738-97-9

**Abstract :** This publication is a documentation of the current activities and aims of the Association of German Universities of Music.

**Classmark :** DE-341 HRK

**URL :** [http://www.hrk.de/de/download/dateien/Beitr3-2011-Die\\_deutschen\\_Musikhochschulen.pdf](http://www.hrk.de/de/download/dateien/Beitr3-2011-Die_deutschen_Musikhochschulen.pdf)

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## ■ Open educational resources

**Beyond OER : shifting focus to open educational practices : OPAL Report 2011** / Open Educational Quality Initiative [OPAL] . - OPAL, 2011 . - 191 p.

**Abstract :** This study presents the findings of a quantitative study on the use of Open Educational Resources (OER) and Open Educational Practices (OEP) in Higher Education and Adult Learning Institutions.

**URL :** <http://duepublico.uni-duisburg-essen.de/servlets/DerivateServlet/Derivate-25907/OPALReport2011-Beyond-OER.pdf>

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## ■ Private education

**A new dynamic : private higher education** / Svava Bjarnason, Kai-Ming Cheng, John Fielden, Maria-Jose Lemaitre, Daniel C. Levy, N. V. Varghese / UNESCO . - World Conference on Higher Education: The New Dynamics of Higher Education and Research for Societal Change and Development, Paris, 2009 . - Paris : UNESCO, 2009 . - 124 p.  
Incl. bibl.

**Abstract :** Approximately 30% of global higher education enrolments are now in private sector institutions, with Asia and Latin America showing the greatest growth. Contents : Chapter 1. Growth and typology ; Chapter 2. Financial consideration; Chapter 3. Public-private partnerships; Chapter 4. Regulatory issues ; Chapter 5. Quality assurance for private higher education.

**Classmark :** INT-7 UNE

**URL :** <http://unesdoc.unesco.org/images/0018/001831/183174e.pdf>

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**Higher Education Private Providers and Non Self-accrediting Institutions in Australia** / Australian Universities Quality Agency . - Melbourne : AUQA, 2011 . - 70 p.  
ISBN 978 1 921561 61 0 ISSN 1446 4268

**Abstract :** This report features chapters on: the NSAI sector within Australian higher education; the various regulatory requirements pertaining to registration and course accreditation; areas of good practice and areas for improvement identified through early quality audits; the practical working of the concepts of governance, accountability and the use of data for monitoring at institutional level; theological education in Australia and its specificities in terms governance and quality assurance; and finally, NSAI partnerships with universities.

**URL :** [http://www.auqa.edu.au/files/publications/heps\\_and\\_nsais\\_in\\_australia.pdf](http://www.auqa.edu.au/files/publications/heps_and_nsais_in_australia.pdf)

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**Differences between public and private universities' fields of study in Argentina** / Marcelo Alberto Rabossi / OECD Programme on Institutional Management in Higher Education [IMHE] . - In: Higher Education Management and Policy, v.

23, no. 1, 2011

ISSN 1682-3451 . - Online ISSN 1609-6924

**Abstract :** The literature on private higher education has identified striking differences between the public and private sectors in terms of fields of study. For example, unlike their public counterparts, private universities have traditionally specialised in the social sciences and humanities. This paper explores the university market in Argentina to see if these differences still persist today, or if they have blurred over time. This dynamic is studied from the perspective of both supply (the percentage of institutions offering a specific degree programme) and demand (student enrolments). The findings show that both private and public sectors are venturing further and further into each other's traditional domains. Additionally, private universities are only ready to offer study courses in fields for which there is a strong demand. In relation to demand, a strong convergence which weakens public private differences arises in the humanities and social sciences

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**Polish private higher education, politics, and demographics / Marek Kwiek . - In:** International Higher Education, no. 64, Summer 2011

ISSN 1084-0613

**Abstract :** The article discusses the impact of changing demographics on the future of private higher education in Poland in the context of ongoing higher education reforms. After two decades of massive demand-absorbing growth, Polish higher education is expected to enroll 30-40% less students in 2022 due to demographic decline already felt throughout the system. Consequences for the private sector and policy options for the state are discussed.

