

New in / Nouveautés

HEDBIB

International Bibliographic Database on Higher Education

January / janvier 2019

SELECTED THEMES	
Access	1221
Distance Learning	1318
Doctoral Degrees	438
Evaluation	3522
Finance	1684
Governance	482
Government University Relationship	1191
Intercultural Dialogue	366
Internationalization	2974
Lifelong Education	790
Policy	3914
Quality Control	2900
Student Mobility	442
Sustainable Development	337

COUNTRIES / REGIONS	
Africa	2264
Arab States	617
Asia / Pacific	4209
Europe / North America	18082
Latin America / Caribbean	3070

HEDBIB

International Bibliographic Database on Higher Education

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

COLLECTIONS	
Monographs	14479
Periodicals	54
Periodical Articles	18982
TOTAL	35440

SERVICES	
	Information Centre
	Inter-library Loans
	Member Services
	Thematic Bibliographies
	Coffee at IAU

SELECTED THEMES	
Academic	1221
Distance Learning	1118
Higher Education	118
Education	1022
Finance	1084
Governance	482
Internationalization	1191
Internationalization	366
Internationalization	2784
Quality Education	706
Policy	2014
Quality Control	2968
Higher Education	482
Sustainable Development	337

Presentation

Welcome to the January 2019 edition of *New in HEDBIB*.

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

The first part of *New in HEDBIB* reflects the IAU priority themes: The Role of Technology in Higher Education; Internationalization, Higher Education and Research for Sustainable Development; and Values-Based Leadership. These references are further grouped by region. The second part of *New in HEDBIB* comprises all other references headed by their main keyword.

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

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

New in HEDBIB is produced five times a year. The next edition of *New in HEDBIB* will be released in January 2019.

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

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

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

SELECTED THEMES	
Account	1201
Distance Learning	1208
Regional Studies	128
Evaluation	2022
Finance	1084
Governance	402
Government & University Relationship	1191
Internationalization	208
Internationalization	2014
Linking Education	790
Policy	2014
Quality Control	1980
Student Mobility	402
Sustainable Development	337

Summary

We recommend	4
IAU Themes	5
The Role of Technology in Higher Education	5
Africa	6
Europe and North America	7
Internationalization	8
Asia and the Pacific	9
Europe and North America	11
Higher Education and Research for Sustainable Development	15
Africa	15
Europe and North America	15
Values-based Leadership	18
Asia and the Pacific	18
Europe and North America	19
Latin America and the Caribbean	20
Other themes	21

SELECTED THEMES	
Accounting	1221
Business Administration	1218
Business Systems	1218
Evaluation	1022
Finance	1084
Government	402
Government-University Relationship	1191
Intercultural Dialogue	306
Internationalization	2014
Lifelong Education	790
Policy	3014
Quality Assurance	1060
Sustainable Development	442
Sustainable Development	107

We recommend

Higher Education Policy v. 31, no. 3, December 2018 / International Association of Universities [IAU]. – Basingstoke, New York: Palgrave Macmillan
ISSN 0952-8733. - Online ISSN 1740-3863

Abstract. The latest edition of Higher Education Policy (HEP), IAU's quarterly peer-reviewed journal brings together articles including cost sharing via deferred graduate retirement, graduate employability in Cameroon, international faculty contribution to local research capacity-building, and how transferring from a community college to a 4-year institution in the US impacts on cost to the student and time to graduation. IAU Members have access to the entire archive of HEP, including those published online, via the [HEDBIB database](#) using login.

Global education monitoring report : Migration, displacement and education: building bridges, not walls / UNESCO . - Paris : UNESCO, 2018 . - 362 p.
ISBN 978-92-3-100283-0

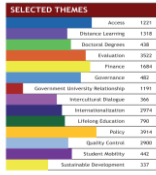
Abstract : The 2019 Global Education Monitoring Report assesses progress towards Sustainable Development Goal 4 (SDG4) on education and its ten targets. Themed Migration, Displacement & Education: Building Bridges, not Walls, it analyses implications of migration and displacement for education systems, measures for better integrating migrants into education systems, and the impact of education on addressing the challenges and opportunities posed. One chapter details high-skilled migration and the internationalization of higher education throughout the world. Background papers that informed the 2019 GEM Report are also available.

URL : <https://unesdoc.unesco.org/ark:/48223/pf0000265866>

Free to think 2018 / Scholars at Risk . - New York : Scholars at Risk, 2018 . - 53 p.
ISBN 978-0-9994844-0-1

Abstract : This annual survey provides data and analysis on attacks on academics, students, and other members of the higher education community throughout the world. The report is the outcome of the Academic Freedom Monitoring Project and details 294 reported attacks on higher education communities in 47 countries, from September 2017, to August 2018.

URL : <https://www.scholarsatrisk.org/wp-content/uploads/2018/10/Free-to-Think-2018.pdf>



IAU Themes

The Role of Technology in Higher Education

Digital Credentialing : Implications for the recognition of learning across borders / UNESCO . - Paris : UNESCO, 2018 . - 42 p.

Abstract : This report analyses the impact and opportunities of digital technologies on the recognition of skills and learning. Chapters deal with new and emerging trends in digitalisation of credentials and digital credentials ecosystems.

URL : <https://unesdoc.unesco.org/ark:/48223/pf0000264428>

Gender and ICT : meta-analysis and systematic review / Eugene Borokhovski, David Pickup, Lina El Saadi, Jihan Rabah, Rana M. Tamim / Commonwealth of Learning . - Burnaby, Canada : COL, 2018 . - 64 p. ISBN 978-1-894975-93-3

Abstract : This publication addresses the intersection of gender and information and communication technologies (ICT) as reflected in the primary research literature and in educational practices and policies of the Commonwealth, the USA and Scandinavian countries. It summarises outcomes of two large-scale systematic reviews, namely: a meta-analysis of empirical research on gender-based differences in perception and actual use of ICT in education; and a systematic review of policy documents that address issues and solutions related to gender and ICT.

URL : http://oasis.col.org/bitstream/handle/11599/3089/2018_Borokhovski-Pickup-ElSaadi-Rabah-Tamim_Gender-ICT-Meta-Analysis_.pdf?sequence=4&isAllowed=y

Guide to blended learning / Martha Cleveland-Innes, Dan Wilton / Commonwealth of Learning . - Burnaby, Canada : COL . - 80 p. ISBN 978-1-894975-94-0

Abstract : The Guide to Blended Learning is an introduction using technology and distance education teaching strategies with traditional, face-to-face classroom activities. This Guide has been designed to assist teachers adopt blended learning strategies through a step-by-step approach taking constructivist and design-based approach and reflecting on decisions taken to provide authentic learning experience in their own contexts. It provides a general discussion of types of blended learning in reference to the level of education, the needs of the students, and the subject being taught. This discussion and associated activities also review pedagogy, materials, and technology usage. Divided into eight chapters, each of these provide an overview video that triggers learning events for the teachers to focus and work on implementing blending learning.

Classmark : INT 341 UIL

URL : http://oasis.col.org/bitstream/handle/11599/3095/2018_Cleveland-Innes-Wilton_Guide-to-Blended-Learning.pdf?sequence=1&isAllowed=y

Les MOOC français à l'épreuve de la viabilité économique / Mathieu Cisel. In : Revue Française des Sciences de l'Information et de la communication, v. 12

Abstract : Si, au regard des choix de modèle économique, les MOOC sont tributaires des politiques des plateformes qui les hébergent, leur viabilité économique dépend également dans une large mesure du public visé par leurs concepteurs. Sur la base d'entretiens menés auprès d'une trentaine d'enseignants français impliqués dans la conception de ces dispositifs, l'auteur analyse différentes orientations possibles : la logique de l'éducation

formelle d'une part, et celle de l'éducation non formelle d'autre part. Les données suggèrent que c'est lorsque les dispositifs s'inscrivent dans une logique de formation professionnelle qu'ils se rapprochent le plus de la viabilité économique, l'économie d'échelle permise par l'intégration dans un cursus académique restant incertaine. Des modèles économiques comme la publicité pour des formations complémentaires pourraient se révéler plus prometteurs que des modèles plus connus et systématisés tels que la vente de certificats, qui pâtissent sans doute d'une faible reconnaissance sur le marché du travail comme dans le milieu académique.

URL : <https://journals.openedition.org/rfsic/3355>

Integrating refugees into higher education : the impact of a new online education program for policies and practices / Franziska Reinhardt, Olga Zlatkin-Troitschanskaia, Tobias Deribo, Roland Happ, Sarah Nell-Müller . - In: Policy Reviews in Higher Education, v. 2, no. 2, pp. 198-226, September 2018

ISSN 2332-2969 . - Online ISSN 2332-2950

Abstract : Gaining access to higher education (HE) is a serious concern for refugees. Although studies on the integration and success of refugees in HE are scarce, the challenges associated with this issue as well as its international relevance are becoming apparent. The Success and Opportunities for Refugees in Higher Education (SUCCESS) project was launched to investigate the effectiveness of new online study programs offered through the Kiron Open Higher Education (Kiron) platform, the aim of which is to provide refugees worldwide with the opportunity to access HE. The results of the first project phase based on data from the enrolment process present an extremely heterogeneous sample. The students come from 54 countries around the world and are currently located in over 66 countries; their educational biographies and their language proficiency vary greatly. The described diversity, especially between the different current places of residence, and possible implications for practice and politics are discussed. The evidence from the SUCCESS project indicates that refugee students exhibit significant differences in level of education, and internal and external (pre)conditions and that the successful integration of refugees into HE worldwide requires new approaches to designing effective instructional and assessment methods

Universities, the digital divide and global inequality / Christopher Hill, William Lawton / 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. 40, no. 6, pp. 598-610, December 2018

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

Abstract : Absolute poverty levels are declining around the world but, measured by income and GDP per capita over time, inequality is getting worse between and within many countries. How is this possible when higher education is celebrated as a vehicle for economic success and when the massification and digitalisation of higher education means it is available to more people, in more places, than ever? This paper explores these questions with reference to three discourses: on development and global inequality; on the purpose and responsibilities of higher education; and on the disruptive potential of online learning.

Africa

Ghanaian mature students' motivation to pursue degree programmes through distance education /

Samuel Amponsah, Beatrice Ayorkor Torto, Samuel Kofi Badu-Nyarko / UNESCO Institute for Lifelong Learning .

- In: International Review of Education, v. 64, no. 5, pp. 585-606, 2018

ISSN 0020-8566 . - Online ISSN 1573-0638

Abstract : This article investigates the factors that motivate mature students to engage in distance education and how their motivation is sustained throughout their studies. Using a survey questionnaire, the authors collected data from 210 mature distance education students (106 males and 104 females; aged 30+) of the University of Ghana. Interestingly, some of the authors' findings depart from the norm in terms of adult learners' motivations and what extant literature holds as typified in the work of Ryan and Deci. Adult learners more generally are described in the literature as being mainly intrinsically motivated (e.g. by the desire to learn for its own sake, for the enjoyment it provides, or the feelings of accomplishment it evokes). Interestingly, this survey reveals that mature distance education students who were enrolled in a higher education programme were mainly extrinsically motivated, giving career development as their top reason for course selection.

Europe and North America

Free digital learning opportunities for migrants and refugees : an analysis of current initiatives and recommendations for their further use / Jonatan Castaño Muñoz, Stephanie Carretero, Yves Punie, Eds. . - Luxembourg : Publications office of the European Union, 2017 . - 38 p.
ISBN 978-92-79-68010-6

Abstract : The final report of MOOCs4inclusion, designed and financed by the Joint Research Center of the European Commission, summarises the research conducted for a five-month study (July-December 2016) on the efficiency and efficacy of free digital learning (FDL) offers for the integration, inclusion and further learning of migrants and refugees in Europe and in neighbourhood regions in conflict. Drawing from a literature review, focus groups with migrant/refugees (third country nationals in Europe) and interviews with representatives of selected FDL initiatives, the report assesses the success factors and limitations of FDL and draws conclusions for enhancing its efficiency and efficacy.

URL : <http://publications.jrc.ec.europa.eu/repository/bitstream/JRC106146/jrc106146.pdf>

Broad online learning EdTech and USA universities: symbiotic relationships in a post-MOOC world / Duncan A. Thomas, Maria Nedeva / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 43, no. 10, pp. 1730-1749, October 2018
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : From 2012 USA universities entered new partnerships with private sector companies including Silicon Valley start-up Coursera. They offered free 'massive open online courses' (MOOCs) for global, universal learner audiences. Since 2015 several USA universities and Coursera expanded into 'post-MOOC', paid, accredited online modules and full degrees. The authors frame these post-MOOC developments as shaped by dynamic EdTech/university relationships and argue universities have been actively, and willingly, re-shaping higher education with EdTech; they are not passive victims of a potentially disruptive global 'MOOC phenomenon'. The paper builds on interviews at six highly committed USA universities and at Coursera. These reveal rationales for post-MOOC developments related to: actions and attitudes of university actors; university resources; differing teaching subject areas; and exclusivity and longevity in relationships. The authors suggest that post-MOOC EdTech/university relationships are symbiotic, with three possible variants: commensal (neutral); mutualistic (positive); and parasitic (negative). They finally question whether current relationships may yet change from largely mutualistic to parasitic, given the apparent ambitions of Coursera and the wider global EdTech sector.

URL : <https://www.tandfonline.com/doi/full/10.1080/03075079.2018.1520415>

Internationalization

Internationalisation and the development of 'global graduates' : hearing the students' voices / Helen Spencer-Oatey, Daniel Dauber . - Warwick : University of Warwick, 2017 . - 21 p. (GlobalIPAD Working papers)

Abstract : This paper focuses on intercultural learning and the student experience of international higher education. Attention is drawn to aspects of student experiences - such as integration, skills, and support - and their relative importance. The authors state that this can contribute to understanding of the extent to which global graduate skills are being fostered, and help strategic decision-making.

URL :

https://warwick.ac.uk/fac/soc/al/globalpad/openhouse/interculturalskills/internationalisation_gg_student_voices.pdf

International student mobility : sending country determinants and policies / Mary M. Kritz, Douglas T. Gurak . - In: High-skilled migration: drivers and policies . - Oxford : Oxford University Press

ISBN 978-0-198-81527-3

Abstract : This chapter examines the role that sending country structural factors play in influencing the proportion of tertiary students studying abroad. It examines how outbound mobility ratio (OMR) responds to sending country supply and demand for tertiary education, population size, per capital GDP, development, education expenditures, and other factors. In all Ordinary Least Squares (OLS) and fixed-effect model specifications, the OMR had a negative relationship to tertiary supply. While countries with larger populations send more students abroad, they have smaller OMRs. Fixed-effects models also showed that changes in tertiary supply and the percentage of GDP spent on tertiary education were negatively related to OMRs. The chapter reviews government scholarship programmes sponsored by Global South countries and the practices they pursue to encourage student return and strengthen tertiary capacity in science, technology, engineering, and mathematics (STEM). These programmes in developing countries in Africa, Asia, and Latin America are changing international student flows.

Hiring education agents for international student recruitment : perspectives from agency theory / Pii-Tuulia Nikula, Jussi Kivistö / International Association of Universities [IAU] . - In: Higher Education Policy, v. 31, no. 4, pp. 535-557, December 2018

ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : This paper applies agency theory to explore the contractual relationship between higher education institutions (HEI) and HEI-contracted for-profit education agents in international student recruitment, bridging a gap in the existing literature by investigating the underlying issues surrounding these relationships. Building on insights and findings from previous studies related to this topic, our analysis shows that HEI–education agent relationships are often undermined by goal conflicts and information asymmetries that significantly constrain the possibilities for optimal contractual options to monitor and incentivise agents. The present analysis shows that hybrid governance models that include elements from both behaviour- and outcome-based contracts are often most efficient in managing HEI–education agent relationships. The paper critically evaluates how insights from agency theory can help to mitigate these problems and identifies specific inherent frictions that may make government interventions desirable in overseeing the use of education agents.

URL : <https://link.springer.com/article/10.1057/s41307-017-0070-8>

Indicators for measuring internationalisation / Uwe Brandenburg / International Association of Universities [IAU] . - In: Internationalisation of Higher Education, no. 4, p. 5 - 21, 2018

ISSN 2199-5125

Abstract : Internationality and internationalisation have become the buzzwords in higher education over the last decade. Yet it is still unclear what the difference between the two expressions are, and how one can measure internationality as a status quo or internationalisation as a process and especially the impact of internationalisation. This update of an article first published in the handbook in 2008 provides a definition of both terms and develops a framework within which both phenomena can be analysed and quantified. The article also provides some ideas about possible indicators to use, reflects the results of some major impact studies of the last years, and gives an outlook to the most important but so far entirely neglected area: the impact of

Internationalisation and migrant academics : the hidden narratives of mobility / Louise Morley, Nafsika Alexiadou, Stela Garaz, José González-Monteagudo, Marius Taba . - In: Higher Education, v. 76, no. 3, pp. 537-554, September 2018

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

Abstract : While research studies and statistical data are freely available about the flows of international students, there is far less critical attention paid to the mobility of academics. Drawing on semi-structured interviews with 14 migrant academics from diverse ethnic backgrounds, including Roma and Latin American communities, and the theoretical framings of the new mobility paradigm and cognitive and epistemic justice, this article explores some of the hidden narratives of migrant academics' engagements with mobility in the global knowledge economy. The migrant academics in this study are currently working in universities in Hong Kong, Hungary, Kazakhstan, Japan, Poland, Qatar, Spain, Turkey, the UK and the USA. The article concludes that there is a complex coagulation of opportunities and constraints. While there are many gains including transcultural learning, enhanced employability and inter-cultural competencies, there are also less romantic aspects to mobility including 'otherness', affective considerations such as isolation, and epistemic exclusions, raising questions about whose knowledge is circulating in the global academy.

National policies and the role of English in higher education / Xinyan Liu / International Association of Universities [IAU] . - In: Internationalisation of Higher Education, no. 4, 2018, 2018

ISSN 2199-5125

Abstract : This article addresses the use of English as language of instruction in international education in five countries: France, Brazil, Spain, Malaysia and South Africa.

Study experiences and the post-study intentions of female international undergraduate students / Allison Kelly, Dawn Bennett, Beena Giridharan, Lorna Rosenwax / Nanyang Technological University [Singapore]. National Institute of Education . - In: Asia Pacific Journal of Education, v. 38, no. 2, pp. 202-213

Abstract : This article reviews the literature on female international students with specific focus on exploring post-study intentions. A scoping review of four electronic databases was completed. After applying criteria to determine suitability, 30 publications were included in the final review. Analysis revealed three key foci: (1) the rationale for studying internationally; (2) the study experience; and (3) post-study intentions. The literature illustrates that an international study experience has the potential to be a powerful transformative opportunity if positive experiences outweigh the negatives. The findings also indicate that the post-study intentions of female international students are under-researched. The article contends that attention should be given to supporting the needs of this group, with a view to maximizing post-study opportunities.

Asia and the Pacific

A set of indicators for measuring and comparing university internationalisation performance across national boundaries / Yuan Gao . - In: Higher Education, v. 76, no. 2, pp. 317-336, August 2018

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

Abstract : This study attempted to develop internationally applicable instrument for universities to measure and compare their internationalisation performance . A total of 182 administrative staff and 17 policymakers from 17 flagship universities in Australia, Singapore and China were consulted in order to establish the framework. The study resulted in a set of 15 indicators that captures six key dimensions of university internationalisation. It attempts to cover internationalisation in its widest possible sense with practical number of indicators.

Critical examination of internationalisation : a case study of a collaboration between an Australian and a Chinese university / Josephine Ng, Berenice Nyland . - In: European Journal of Higher Education, v. 8, no. 1, pp. 52-66, March 2018

ISSN 2156-8235

Abstract : This paper presents case study of an international partnership between two universities, one in Australia and the other in China. The internationalisation of early childhood degree programmes in Australia is reasonably new and there is limited literature on the subject. This study evaluates a Sino- Australian partnership of a joint undergraduate early childhood programme which is the first of its kind to gain formal accreditation in both Australia and China. The aim of the research was to investigate the challenges of international education initiatives, this model in particular and draw implications for sustainability. A political economy view has framed the research. The study focuses on the perspectives of key players in the joint partnership and in this paper we report from the perspective of senior university staff. The research was designed as a single case study to gain an understanding of the vested interests, intentions and challenges faced in this collaboration. The interplay of the international context, market-forces and transnational activities of internationalised teacher education are highlighted. Findings suggest that the present political environment and changing rules within the international education market makes responsive and collaborative planning difficult to sustain.