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**Private higher education in Pakistan / Nelofer Halai . - In:** International Higher Education, no. 64, Summer 2011

ISSN 1084-0613

**Abstract :** Private higher education though a relatively recent development in Pakistan has shown very rapid growth. There are now more than sixty universities and degree awarding institutions in Pakistan in the private sector. Similar to the trend in other developing countries these institutions, with few exceptions, are of poor quality. While they do play a role in enhancing access to a larger number of students but the government will have to play a stronger role in ensuring that quality standards are met. Private schools set up by philanthropic trusts can be used as a model for development of tertiary institutions.

**URL :** [https://htmldbprod.bc.edu/pls/htmldb/f?p=2290:4:3762672102971869::NO:RP,4:P0\\_CONTENT\\_ID:115157](https://htmldbprod.bc.edu/pls/htmldb/f?p=2290:4:3762672102971869::NO:RP,4:P0_CONTENT_ID:115157)

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**Private providers in UK higher education : some policy options / Robin Middlehurst, John Fielden / Higher Education Policy Institute [HEPI][UK] . - Oxford : HEPI, 2011 . - 46 p.**

**Abstract :** This report considers the implications of current developments in the provision of private higher education internationally, and specifically in the UK. It concludes that private HE is a growing phenomenon, that can bring benefits to students, governments and society more widely, so long as measures are in place to ensure high quality. However the current regulatory environment has developed piecemeal, and the report argues that a new Private Higher Education Act is needed. It also concludes that private providers should be treated on the same footing as public, and that differences in their treatment should exist only where fully and explicitly justified.

**URL :** <http://www.hepi.ac.uk/files/Private%20HE%20full%20final%20with%20amendments.doc>

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**The new independent higher education institutions in China : Dilemmas and Challenges / Luxi Zhang, Bob Adamson / Society for Research into Higher Education [SRHE][UK] . - In:** Higher Education Quarterly, v. 65, no. 3, pp. 251-266, July 2011

ISSN 0951-5224 . - Online ISSN 1468-2273

**Abstract :** In China, subsequent to educational reforms beginning in the late 90s in China, independent higher education institutions that complement public and private institutions were set up for the expanded numbers of students. These independent institutions are formed through partnerships between existing institutions and the business sector. After analysing the political, socio-economic and cultural contexts that shape the policy of developing independent institutions, this paper explores the dilemmas and challenges that have arisen at the implementation level and critiques some of the solutions that have been found.

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**The public/private dynamics in Polish higher education : demand-absorbing private growth and its implications / Marek Kwiek . - In:** Higher Education Forum, v. 8, pp. 37-59, March 2011

**Abstract :** This paper discusses expansion of higher education through privatization in the context of fiscal constraints and deinstitutionalization processes in the public sector. Consequences of the unprecedented growth of the private

sector in Poland are studied, with a special emphasis on the decreasing role of traditional academic institutional rules and norms. A new wave of reforms is viewed as possible leading to revised patterns of institutional behaviour. The overall context is policymakers' emphasis on further expansion of higher education in Europe. The paper presents conclusions and identifies directions for further research.

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## ■ Rankings

**Rankings and the reshaping of higher education : the battle for world-class excellence** / Ellen Hazelkorn . - Basingstoke : Palgrave Macmillan, 2011 . - 259 p.  
ISBN 978-0-230-24324-8

**Abstract** : University rankings have gained popularity worldwide because they appear to fulfill demands by students, parents, policymakers, employers, and other stakeholders for information and transparency. This book is the first comprehensive study of rankings from a global perspective. Based on original international surveys and interviews with universities and stakeholders, the book chronicles how rankings are helping reshape higher education in the age of globalization.

**Classmark** : INT-34 HAZ

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**World-wide university ranking: for whom, by who?** : 24th Convocation Lecture, University of Ilorin, October 21, 2008 . - Ilorin : University of Ilorin, 2008 . - 41 p.

**Classmark** : NG-34 ILO

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**Los rankings de universidades : una vision critica** / Felipe Martinez Rizo / Asociación Nacional de Universidades e Instituciones de Educación Superior [ANUIES] . - In: Revista de la Educación Superior, v. 40, no. 157, pp. 77-97, Enero-Marzo 2011  
ISSN 0185-2760

**Abstract** : After reviewing the history of university rankings and describing their growth, three main international rankings are analysed, namely: Shanghai, Times Higher Education and the Web of World Universities. These are contrasted with the German Center for Higher Education Development system. Criteria for rankings are compared. The article concludes that the ranking systems analysed show several methodological limitations and thus are not able to justify their claim to be reliable methods for evaluating universities.