How the world-class university project affects scientific productivity? Evidence from a survey of faculty members in China / International Association of Universities [IAU] . - In: Higher Education Policy, v. 31, no. 4, December 2018

ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : Using a survey of faculty members from 30 public universities in China, this study examines the influence of the world-class university (WCU) project on faculty member's scientific productivity under the perspectives of globalization and national demands. In general, the results support the globalization dimension of the WCU project in China. The WCU project exhibits a positive effect on international publications, but has no significant impact on domestic publications and technology transfer. In addition, it is found that a high level of WCU funding is associated with more patents, while a low level of WCU funding has no influence on patents. The study also explores the indirect effects of the WCU project. It is found that the WCU project has enhanced the effect of non-government research funding on academic publications. Moreover, the WCU institutions put emphasis on attracting talents from abroad, but there is no evidence that researchers from abroad are more productive than domestic researchers in science and engineering fields.

URL : <https://link.springer.com/article/10.1057/s41307-017-0073-5>

International student education in China : characteristics, challenges, and future trends / Jiani Ma, Kai Zhao . - In: Higher Education, v. 76, no. 4, pp. 717-733, October 2018

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

Abstract : International student education in China has been continuously changing in response to the rapid social transition since the People's Republic of China was established in 1949. Adopting a historical perspective, this scholarly paper begins with an analysis of characteristics of international student education in China in terms of rationales, role of government, and international students. Several challenges are then identified and this paper concludes with observations on future trends of international student education development, with a special focus on the implications of "the Belt and Road". This paper contributes to a better understanding of China's role as an emerging host nation of international students.

Internationalisation and indigenisation in Papua New Guinea's universities : promoting authentic agency / Jeanette Baird, Maretta Alup Kula-Semos / 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. 40, no. 6, pp. 550-565, December 2018

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

Abstract : In uncertain times for higher education learning communities, the risks of societal and epistemic dependence on a single globally dominant set of academic knowledge practices are evident. Nonetheless, many higher education institutions in developing nations struggle to achieve international presence unless they uncritically adopt these dominant practices, even where they recognise the need to use and promote local knowledge systems. The authors explore these dynamics in postcolonial Papua New Guinea, through an assessment of the intentions for internationalisation of the six PNG universities and barriers to agency. Their approach recognises the dialectical relationship between 'internationalisation' and 'indigenisation'. They suggest

that a pervasive but narrow view of indigenisation, emphasising the localisation of university staff, has hampered other forms of both indigenisation and internationalisation, producing more stasis than synthesis within PNG's universities. Effective international agency by PNG universities, and their partners, requires more critical and continuous discourse between the international and the indigenous.

Europe and North America

International mobility of researchers : a survey of researchers in the UK / Susan Guthrie, Catherine Lichten, Emma Harte, Sarah Parks, Steven Wooding / Royal Society [UK] . - Cambridge, UK : RAND Europe, 2017 . - 65 p.

Abstract : A survey looking at the mobility trends for academic researchers in the UK, and the motivating factors. It gives evidence of the link between research and international mobility, with 79% of researchers agreeing that there is an expectation of international mobility in the research community.

URL : <https://royalsociety.org/~media/policy/projects/international-mobility/researcher-mobility-report-survey-academics-uk.pdf>

La Russie et la France dans l'espace mondial de l'enseignement supérieur : rapport analytique, livre blanc / Igor Bartsits, Ed. / Académie russe de l'économie nationale et de l'administration publique [RANEPA]. Institut de l'administration publique et de la gestion [IAPG]. . - Paris : Petit Futé, 2018 . - 279 p. ISBN 979-10-331-7027-3

Abstract : Ce livre évalue l'état actuel de la coopération entre la Russie et la France dans le domaine de l'enseignement supérieur, passe en revue les perspectives de son élargissement, analyse les facteurs-clés qui influencent le développement du marché mondial des services de l'enseignement supérieur, identifie des formes innovantes de l'enseignement supérieur et les modèles principaux de coopération des universités en réseau dans le monde. Pour cela, les meilleures pratiques de mise en oeuvre de la coopération en réseau et des facteurs de son efficacité, y compris la législation et les solutions en matière de gestion, sont étudiées, et des instruments qui favorisent l'élargissement de la coopération en réseau des établissements d'enseignement supérieur en Russie et la croissance du nombre des programmes d'études communs sont développés. Le rapport a également identifié les tendances du développement de nouveaux modèles universitaires en France et en Russie et a engagé une analyse comparative

des réformes du système d'enseignement supérieur et de recherche dans les deux pays. Ce rapport propose des recommandations concrètes de nature institutionnelle et économique pour les universités russes qui sont intéressées au développement de la coopération avec les universités françaises.

This book assesses the current state of cooperation between Russia and France in the field of higher education, reviews the prospects for its enlargement, analyzes the key factors influencing the development of the global market for higher education services, identifies innovative forms of higher education and the main models of cooperation of networked universities around the world. For this, best practices for implementing network cooperation and factors for its effectiveness, including legislation and management solutions, are explored, and instruments that support the expansion of institutional networking higher education in Russia and the growth of the number of joint study programs are developed. The report also identified trends in the development of new academic models in France and Russia and engaged in a comparative analysis reforms of the higher education and research system in both countries. This report proposes concrete institutional and economic recommendations for Russian universities interested in developing cooperation with French universities.

Classmark : RU-3 BAR

English-taught Bachelor's programs in Europe / Anna-Malin Sandström / International Association of Universities [IAU] . - In: Internationalisation of Higher Education, no. 4, pp. 100-101, 2018 ISSN 2199-5125

Abstract : This article is based on an analysis of the findings of a project of the European Association for International Education (EAIE) and StudyPortals. It explores how widespread English taught Bachelors are in Europe and what their perceived benefits and challenges are, as well as their predicted future. The findings derive

from an analysis of a StudyPortals database on English-taught programs offered in HEIs in 19 European countries, complemented by qualitative data collected in 2017 through interviews with staff at HEIs and national agencies in the Czech Republic, Finland, Germany, the Netherlands, Poland, and Spain.

Experimenting with internationalisation in troubled times : the critical case of Turkish higher education /

Soheyda Gokturk, Ozlem Sismanoglu Kaymaz, Oguzhan Bozoglu / 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. 40, no. 6, pp. 566-582, December 2018
ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : This article investigates challenges and strategies of higher education institutions (HEIs) in Turkey with recent uncertainty in the free movement of students and academics in internationalisation process. Applying a qualitative critical case study, the research was carried out in four HEIs leading in internationalisation. The findings indicated that political instabilities both at the national and international levels brought several challenges for HEIs related with their internationalisation efforts in terms of security, image, and ethnic tension. Additionally, it is found that HEIs adapted to the new realities and developed several strategies to overcome these challenges such as marketisation and networking. Implications are made regarding neo-liberal influence and segmentation around class and religion.

Global inequality in the academic system : effects of national and university symbolic capital on international academic mobility / Jürgen Gerhards, Silke Hans, Daniel Drewski . - **In:** Higher Education, v. 76, no. 4, pp. 669-685, October 2018

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

Abstract : The authors analyse to what extent the position of a country and a university within this hierarchy of scientific reputation shapes doctoral students' chances of international mobility. They conducted an exploratory experimental study using fake applications of international doctoral students sent to German sociology professors, who were asked to serve as supervisors during a planned research visit. The fake applicants come from the core and periphery of the global academic system: Yale, Pennsylvania State University, National University Singapore, and Vietnam National University Hanoi. The results show that applicants from both US institutions get more positive and more personal feedback than the other applicants. The authors conclude that this points to the importance of national scientific reputation and that universities' symbolic capital seems to be more important than the quality of a department.

International alumni affairs and an emerging trans-national public service landscape / Lisa Unangst / 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. 40, no. 6, pp. 648-660, December 2018

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

Abstract : This paper analyses the current public or community service operations of international alumni clubs representing American colleges and universities. An exploratory document analysis will produce an initial typology of service-oriented activity, and in select institutional cases will also evaluate to what extent the priorities of independent alumni clubs align with the institutional priorities of the home institution. Attention is paid to the sustainability of these service-oriented efforts, relevance to the local environment, and direct support of university faculty, staff and students.

International HE in the UK : leveraging the policy-institution-expert nexus in uncertain times / Steve Woodfield / 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. 40, no. 6, pp. 629-647, December 2018

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

Abstract : Long-established paradigms around intensifying internationalism and 'borderless-ness' in the UK higher education (HE) sector are being challenged and disrupted by the nationalist drift of global political and

socioeconomic forces. The UK's international HE space is fragmented with neither a coordinated national policy nor a central agency overseeing sector-wide activity. Instead, national stakeholders interact in a 'policymaking-sector expert nexus' that itself engages internationally. UK institutions create structures to support 'global engagement' to help them to transcend national policy concerns and weather global 'storms', and to shape policy proactively. However, growing national policy divergence and competing policy priorities mean that enhanced coordination through a sector-level body must precede, and facilitate, the development of any UK-wide international HE strategy. A strategy will face the challenge of embracing institutional autonomy and mission diversity, recognising and value the full spectrum of international HE activities, and providing sufficient funding to leverage the implementation of institutional strategies.

Internationalization at home : time for review and development / Sue Robson, Joana Almeida, Alina Schartner . - **In:** European Journal of Higher Education, v. 8, no. 1, pp. 19-35, March 2018
ISSN 2156-8235

Abstract : This paper foregrounds internationalization at home (IaH) and the underlying social, academic and intercultural learning benefits of an internationalized university experience. They explore how IaH is understood and operationalized in two universities in the United Kingdom and Portugal via a multiple case study. Qualitative data from 12 stakeholder interviews are analysed, generating five themes about operational understandings and practices of IaH. Findings identify relevant explanatory factors that may assist other institutions to understand, enact and communicate about IaH. The authors highlight the need for further empirical research to provide insights into how this key dimension of internationalization is being operationalized across other European HE institutions.

Quality assurance of internationalisation and internationalisation of quality assurance in Slovenian and Dutch higher education / Maruša Hauptman Komotar . - **In:** European Journal of Higher Education, v. 8, no. 4, pp. 415-434, December 2018
ISSN 2156-8235

Abstract : This article examines the development and implementation of different initiatives for assessing and measuring the quality of internationalisation and for internationalising external and internal quality assurance systems in European higher education. Its specific focus is on Slovenian and Dutch experiences in this field, which are also comparatively analysed. Documentary sources are supported with findings from semi-structured interviews, conducted as part of PhD research. By focusing on supranational, national and institutional level of higher education, the article acknowledges the limits of comparative studies that rely exclusively on the national dimension as the main methodological unit of analysis. The results indicate that if quality is understood as 'value for money' [Harvey and Green 1993.] and/or internationalisation driven predominantly by economic rationales, then the quality of higher education (systems and institutions) cannot be assured or improved by internationalisation, neither in Slovenia and the Netherlands, nor other countries.

'It doesn't really matter which university you attend or which subject you study while abroad.' the massification of student mobility programmes and its implications for equality in higher education / Courtois Aline . - **In:** European Journal of Higher Education, v. 8, no. 3, pp. 99-114, March 2018
ISSN 2156-8235

Abstract : Based on documentary analysis and interviews, the article examines the current practices of Irish universities in their efforts to increase their students' participation in international exchange programmes. It argues that increased participation, while a positive outcome, obscures a growing differentiation in the types of exchange programmes and destinations. This emerging stratification leads to differentiated experiences and outcomes, which may amplify other forms of stratification pervading the higher education sector. In particular, we look at the emergence of different models of exchange, that have moved away from an academic focus towards a more easily manageable model better suited to the massification underway. We suggest that Irish higher education institutions contribute to making credit mobility a space, where students can deploy socially unequal strategies and where the more vulnerable remain either excluded, or limited to 'second best' programmes, devalued academically or where pedagogic opportunities are lost. This is one of the manifestations of the production of internationalization under the pressures of cost-saving, corporatization and the employability discourse.

The impact of international mobility as experienced by Spanish academics / Tamar Groves, Estrella Montes López, Teresa Carvalho . - **In:** European Journal of Higher Education, v. 8, no. 1, pp. 83-98, March 2018
ISSN 2156-8235

Abstract : The objective of this research is to explore the experiences of the first generations of Spanish academics that carried out research stays in foreign institutions. The analysis of 30 semi-structured interviews shows the interviewees' evaluation of their stay abroad, the impact that this had on their academic career and how the return to the home institution was a complex process of adaptation. It is an exploratory research which attempts to contribute to current debates about international mobility of academic staff. While it confirms that generally speaking mobility is perceived as positive there are negative aspects related to academics' (re)integration related to cultural specificities and of the maturity of the scientific system.

Permanent uncertainty as normality? Finnish-Russian double degrees in the post-Crimea world / Svetlana Shenderova / 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. 40, no. 6, pp. 611-628, December 2018
ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : EU-Russia higher education cooperation has continued despite global tensions including Crimea incorporation. One example of this cooperation is the development of Finnish-Russian double degree programmes. This paper focuses on institutional environments where double degrees develop and asks how and why they produce uncertainty from inside Finnish and Russian universities in the period of this unfavourable political situation. The matryoshka model is applied to understand the institutional environment of a university and the institutions around it. The institutional nature of a double degree is determined by comparative analysis of how internal university stakeholders in Finland and Russia perceive a programme's benchmarks. The study is based on the analysis of interviews conducted in partner universities. This paper discusses how perceptions of double degrees influence uncertainty in programme provision within and between institutional environments in Finnish and Russian universities. In addition, the level of institutionalisation of the double degrees may be evaluated.

Reverse flow in academic mobility from core to periphery : motivations of international faculty working in Kazakhstan / Jack T. Lee, Aliya Kuzhabekova . - **In:** Higher Education, v 76, no. 6, pp 369-386, August 2018
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : Academics are increasingly mobile as higher education institutions compete for talent that transcends borders. However, talent often flows from the periphery to the core as scholars seek out employment in recognised institutions of higher learning in developed economies. This study examines faculty mobility in a reverse direction: from the core to Kazakhstan, the largest country in Central Asia. What factors persuade faculty members to relocate to Kazakhstan for full-time employment? What types of individuals pursue this relocation? Through interviews with international faculty members based in Kazakhstan, the study identifies push factors that trigger departure from one's previous country of residence: job market, unsatisfactory work conditions, age, and marital status. Alternatively, Kazakhstan attracts scholars via pull factors that include salary, sense of adventure, and the opportunity to build new institutions and programs as well as conduct research. Unlike previous studies that highlight boundaryless mobility and individual agency, this study reveals constraints that mediate international faculty mobility. Furthermore, salary plays a limited role as a pull factor particularly among early career academics who are seeking research opportunities and meaningful contributions in building new academic programs and institutions.

Higher Education and Research for Sustainable Development

Climate adaptation planning in the higher education sector / Niina Kautto, Alexei Trundle, Darryn McEvoy . - **In:** International Journal of Sustainability in Higher Education, v. 19, no. 7, pp. 1259 - 1278, 2018
ISSN 1467-6370

Abstract : An international survey was conducted to benchmark the sector's organisational planning for climate change and to better understand how the higher education sector contributes to local-level climate adaptation planning processes. The international survey focused especially on the assessment of climate change impacts and adaptation plans. Based on the responses of 45 HEIs located in six different countries on three continents (Australia, Canada, USA, New Zealand, Finland and Switzerland), the study found that there are still very few tertiary institutions that plan for climate-related risks in a systematic way. The paper sheds light on the barriers HEIs face in engaging in climate adaptation planning and action. Some of the actions to overcome such hindering factors include integrating climate adaptation in existing risk management and sustainability planning processes, using the internal academic expertise and curriculum to assist the mapping of climate change impacts and collaborating with external actors to guarantee the necessary resources. The authors conclude that the higher education sector can act as a leader in building institutional resilience at the local scale.

Africa

The role of business intelligence in sustainability reporting for South African higher education institutions / Andre Calitz, Samuel Bosire, Margaret Cullen . - **In:** International Journal of Sustainability in Higher Education, v. 19, no. 7, pp. 1185 - 1203, 2018
ISSN 1467-6370

Abstract : This paper aims to show that business intelligence is a key component of a sustainability-reporting framework for higher education institutions (HEIs). Four questionnaires were administered to Registrars and managers at 21 South African HEIs and at selected international HEIs. The data analysis entailed both descriptive and inferential statistics. The study confirmed that factors such as management buy-in, the availability of BI reports and the provision of reporting guidelines were positively related to effective strategic planning. The study shows that the use of business intelligence by South African HEIs is still at a low maturity level.

Europe and North America

Assessing sustainability reports of US universities / Remmer Sassen, Leyla Azizi . - **In:** International Journal of Sustainability in Higher Education, no. 7, pp. 1158 - 1184, 2018
ISSN 1467-6370

Abstract : The authors investigated 23 sustainability reports that were issued by US universities between 2012 and 2014. They used content analysis as our methodological approach to determine the relative importance of topics disclosed within those reports. Sustainability reporting by universities is still in its early stages. The findings show a clear focus on the environmental dimension, whereas the university and the economic dimensions see lower levels of reporting. The social dimension is rarely addressed. The authors suggest that future research could use the results of this study as a basis for investigating stakeholder expectations towards universities' sustainability reporting and developing university-specific sustainability reporting standards.

Characteristics of UK higher education institutions that disclose sustainability reports / Remmer Sassen, Dominik Dienes, Johanna Wedemeier . - **In:** International Journal of Sustainability in Higher Education, v. 19, no. 7, pp. 1279 - 1298, 2018
ISSN 1467-6370

Abstract : This study aims to focus on the following research question: Which institutional characteristics are associated with sustainability reporting by UK higher education institutions? The results show that 17 per cent of the UK higher education institutions report on their sustainability (July 2014). In line with legitimacy and

stakeholder theory, logistic regressions provide evidence that the larger the size of the institution, the higher the probability of reporting. By contrast, high public funding decreases this probability. Overall, the findings imply a lack of institutionalisation of sustainability reporting among higher education institutions.

Competing priorities : lessons in engaging students to achieve energy savings in universities / Richard Bull, Joanna Romanowicz, Neil Jennings, Marina Laskari, Graeme Stuart, Dave Everitt . - **In:** International Journal of Sustainability in Higher Education, v. 19, no. 7, pp. 1220 - 1238, 2018
ISSN 1467-6370

Abstract : This paper presents findings from an EU-funded international student-led energy saving competition (SAVES) in 17 universities in five countries : Cyprus, Greece, Lithuania, Sweden and the UK. A mixed-methods approach (pre- and post-intervention surveys, focus groups and analysis of energy meter data) was used to determine the level of energy savings and quantifiable. Whilst other interventions have shown greater savings, this project provided consistent savings over two years of 7 per cent across a large number of university dormitories in five countries through simple behaviour changes.

URL : <https://www.emeraldinsight.com/doi/full/10.1108/IJSHE-09-2017-0157>

Mainstreaming education for sustainable development at a Swiss university: navigating the traps of institutionalization / Lilian J. Trechsel, Anne B. Zimmermann, David Graf, Karl Herweg, Lara Lundsgaard-Hansen, Lydia Rufer, Thomas Tribelhorn, Doris Wastl-Walter / International Association of Universities [IAU] . - **In:** Higher Education Policy, v. 31, no. 4, pp. 471-490, December 2018
ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : This article discusses a mainstreaming strategy applied to teaching at a higher education institution in Switzerland, the University of Bern. We analyse the traps of institutionalizing sustainable development (SD) in a higher education institution and clarify the policies and approach to change management needed to navigate these traps, based on an analysis of our experience as an education for sustainable development team. We propose (1) using a combined top-down and bottom-up policy to increase motivation, (2) prioritizing and sequencing target groups and helping them to find the link between their discipline and SD, and (3) offering tools, support, and professional development to help lecturers to move towards a more competence-oriented form of teaching. Concrete support needs to take place at four levels: the level of formulating competences for SD; the level of shifting towards a learner-centred approach; the level of designing their learning environments; and the level of becoming a community of practice. An impact chain explains the logic from concrete activities (tools, courses, workshops, etc.) to the desired impact of helping lecturers and graduates to become agents of change capable of playing a key role in society and helping to shape our future.

URL : <https://link.springer.com/article/10.1057/s41307-018-0102-z>

Sustainability governance at universities : using a governance equalizer as a research heuristic / Mara Bauer, Inka Bormann, Benjamin Kummer, Sebastian Niedlich, Marco Rieckmann / International Association of Universities [IAU] . - **In:** Higher Education Policy, v. 31, no. 4, pp. 491-511, December 2018
ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : The project “Sustainability at Higher Education Institutions: develop — network — report (HOCHN)” (2016–2018) aims to facilitate sustainable development at universities in Germany. One of the project’s research focuses is sustainability governance. It investigates the variety of different protagonists and structures that are involved in the processes of developing and managing sustainability. To this end, a heuristic technique referred to as the “governance equalizer” is applied. It covers five dimensions that have been adapted for this research: politics, profession, organisation, knowledge and visibility. This paper introduces the concept of the governance equalizer and locates it in the context of sustainability in higher education institutions. Against this backdrop, it presents and discusses findings from preparatory expert interviews on sustainability governance, with the aim of validating the governance equalizer and identifying focal points for subsequent stakeholder interviews in German universities.