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## ■ Research management

**Power and Networks in Worldwide Knowledge Coordination: The Case of Global Science** / Roger King / International Association of Universities [IAU] . - In: Higher Education Policy, v. 24, no. 3, pp. 359-376, September 2011  
ISSN 0952-8733 . - Online ISSN 1740-3863

**Abstract** : The article considers the global governance of knowledge systems, exploring concepts of power, networks, standards (defined as normative practices), and structuration. The focus is on science, particularly the self-regulatory and collaborative processes. These constitute networks and are largely (and increasingly) outside the gaze of governments. Although science worldwide, but especially in the West, has been increasingly characterized in the public sphere, in which science is funded, regulated, and harnessed for national governmental ends, the article argues that the growth of new communicative technologies and the rise of openness as an ontology in the digital age is facilitating global science as a more private sphere, one of sociability rather than sovereignty, and one that is characterized by loose ties and curiosity-driven scientific ambitions.

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**The international governance of knowledge creation and diffusion** / Cristina Castelli, Helge Hveem, Lelio Iapadre / GARNET [EU] . - Warwick : GARNET, 2010 . - 16 p. (Garnet Policy Brief, 13)

**Abstract** : This Policy Brief is published by the EU-funded Garnet Network of Excellence, on "Global Governance, Regionalisation and Regulation: the role of the EU" comprising 42 universities and research centres.

**Classmark** : EUR-713 GAR

**URL** : <http://www2.warwick.ac.uk/fac/soc/garnet/policybriefs/policybrief13.pdf>

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## Social responsibility

**Public responsibility for higher education** / Sjur Bergan, Rafael Guarga, Eva Egron-Polak, José Dias Sobrinho, Rajesh Tandon, Jandhyala B. G. Tilak / UNESCO . - World Conference on Higher Education: The New Dynamics of Higher Education and Research for Societal Change and Development, Paris, 2009 . - Paris : UNESCO . - 119 p. Incl. bibl.

**Abstract** : Contents: In search of relevance: higher education for participatory research and sustainable development (Rajesh Tandon); Higher education: a public good or a commodity for trade? Commitment to higher education or commitment of higher education to trade (Jandhyala B. G. Tilak); Higher education as a "public good and public responsibility": what does it mean? (Sjur Bergan); Bologna seminar on the public responsibility for higher education and research: final report of the conference (Eva Egron Polak); Higher education In The World Trade Organization (WTO): a threat to the future of higher education in the world (Rafael Guarga); Higher education: a public good, a duty of the state (José Dias Sobrinho).

**Classmark** : INT-7 UNE

**URL** : <http://unesdoc.unesco.org/images/0018/001832/183238e.pdf>

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### ■ Student loans

**Student loans : liquidity constraint and higher education in South Africa** / Paris School of Economics. . - Paris : Paris School of Economics, 2011 . - 53 p.

**Abstract** : Empirical evidence that access to higher education is constrained by credit availability is limited and usually very indirect. This paper provides direct evidence by comparing university enrollment rates of South African potential students, depending on whether they get a loan or not to cover their registration fees, in a context where such fees are high. Matched individual data from both a credit institution and the Department of Education were used. The authors estimate the causal impact of loan obtainment and found that the credit constraint is substantial, as it decreases the enrollment rate into higher education by more than 20 % in a population of student loan applicants.

**URL**: <http://www.parisschoolofeconomics.eu/docs/gurgand-marc/edulloan-paper-v2.4.pdf>

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### ■ Student services

**Student affairs and services in higher education: global foundations, issues and best practices** / Roger B. Ludeman, Kenneth J. Osfield, Enrique Iglesias Hidalgo, Danja Oste, Howard S. Wang, eds / International Association of Student Affairs and Services; UNESCO . - World Conference on Higher Education: The New Dynamics of Higher Education and Research for Societal Change and Development, Paris, 2009 . - Paris : UNESCO, 2009 . - 362 p. Incl. bibl.