URL : <https://link.springer.com/article/10.1057/s41307-018-0104-x>

Towards a definition of environmental sustainability evaluation in higher education / David Alba-Hidalgo, Javier Benayas del Álamo, José Gutiérrez-Pérez / International Association of Universities [IAU] . - In: Higher Education Policy, v. 31, no. 4, pp. 447-470, December 2018
ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : Assessment of university sustainability is an emerging field of research of Education for Sustainable Development in Higher Education, because of the use by universities of assessment tools to improve the performance of its policies, but also to disseminate their results. This paper will try to define what is meant by 'assessment of university environmental sustainability' based on different evaluation approaches found in an integrative meta-analysis of specialised literature on the subject and review of assessment tools. While the most common evaluative approach is the self-assessment, to improve the implementation of policies, other approaches aimed at promoting university activity in sustainability through its participation in rankings or accreditation system increasingly are becoming greater presence. This leads to identifying a particular concern among universities to compete and appear in the university context as 'sustainable' without ensuring that their actions are being designed really to improve sustainability, at a university and global context.

URL : <https://link.springer.com/article/10.1057/s41307-018-0106-8>

Values-based Leadership

Reframing the university as an emergent organisation: implications for strategic management and leadership in higher education / Tom Doyle, Malcolm Brady . - In: Journal of Higher Education Policy and Management, v. 40, no. 4, pp. 305-320, August 2018

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

Abstract : For the most part, the organisational forms that are currently being adopted by higher education institutions are grounded in the traditional corporate models of organisation that take a rational approach to organisational change management. Underlying this account is an assumption of organisational autonomy and the capacity of designated leaders to direct such change processes. However, a case is now being made for the consideration of alternative organisational theories or models that offer a different perception on the sources and patterns of organisational change in higher education. These theories perceive organisations more as emergent entities in which change is continuous, often unpredictable and arising mainly from local interactions. The paper surveys the implications that acceptance of the alternative paradigm might have for strategising and change leadership in higher education institutions. It suggests that the accommodation of these alternative paradigms of institutional development in higher education may itself be an emergent process. (Abstract from publisher)

Understanding change in higher education : an archetypal approach / Sofia Bruckmann, Teresa Carvalho . - In: Higher Education, v. 76, no. 4, pp. 629-647, October 2018

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

Abstract : During the past three decades, higher education institutions have been changing, moving away from the traditional bureaucratic archetype towards a more managerialist one. Empirical research already demonstrated that organisations tend to be in a hybrid area of archetypal change. Considering the specific case of a government-imposed reform in Portugal, and using a case study approach of six public universities, this study aims to explore archetypal hybridism through the lens of two main dimensions: systems and structures and interpretive scheme. The theoretical background lies on academic literature on organisational change in higher education and specifically on archetype theory. The findings drawn from document analysis and interviews outline the main characteristics of the hybrid archetype that we chose to name efficient-collegiality.

University governance and academic leadership : perceptions of European and Chinese university staff and perceived need for capacity building / Chang Zhu, Merve Zayim-Kurtay . - In: European Journal of Higher Education, v. 8, no. 4, pp. 435-452, December 2018

ISSN 2156-8235

Abstract : This study explores Chinese and European university staff perceptions about the challenges and capacity building needs in terms of academic leadership and university governance. A survey questionnaire with open-ended questions was administered to 58 staff members from 7 Chinese universities and 31 staff members from 8 European universities. The results showed that in addition to the competitive challenges universities encounter, developing leadership and managerial skills for Chinese and leadership, managerial, and interpersonal skills for European participants are the major challenges for academic leaders and the most frequently cited areas potential for capacity building. Leadership skills and practices of academic leaders were highlighted by both groups most to learn from each other while change adaptation skills of Chinese academic leaders and personal capabilities of European academic leaders are the specific aspects of academic leadership referred most for experience sharing between these two contexts.

Asia and the Pacific

Public university governance in China and Australia : a comparative study / Min Hong . - In: Higher Education, v. 76, no. 4, pp. 717-733, October 2018

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

Abstract : This comparative study focuses on the university level and attempts to identify the differences of university governance in Australian and Chinese public universities in three dimensions, state-university relation,

university internal governance and university finance. This paper sketches the university governance in Australia and China and finds that the relationship between government and university is looser in Australia than that in China and Australian universities enjoy more autonomy and power than Chinese universities; as to university internal governance, Australian universities use a more business-oriented management mechanism; funding associated with full-fee paying international students has become very important for Australian HE while Chinese government funding has been decreasing as well but funds from international students play a minimal financial role.

Europe and North America

Brexit: How universities can prepare for a no-deal scenario / European University Association [EUA] . - Brussels : EUA, 2018 . - 3 p.

Abstract : This information sheet examines the impact of Brexit on universities in Europe and concludes that even a no-deal Brexit should not prevent universities throughout Europe including the UK from cooperating in the future.

URL : https://eua.eu/downloads/news/brexit%20no%20deal%20preparedness_20-11-18.pdf

Contentious dialogue : University presidential response and the 2016 U.S. presidential election / Jon McNaughtan, Hugo Garcia, Ian Lértora, Sarah Louis, Xinyang Li, Alexis L. Croffie, Elisabeth D. McNaughtan / 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. 40, no. 6, pp. 533-549, December 2018

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

Abstract : Using grounded theory, this study analyses the response higher education institutions in the United States had to the 2016 United States presidential election of Donald Trump. The analysis focused on the responses of presidents from the fifty state flagship universities and found emergent themes of unity, contentious election, negative event, university values, civil dialogue, services offered, and emotional rhetoric, while also finding significance in whether the letters were sent proactively or reactively.

Leadership in higher education with special reference to women leaders in academia / Gülsün Saglam . - **In**: Leadership and Governance in Higher Education : Handbook for Decision Makers and Administrators, v. 1, pp. 19-36, 2013

Abstract : In this age of rapid change, higher education faces many complex and interconnected questions in an environment where uncertainty plays a major role and decision makers are faced with unprecedented and often unpredictable challenges. The first part of the article discuss the concept of "leader" and "leadership", outlines the qualities expected of leaders from the perspective of uncertainty and analyses the criteria used to measure the success of leaders. The second part considers challenges and obstacles to women's leadership in higher education and the present situation of women academic leaders in Europe and Turkey.

Re-purposing fika : rest, recreation or regulation in the neoliberalized Swedish university / Louise Morley, Petra Angervall, Caroline Berggren, Susanne dodillet . - **In**: European Journal of Higher Education, v. 8, no. 4, pp. 400-414, December 2018

ISSN 2156-8235

Abstract : Fika is the Swedish practice of assembling for a coffee break at work or home. This paper investigates the material, social and temporal investments in fika in accelerated and accountable organisational cultures, and asks what purpose it serves in neoliberalised academic employment regimes today. Analysis of thirteen interviews with administrators and academics in a Faculty of Education in a large research-intensive Swedish university suggests that there are multiple interpretations of fika. Traditionally, fika has been used as a site for team-building, democratisation, and well-being at work, but might have been re-purposed and incorporated in neoliberal surveillance and normalization technologies in which one's corporate loyalty and interpersonal skills are made visible for assessment. The authors noted an affective and gendered economy with fika eliciting feelings of

pleasure in the social and recreational aspects, but shame and anger at what was perceived as coercion to perform a particular type of sociable subjectivity.

Latin America and the Caribbean

Las políticas de género en una universidad pública estatal : discrepancias institucionales / Sergio-Alberto López-Molina, Marina Vázquez-Guerrero . - In: Revista Iberoamericana De Educación Superior, v. 9, no. 25, 2018

Abstract : Este artículo presenta un análisis de la documentación institucional sobre políticas de género en una universidad pública mexicana y las acciones concretas en la gestión cotidiana. Tras la revisión detallada de normativas, códigos y políticas institucionales que funcionan como marcos de referencia para la práctica educativa en una universidad pública, se contrastó con el testimonio de algunos directivos de alto nivel, permitiendo conocer cómo estos referentes intervienen en las relaciones estructurales. Entre los principales hallazgos se puede identificar que la preocupación por temas como la violencia de género es reciente y sólo se ha trabajado en el nivel de investigaciones de cuerpos académicos, sin llegar a influir en el nivel institucional para la toma de decisiones, por lo tanto, los temas de género no son prioritarios y cuando se incluyen se ponen en la misma jerarquía de grupos vulnerables.

This article presents an analysis of the institutional documentation on gender policies in a Mexican public university and the concrete actions in day-to-day management. After a detailed review of regulations, codes and institutional policies that are used as reference frameworks for educational practice in a public university, the author contrasted it with the testimony of some high-level managers, allowing us to know how these referents intervene in structural relationships. Among the main findings we can identify that the concern for issues such as gender violence is recent and has only been worked at the level of research by academic bodies, without influencing the institutional decision-making level, which means that in effect gender issues are not a priority and when they are included they are placed in the same hierarchy as other vulnerable groups.

URL : <https://www.ries.universia.unam.mx/index.php/ries/article/view/282/1087>

Los enfoques de género en las universidades / Asociación de Universidades Grupo Montevideo . - Montevideo, Uruguay : Asociación de Universidades Grupo Montevideo, 2018 . - 151 p. ISBN 978-9974-8553-5-9

Abstract : This e-book, by the Gender and Universities Programme of Montevideo Group of Universities, a network of universities in Argentina, Bolivia, Brazil, Chile, Paraguay and Uruguay, brings together 11 articles which address incorporating gender equality in university policies and reflects on actions universities can take against gender violence.

URL : <http://grupomontevideo.org/sitio/wp-content/uploads/2018/11/Libro-AUGM-2018-5.pdf>

Other themes

Academic conduct

Academic corruption : culture and trust in Indian higher education / William G. Tierney, Nidhi Sadana Sabharwal . - In: International Journal of Educational Development, v. 55, pp. 30-40

Abstract : Singular acts of academic corruption, such as cheating on an exam, occur in all institutions in all countries. Recently, however, academic corruption that is systemic has been under-studied and under-theorised. This article focuses exclusively on monetary corruption. The authors focus on their forms and the individuals involved. The article investigates academic corruption in India. By way of a modified case study the authors analyze how corruptions function at one private college in India, the purpose is neither to propose legislative efforts to stop such activities nor to suggest that the forms of corruption discussed are unique to India. Instead, the article utilizes a theory based on the idea of organizational culture to come to terms with what systemic corruption is and how those within the academy might best confront it.

URL : <http://isiarticles.com/bundles/Article/pre/pdf/87450.pdf>

An empirical analysis of differences in plagiarism among world cultures / David Ison . - In: Journal of Higher Education Policy and Management, v. 40, no. 4, pp. 291-304, August 2018

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

Abstract : Academic integrity issues, e.g. plagiarism, continue to plague higher education across the globe. Research has noted that the identification and tolerance of cheating behaviors varies dependent upon local culture. This quantitative, comparative study investigated the potential differences among actual rates of incidence of plagiarism among predominant countries and regions in which the literature identified as having academic integrity problems. The study covers the United States, Western Europe (included the United Kingdom, France, Germany, Italy, Switzerland, and Austria), Eastern Europe and Russia (included Bulgaria, Romania, Ukraine, and Estonia), Africa (included South Africa, Nigeria, Kenya, and Ethiopia), China, India, the Middle East (included Turkey, Iran, Jordan, United Arab Emirates, and Saudi Arabia). Doctoral dissertations and master's theses from institutions in the selected locations were analysed with Turnitin® originality assessment software. The findings of this study provide a mix of support for and dispute of assumptions about cultural aspects of plagiarism described in the literature. Considering the mean similarity index across all groups was 25.1%, it is apparent that plagiarism is still a significant concern across the globe. Both China and India appeared to fit the expectations laid forth in the literature as having the largest problem with plagiarism.

Academic teaching personnel

Academic artisans in the research university / Angela Brew, David Boud, Lisa Lucas, Karin Crawford . - In: Higher Education, v. 76, no. 1, pp. 115-127, July 2018

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

Abstract : This paper draws on a critical realist analysis of surveys and interviews with academics from universities in England and Australia. It identifies important academic work, not captured simply in descriptions of teaching or research. It shows that many academics, who are not research high flyers nor award-winning teachers, carry out this essential work which contributes to the effective functioning of their universities. That work is referred to as academic artisanal work and the people who do it as academic artisans. Characteristics and examples of academic artisans are presented, and the nature of artisanal work is explored. Implications for higher education management and for future studies are discussed. The paper points to an urgent need to better understand the complex nature of academic work.

Developing a framework for university-wide improvement in the training and support of 'casual' academics / Chi Baik, Ryan Naylor, Linda Corrin / 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. 40, no. 4, pp. 375-389, August 2018

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

Abstract : With the majority of undergraduate teaching in Australian higher education being undertaken by casual academics, ensuring adequate support for these staff to access support and professional development relating to teaching and learning is imperative. In this article, the authors profile the development and implementation of a university-wide strategic framework for training, support and recognition of the contributions of sessional teachers. The design of this framework was informed through an iterative process of research and consultation with key institutional stakeholders and has resulted in changes at a policy level as well as in the delivery of professional development programs for sessional teaching staff. The opportunities and challenges of this approach are discussed, as well as future directions and broader considerations for the support of sessional teachers in the Australian higher education context.

The changing demography of academic staff at higher education institutions (HEIs) in South Africa /

Gregory D. Breetzke, David W. Hedding . - **In:** Higher Education, v. 76, no. 1, pp. 145-161, July 2018

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

Abstract : In this work, the authors contribute to the debate on the transformation of higher education institutions (HEIs) in post-apartheid South Africa by examining the changing demography of academic staff bodies at 25 South African HEIs from 2005 to 2015. They use empirical data to provide initial insights into the changing racial profiles of academic staff bodies across age, gender and rank and then summarise our findings into a transformation 'scorecard' which provides an indication of how all racial groups in the country are performing in terms of their representation in higher education. Initial results indicate that most academics in South Africa are middle-aged (between 35 and 54) but an ageing trend is evident, particularly among white academics. In terms of gender, males marginally outnumber females, although the authors estimate an equitable distribution to be attained within the next 5 years. Significantly, the data indicate that there is an upwards trajectory of black African academics across all rankings from 2005 to 2015 and a concomitant downward trajectory of white academics across all rankings. Both Indian and coloured academics most closely represent their national population representation. Our transformation 'scorecard' indicates that the demography of academic staff at higher education institutions in South Africa is changing and will continue to change in the future, particularly within the next 20 years if current trends continue.

Access and success in Higher Education

1er baromètre handicap dans les établissements d'enseignement supérieur / Conférence des grandes écoles [France] . - Paris : CGE, 2018 . - 4 p.

Abstract : This document provides results of a survey on the situation of students with disabilities in Grandes Ecoles, public selective engineering and business schools in France. The results show that students with disabilities represent just over 1% of students and that 86% of Grandes Ecoles have disability awareness programmes for their students

URL : <https://www.cge.asso.fr/liste-actualites/la-cge-publie-son-premier-barometre-sur-la-formation-des-etudiants-en-situation-de-handicap/>

El ingreso a la universidad de jóvenes en situación de vulnerabilidad social : razones y factores que los motivan / Leticia Cerezo . - **In:** Revista Iberoamericana de Educación Superior, v. IX, no. 25, pp. 62-84

Abstract : Los procesos de masificación de la educación superior que tuvieron lugar en Argentina posibilitaron procesos de democratización del acceso a la educación superior universitaria, pero no han logrado una democratización cualitativa en tanto persisten desigualdades sociales como condicionantes de las trayectorias educativas. En este texto nos interesa aportar conocimiento vinculado al ingreso de jóvenes en situación de vulnerabilidad social a las universidades públicas, desde un enfoque principalmente cualitativo. Específicamente en torno a las principales motivaciones aducidas por los jóvenes respecto de su ingreso a la universidad y a los factores que incidieron en la elección de estudiar en una institución determinada.

The processes of massification of higher education that has taken place in Argentina has democratised access to

university higher education, but qualitative democratisation has not occurred since social inequalities persist in educational trajectories. The authors examine the entry of young people in situations of social vulnerability to public universities, from a mainly qualitative approach. Specifically around the main motivations experienced by young people regarding their admission to the university and the factors that influenced their choice of studying in a given institution.

URL : <https://www.ries.universia.unam.mx/index.php/ries/article/view/278/1079>

Hackat6 #UniversitatRefugi : resultats / Associacio Catalan d'Universitats Publiques [ACUP][Spain]; Fundaci6 Aut6noma Solid6ria [Spain]; Universitat Aut6noma de Barcelona . - Barcelona : Fundaci6 Aut6noma Solid6ria, 2018 . - 6 p.

Abstract : This report looks at universities' actions in Catalonia for welcoming refugee and migrant students. It is the result of the UniversitatRefug Hackathon organised by ACUP and the Fundaci6 Aut6noma Solid6ria which took place in Barcelona in July 2018.

URL : http://www.acup.cat/sites/default/files/2018-11/Informe_Final_Hackat%C3%B3_%23UniversitatRefugi_0.pdf

Telling SAGA: Improving measurement and policies for gender equality in Science, Technology and Innovation (STI) / UNESCO . - Paris : UNESCO, 2018 . - 192 p.

ISBN 978-92-3-100299-1

Abstract : This report investigates the current situation of women in science globally, benefits of including gender equality in STI, and the improvement of STI policies and measurement in science to bridge the gender gap.

URL : <https://unesdoc.unesco.org/ark:/48223/pf0000266102>

A qualitative analysis of undocumented Latino college students' movement towards developing purpose /

Theresa Lyon Little, Donald Jr. Mitchell / Association for the study of higher education [ASHE][USA] . - In: The Review of Higher Education, v. 42, no. 1, pp. 137-172, Fall 2018

ISSN 0162-5748 . - Online ISSN 1090-7009

Abstract : Undocumented Latino college students face numerous legal, social, and financial barriers as they attempt to pursue a postsecondary degree and define their identity as college students. Researchers have noted the psychosocial development that occurs as students transition to an adult identity, yet little research has been done on the ways undocumented Latino college students navigate barriers to their identity development, specifically developing purpose, as students and members of U.S. society. This study utilizes hermeneutic phenomenological methods to explore the ways undocumented Latino college students develop purpose as a subset of the psychosocial identity development that occurs during their postsecondary experiences.

Arab graduate students in a teachers college in Israel : leaving their identity at the gate / Rabah Halabi . -

In: Higher Education, v. 76, no. 4, pp. 687-700, December 2018

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

Abstract : This article examines the experience of Palestinian-Arab graduate students in an Israeli teachers college that describes itself as multicultural. By listening to the voices of the Arab students the article identifies the limitations of a liberal multiculturalism. The Arab students interviewed feel that they are treated fairly by their teachers, and they also note that they are treated well by the administration. While they acknowledge the progress made by the college when comparing the campus environment to that of other sites in the Israeli public sphere, their experience also teaches them to "leave their national identity at the gate" when they enter the college campus. They learn that giving expression to their national identity may jeopardize the social comfort zone that they manage to attain at the college—a comfort zone that is unlike anything they experience outside in the "real world." While not quite feeling at home, the Arab students are left feeling like welcome guests. The research population included 52 male and female Arab students who studied in the college in 2015–2016. The data were gathered through semi-structured, in-depth interviews and analyzed using an open inductive coding method

Effects of higher education expansion on gender parity : a 65-year trajectory in Taiwan / Dian-Fu Chang . - In: Higher Education, v. 76, no. 3, pp. 449-466, September 2018
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : This study evaluates gender parity in higher education in Taiwan and explores the potential gaps at the undergraduate, master and doctoral levels. It uses a quantitative longitudinal method to determine the effects of system expansion. Student enrollment data from 1950 to 2014 were collected from the Ministry of Education in Taiwan to interpret the significance of the gender parity at various development stages in the system. Reviewing the trend from 1950 to 2014, this study found that higher education expansion has played a crucial role in promoting gender parity. The results of the ARIMA model reveal that the numbers of male and female students studying in undergraduate programs will become more equal in the next decade. Although male students are still favored for enrollment at the master and doctoral levels, the disparity is declining according to the results of this study.