**Abstract** : The book outlines its premise in Section I, Assumptions, that meeting student needs through an effective student affairs and services programme is central to the development of successful higher education outcomes. Section II details the 'road map' – the principles and values - in developing and providing services and programmes. Section III addresses different models of professional preparation and development that assist student affairs and services staff in keeping up with skills necessary for changing students and issues. Section IV outlines the importance of research, evaluation, assessment, strategic planning, accreditation in higher education student affairs and services. Section V describes a relatively new area: safety, security, risk management and legal aspects of student affairs and services. Section VI discusses ethics and the student affairs profession and contains examples of a code of ethics. Section VII examines how student affairs practitioners can play a role in higher education in post-conflict/post-disaster countries. Section VIII contains Country Reports outlining the specific student affairs and services functions in higher education throughout the world.

**Classmark** : INT-7 UNE

**URL** : <http://unesdoc.unesco.org/images/0018/001832/183221e.pdf>

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**Identifying and lowering student attrition risk: a counselling interventionist approach** / Karen Nelson-Field, Steven Goodman . - In: Higher Education Review, v. 43, no. 3, pp. 31-49, Summer 2011  
ISSN 0018-1609

**Abstract** : This study evaluates the relationship between student counselling intervention and university persistence. The authors found that students deemed high-risk can directly benefit from student counselling intervention thus reducing their propensity to withdraw. The characteristics of students who are at greatest risk of withdrawal include both pre-entry and post-entry attributes. Pre-entry characteristics include gender, age, socio economic level and previous schooling,

whilst level of satisfaction, perception of value for money and stress are the materialisation of events occurring after the point of enrolment. Management implications are discussed and, based on the strength of the relationships between variables, a withdrawal probability model called the 'Attrition Risk Matrix' is presented for further research and as possible tool for managers and educators within the tertiary sector.

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**Los servicios de orientación para la enseñanza superior en Europa: un estudio comparado** / Catalina Guerrero Romera . - In: Revista Espanola de Educacion Comparada, no. 17, pp. 219-237, 2011  
ISSN 1137-8654

**Abstract** : This article compares and analyses vocational guidance services at universities in Europe. The results lead the author to appreciate the challenges and implications that the new European higher education area entails, which encompasses changes of student guidance. The author's objective is to design a new framework for university vocational guidance and employment and submit proposals and models for action in line with current needs and demands.

**URL** : [http://www.uned.es/reec/pdfs/17-2011/09\\_guerrero.pdf](http://www.uned.es/reec/pdfs/17-2011/09_guerrero.pdf)

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## ■ Student movements

**Student activism and the "global university" in Tanzania** / Ross Benbow . - In: International Higher Education, no. 64, pp. 17-19, Summer 2011  
ISSN 1084-0613

**Abstract** : Mirroring the onset of university student protests around the world, this article analyzes recent student protests at the Tanzanian University of Dar es Salaam and situates this activism in an historical context. While the activism is connected to cost-sharing policies and equity issues arising from country-specific higher education reforms, university student strikes in Tanzania are shown to inform broader dialogues on educational privatization and the Tanzanian university's place within discussions on 'The Global University.'

**URL** : [https://htmlbprod.bc.edu/pls/htmlb/f?p=2290:4:2780593898001442::NO:RP,4:P0\\_CONTENT\\_ID:115145](https://htmlbprod.bc.edu/pls/htmlb/f?p=2290:4:2780593898001442::NO:RP,4:P0_CONTENT_ID:115145)

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## ■ Technical and vocational education

**Recent trends in technical education in Latin America** / Claudia Jacinto / UNESCO. International Institute for Educational Planning [IIEP] . - Paris : UNESCO; IIEP, 2010 . - 206 p. (Policies and strategies for secondary education) Incl. bibl. . - ISBN 978-92-803-1350-5

**Abstract** : This book examines recent transformations with regards to the links between academic secondary education (ASE), technical and vocational education and training (TVET), and job preparation skills, in the Latin America region. It analyses changes in approaches, obstacles and advances, and major challenges, and reviews some promising strategies. Among the key questions discussed here are: How can the links between general education and TVET be improved, while taking into account the needs of local populations, social cohesion, and the demands of the labour market? And how can national education and training systems be implemented that enable effective linkage of the different resources available to promote both equity and competitiveness? The authors assert that a major challenge will be to design strategies to create bridges linking formal, non-formal, and informal education into a lifelong learning system.

**Classmark** : LAT-362 IIEP

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