From migrant farmworkers to first generation Latina/o students : factors predicting college outcomes for students participating in the College Assistance Migrant Program / Julian J. Mendez, Sheri Bauman / Association for the study of higher education [ASHE][USA] . - In: The Review of Higher Education, v. 42, no. 1, pp. 173-208, Fall 2018
ISSN 0162-5748 . - Online ISSN 1090-7009

Abstract : This article examines factors associated with college outcomes in a migrant Latina/o college student sample enrolled in the College Assistance Migrant Program (CAMP). The authors also examine the relationship between CAMP services and students' academic perceptions (i.e., academic self-efficacy, academic resilience, and school connectedness). High school achievement and academic resilience were significant positive predictors of college GPA, while living on-campus was a negative predictor. Financial aid in the form of loans, having family responsibilities, and working full-time off campus were negative predictors of persistence, while involvement in CAMP's personal and academic counseling services was a positive predictor. Implications are discussed.

Gendered success in higher education : global perspectives / Kate White, Pat O'Connor, Eds. . - London : Palgrave Macmillan UK, 2018 . - 299 p.

Abstract : This book examines higher education institutions that exemplify gendered success whether in terms of the presence of women in senior positions or attempts to change a gendered organisational culture. It reflects a global perspective, drawing on case studies from eleven countries: Australia, Austria, Ireland, India, New Zealand , Portugal, South Africa, Sweden, Turkey, United Arab Emirates, and the United Kingdom. In each country an organisation has been selected that demonstrate best practice in terms of gendered outcomes or processes. Gendered Success in Higher Education highlights both the importance and the limitations of indicators such as the proportion of women in senior positions. It proposes a new gender agenda, identifies the factors that need to be included in a model of gendered change, and provides important insights into the nature of gendered change globally and how it can be achieved.

How key transitions influence school and labour market careers of descendants of Moroccan and Turkish immigrants in the Netherlands / Maurice Crul . - In: European Journal of Education, v. 53, no. 4, pp. 481-494, December 2018

ISSN 0141-8211 . - Online ISSN 1465 3435

Abstract : This article looks at the entire educational career and the transition to the labour market among diasadvantaged groups in the Netherlands: young people of Moroccan and Turkish descent and focuses on key transitions to identify the educational institutional arrangements that either help or hinder educational and labour market success in this group. The Dutch educational system is one of the most complicated in Europe. Consequently, parents and children have to make many 'choices' when navigating it. Many of these key 'choice' moments are selection points, either because they are not real choices but dependent upon a teacher's recommendation or because parents and students need a great deal of information about the school system in order to make a choice. This usually results in inequalities for the most disadvantaged groups. Because selection is disguised as 'choices', the structural inequalities of the system are not usually perceived as blocking

mechanisms for disadvantaged students.

URL : <https://onlinelibrary.wiley.com/doi/full/10.1111/ejed.12310>

L'évolution des inégalités de genre dans l'enseignement supérieur français entre 1998 et 2010 : une analyse de l'(in)efficacité des réformes politiques / Magali Jaoul-Grammare . - In: Education et formations, v. 96

ISSN 1777-5558

Abstract : Depuis une trentaine d'années, la lutte contre les inégalités de genre est au cœur de la plupart des réformes éducatives. Ce travail a pour objectif d'analyser si les réformes les plus récentes ont réellement permis une baisse des inégalités filles-garçons dans l'enseignement supérieur français entre 1998 et 2010, et ceci selon trois dimensions : l'accès aux filières prestigieuses, l'accès aux filières « masculines » et l'accès aux diplômes les plus élevés. Les résultats montrent que, malgré une baisse des inégalités, l'accès aux filières prestigieuses et l'accès aux plus hauts diplômes (en particulier les diplômes d'ingénieur) laissent apparaître des inégalités filles-garçons. Nous montrons également que les inégalités d'accès aux filières « masculines » ont augmenté entre 1998 et 2010, certaines filières demeurant très sexuées. Les auteurs rejoignent ici les récentes conclusions du ministère de l'Éducation nationale qui souligne que « la réussite et l'échec scolaire, la réussite et l'échec en matière d'insertion professionnelle restent des phénomènes relativement sexués » [Leroy, Biaggi et alii, 2013].

Over the last 30 years, the fight against gender inequalities has been at the heart of most educational reforms in France. This work analyses whether the most recent reforms have really led to a drop in gender inequalities in French higher education between 1998 and 2010, according to three dimensions: access to prestigious fields of study, access to "male" fields of study and access to the highest degrees. The results show that, despite a decrease in inequality, access to prestigious courses and access to the highest degrees (particularly engineering degrees) reveal gender inequalities. The authors also show that inequalities in access to "male" sectors increased between 1998 and 2010, with some sectors remaining highly sexed. The authors join here the recent conclusions of the Ministry of National Education which emphasises that "success and failure at school, success and failure in terms of professional integration remain relatively gendered phenomena" [Leroy, Biaggi et alii, 2013].

URL :

https://www.researchgate.net/publication/326476520_L%27EVOLUTION_DES_INEGALITES_DE_GENRE_DAN_S_L%27ENSEIGNEMENT_SUPERIEUR_FRANCAIS_ENTRE_1998_ET_2010_Une_analyse_de_l%27inefficacite_des_reformes_politiques

Less inequality through universal access? Socioeconomic background of tertiary entrants in Australia after the expansion of university participation / Krzysztof Czarnecki . - In: Higher Education, v. 76, no. 3, pp. 501-518, September 2018

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

Abstract : his article investigates the consequences of an expansion of domestic university places in Australia after 2009 for inequalities in access to higher education. The author focuses on how different individual-level socioeconomic factors were influencing not only the likelihood of continuing education at the tertiary level but also a type of institution one studies at. Thus, simultaneously analysing vertical and horizontal dimensions of inequalities in access. The expansion has not dramatically changed the differentiated access within different socioeconomic groups. However, the influence of parental education and secondary school context on continuing education has weakened. But those who have benefited the most are young people from upper service class. They not only approach near-universal access faster than other social classes but also improve their relative chances to study at the most prestigious institutions. Controlling for academic ability at the age of 15 showed that socioeconomic background continuous to matter after that age. This means that student-oriented equity policies undertaken closer to the point of transition to tertiary education have a capacity to decrease educational inequalities. Results are discussed against the background of the current higher education policy trends regarding equity in access.

Limitations on the human capital transferability of adult migrants in Spain: incentive or barrier for a new investment in education? / Jacobo Muñoz-Comet, María Miyar-Busto . - In: European Journal of Education, v.

53, no. 4, pp. 586-599, December 2018

ISSN 0141-8211 . - Online ISSN 1465 3435

Abstract : In this article, the authors examine how the degree of human capital transferability affects an immigrant's chances of studying in Spain. They used data from the Spanish Labour Force Survey (2008–2015) for a sample of adults aged 18–55 who had left the educational system. The main findings show that native adults are the ethnic group with the highest likelihood of re-enrolling in education. Amongst immigrants, those with fewer limitations on human capital transferability also invest more. These results question the predictions of the Immigrant Human Capital Investment model which expect that immigrants whose human capital depreciates upon arrival and those who can obtain a higher return on a new investment in education are more likely to study. Moreover, the effect of skill transferability differs depending on the type of obstacle and the kind of education. Immigrants with less linguistic and cultural familiarity with the host country are less likely to undertake non-formal education than formal education. However, when the transferability obstacles are related to administrative requirements and legal restrictions, the probability of investing in non-formal education is higher. The authors conclude that immigrants with low skill transferability are not only less well integrated in the labour market upon arrival, but are also less able to redress that disadvantage through a new investment in education.

The dangling carrot : proprietary institutions and the mirage of college choice for Latina students / Amalia

Dache-Gerbino, Judy Marquez Kiyama, Vicki T. Sapp / Association for the study of higher education [ASHE][USA]

. - **In:** The Review of Higher Education, v. 42, no. 1, pp. 29-60, Fall 2018

ISSN 0162-5748 . - Online ISSN 1090-7009

Abstract : The proximity of proprietary institutions to working-class urban areas is rarely explored as a factor in Latina student college choice. Utilising Chicana Feminism as a conceptual lens, this study explores the path of proprietary college choice for Latina high school students. Qualitative interviews and geographic data reveal how factors of race, gender, and class contribute to the marketing and location of proprietary institutions. The authors argue that marketing expensive vocational programs to Latina students who cannot afford tuition contributes to the maintenance of racist, classist, and sexist hierarchies.

Unequal origin, unequal treatment, and unequal education attainment : does being first generation still a disadvantage in India / Rashim Wadha . - **In:** Higher Education, v. 76, no. 2, pp. 279-300, August 2018

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

Abstract : The Indian higher education system is supposed to be the source of equal opportunities to all students irrespective of their life circumstances. Does it succeed in realizing this ideal? In fact, the system of higher education inadvertently plays a critical role in constructing and recreating the inequalities between groups. The prime victims of inequality are first-generation students, whose disadvantages are unseen, their voices ignored and left on their own. In India, first-generation students are typically confronted with the dynamics of caste-based inequality in addition to their deficiency in the cultural and social capital. In this context, the purpose of this study was to examine if being a first-generation student had a significant influence on educational attainment. The field survey data of 900 senior secondary students was employed for the analysis. For the purpose of analysis, educational attainment was measured in terms of completion of higher secondary school and entry into higher education. The findings of the study confirm the difference in educational attainment between first-generation students and their counterparts. Results of logistic regression indicate that the location, category, family income, academic achievement, stream of education, and social and cultural capital are the pertinent factors which influence the educational attainment of first-generation students.

When things don't go as planned : contingencies, cultural capital, and parental involvement for elite university admission in China / Yi-Lin Chiang / Comparative and International Educational Society . - **In:**

Comparative Education Review, v. 62, no. 4, pp. 503-521, November 2018

ISSN 0010-4086

Abstract : Using ethnography and interviews with students and parents in two top-performing public secondary schools in Beijing, the author found that elite parents typically relied on the school to prepare children for college. However, they activated cultural capital and became heavily involved when their children experienced academic setbacks, which put elite university admission at risk. In many but not all instances, parental involvement buffered

children from test failures and provided children with additional chances to pursue elite university admission. The author concludes that the findings show that parental activation of cultural capital is not constant, but reactive and not always effective. Using the examples of Chinese students, she argues for the contingent nature of parental involvement and highlights the limits of cultural capital.

Working class educational transitions to university : the limits of success / Diane Reay . - In: European Journal of Education, v. 53, no. 4, pp. 528-540, December 2018
ISSN 0141-8211 . - Online ISSN 1465 3435

Abstract : Employing Pierre Bourdieu's concepts of habitus, capital and field, the article argues that working class transitions to university reveal the failure of the English educational system to provide anything like a level playing field to support working class young people who are seen to be educational successes. Focusing on those working class young people who are particularly successful by gaining access to elite universities the paper argues that even this small select group face discrimination, set-backs, and a degree of social exclusion. The paper concludes that the vast majority of working class young people, including many of those who are the most academically successful have very different transitions to higher education, and experiences within it, from their middle and upper class peers.

Community engagement

A success/failure paradox : reflection on a university-community engagement in Australia / Daniel Murphy, Dianne McGrath / 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. 40, no. 4, pp. 321-341, August 2018
ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : There has been an increasing interest within the academic literature on the role played by Higher Education Institutions in the social and economic development of their communities. The Australia Government has recently released its National Science and Innovation Agenda (NISA) which is designed to incentivise university-community research partnerships. In this article, the identified lack of Australian university-community engagement will be problematised through the experience of academics who undertook such an engagement in a regional university setting. A completed research project is used as a lens through which institutional factors impacting on collaborative projects between universities and their communities are identified. The difficulties of university-community engagement are unpacked and problematised so that the various forces contributing to the shortage of university-community partnerships can be better identified and understood. The unitary manner in which university-community research is to be reported under NISA is highlighted as a key barrier to regional research partnerships.

Mutualising the university : achieving community impact through an ecosystem / Philip Powel, Anita Walsh / UNESCO Institute for Lifelong Learning . - In: International Review of Education, v. 64, no. 5, pp. 563-58, 2018
ISSN 0020-8566 . - Online ISSN 1573-0638

Abstract : This article argues that pressures on higher education institutions (HEIs) in a market model create a need to be responsive to students and employers, and to demonstrate institutional impact. However, the assessment of this impact tends to be based on quantifiable data, statistics, etc. of the kind which work well for natural sciences, but pose challenges for social sciences. Thus, areas of impact are often overlooked which may be more immediate in their effect, and deliver benefits which go beyond those claimed for the current impact model. They derive from activities that involve formal learning in the curriculum, pre-labour market entry and executive education; informal extra-curricular activities; organisational benefit generated by individual students' activities and by the co-creation of knowledge in jointly tailored programmes; a range of enterprise activities supporting student innovation and creativity; and public engagement, creating a space for debate and the exchange of views. Recognising this broad nature of impact across a range of contexts, the authors of this article suggest two mechanisms which might be helpful in thinking about identifying wider impact. The first, mutuality, involves co-operation between HEIs and their communities in a series of relationships, reaching beyond the

transactional. The second, the development of an HEI-centred ecosystem – an intentional collaborative community –, provides a vehicle which harnesses synergy to enhance impact on a set of stakeholders across a variety of dimensions. The authors describe the characteristics of an ecosystem developed for an HEI in London, UK, which attracts many mature students.

Doctoral education

Doctoral students' access to non-academic support for mental health / Emma Waight, Aline Giordano / 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. 40, no. 4, pp. 390-412, August 2018

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

Abstract : This article presents the findings of a mixed-method study to investigate doctoral experiences of non-academic support, conducted at one British university with a large postgraduate research population. Drawing on focus groups and a student survey, the article concludes that many doctoral students are not accessing institutional support when they could benefit from it, with many turning to external support mechanisms including family, personal doctor and online resources. Five institutional recommendations are proposed to develop improved dedicated doctoral student mental health support: clear signposting, online self-help, workshops, parity of support and supervisor training.

Reproducing “academic successors” or cultivating “versatile experts”: influences of doctoral training on career expectations of Chinese PhD students / Jianxiu Gu, John S. Levin, Yingzi Luo . - **In:** Higher Education, v. 78, no. 3, pp. 427–447, September 2018

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

Abstract : This investigation focuses on Chinese doctoral students' career expectations, and examines how the students' career expectations changed over time under the influence of doctoral training based on survey data of 1467 doctoral students from 8 Chinese universities. Doctoral students' evaluations of doctoral training were identified. The examination indicates that more than half of doctoral students expect a non-academic profession, and more than 70% of students did not alter their professional expectations radically over time. The results indicate that doctoral students' career expectations and their changes over time were influenced by doctoral training in their university environment, students' relationships with supervisors, and students' experiences of collaboration with non-academic organizations. Doctoral students are dissatisfied with doctoral training that does not encourage and prepare them for diverse career paths. The authors conclude that in the present environment, the goal of doctoral training should not only be the reproduction of “academic successors” but also be the cultivation of “versatile experts.”

Economics of education

National student fee and support systems in European higher education 2018/19 : Eurydice facts and figures / European Commission. EURYDICE . - Luxembourg : Publications office of the European Union, 2018 . - 102 p.

ISBN 978-92-9492-824-5

Abstract : This report shows how fee and support systems, including grants and loans, interact in higher education in Europe. It uses current data contrasting large national differences in policies and fees.

URL : https://eacea.ec.europa.eu/national-policies/eurydice/sites/eurydice/files/fee_support_2018_19_report_en.pdf

Where do student fees really go? Following the pound / Higher Education Policy Institute [HEPI][UK] . - Oxford : HEPI, 2018 . - 54 p. (HEPI Report , 113)

Abstract : This report calls for greater transparency on the use of students' tuition fees. The report shows that

around 45% of tuition fee income is spent on teaching, while most of the rest goes on maintaining buildings, information technology and student support services, such as counselling. The report also shows 74% of students want more information on where their fees go.

URL : <https://www.hepi.ac.uk/wp-content/uploads/2018/11/Following-the-pound.pdf>

Changes in Chinese higher education : financial trends in China, Hong Kong and Taiwan / W. James Jacob, Ka Ho Mok, Sheng Yao Cheng, Weiyan Xiong, v. 58, pp. 64-85
Bibl.

Abstract : The cost of higher education (HE) continues to grow at an unsustainable rate in many country contexts, including in East Asia. With recent and projected HE growth in this region, HE administrators are increasingly faced with how best to provide cost-effective delivery while at the same time addressing how to meet workforce demands of increased quality, accountability, and international standards of excellence. In this article, we examine good and best practices of HE finance models in China, Hong Kong, and Taiwan. A primary objective of this article is to highlight a select number of exemplary models of HE financing that can reduce or at least help level off this unsustainable trend. We conclude with recommendations to assist policy makers, government planners, and HE administrators in their attempts to meet the financial challenges of today and in the future.

URL : <https://www.sciencedirect.com/science/article/pii/S0738059317301323?via%3Dihub>

Consumerisation in UK higher education business schools : higher fees, greater stress and debatable outcomes / Abdul Jabbar, Bejan Analoui, Kai Kong, Mohammed Mirza . - In: Higher Education, July 2018, no. 1, pp. 85–100, July 2018
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : For many UK higher education business schools, the continued recruitment of UK, EU and international students is crucial for financial stability, viability and independence. Due to increasingly competitive funding models across the sector, many institutional leaders and administrators are making decisions typical of highly marketised consumer environments. Thus, this paper explores academics' perceptions of the impact of consumerisation in UK higher education business schools. To achieve this, 22 business school academics were interviewed within three UK higher education institutions (HEIs) in the North of England. Participants had a minimum of three years teaching experience. Data was analysed using template analysis taking an interpretive approach. The findings indicate that academics perceived the introduction of tuition fees to have been the catalyst for students increasing demonstration of customer-like behaviour: viewing the education process as transactional, with the HEI providing a 'paid for' service. It is argued that these changes in UK higher education have created tensions between university leaders and academics, creating genuine dilemmas for those with decision-making responsibilities who must balance academic integrity and long-term institutional financial viability.

Financing trends in Southeast Asia and Oceania : Meeting the demands of regional higher education growth / W. James Jacob, Deane E. Neubauer, Huiyuan Ye . - In: International Journal of Educational Development, v. 58, pp. 47-63.

Abstract : Southeast Asia and Oceania present daunting geographic barriers for higher education delivery, and include some of the most remote and rural locations on earth. These factors create unique access, equity, and financial challenges for the region. Within this context, the authors examine good and best practices of six higher education finance models at Brigham Young University–Hawai'i (USA), Far Eastern University (Philippines), Singapore National University, University of Hawai'i System (USA), University of the South Pacific (12 Oceanian countries), and Wānanga higher education institutions (New Zealand). Policy and practice recommendations are provided in the conclusion section for higher education administrators, researchers, and government policymakers and planners.

Global higher education learning outcomes and financial trends : comparative and innovative approaches / W. James Jacob, Veysel Gokbel . - In: International Journal of Educational Development, v. 58, pp. 5-17

Abstract : The cost of higher education continues to escalate. Public and private funding sources from around the world are increasingly under pressure to reduce allocations toward higher education while at the same time

raising outcome expectations. This financial outlook is projected to continue well into the future, and in many instances it is deemed unsustainable in the long run. Within this context, the authors examine good and best practices of higher education finance models in select international contexts. A primary objective of this paper is to examine exemplary models of learning outcomes and higher education financing models that can reduce or at least help level off this unsustainable trend. The article draws from multiple sources, including government documents, public data available on government and institutional websites, archival data, and media. These data provide an overview of current learning outcome and financial trends. Seven case study HEIs that provide optimal delivery models to help overcome many of the challenges discussed above were chosen: Aalto University, Finland; École Polytechnique Fédérale de Lausanne, Switzerland; Mid-Western University, Nepal; The Open University, UK; Pathway (Brigham Young University), USA; University of the People, USA; and Western Governors University, USA. The authors also conducted individual interviews with 60 higher education leaders, government policy makers and planners, and other content area experts. The article concludes with recommendations to assist policy makers, government planners, and higher education administrators in their attempts to meet the financial challenges of today and in the future.

Global trends in higher education financing : the United Kingdom / Simon Marginson. – In : International Journal of Educational Development, v. 58, pp. 26-36

Abstract : Over the last 40 years, UK higher education has moved from a publicly funded system to a mixed publicly/privately funded system regulated as a tuition loans-based consumer market, in which both the student as graduate, and the higher education institution, are responsible for a significant proportion of total costs. It is nevertheless subject to robust government control. This is partly exercised indirectly through comparative assessments of institutional performance by public agencies that define common objectives and install a hierarchy based on measured performance, helping to differentiate HEIs within the market. Institutions remain partly dependent on government funding in the forms of research-related support, teaching subsidies and subsidization of the loan system through non-repayment of debt. The 2012 introduction of a £9000 maximum fee for full-time students and £6750 for part-time students in England, based on income-contingent repayment arrangements, was associated with a net increase in funding, growth in full-time first degree students, and a sharp fall in part-time and mature age students. Part-time students begin repayments four years after the commencement of their course of study. The long-term cost of the student loans scheme is uncertain and its sustainability is in question. After 15 years of declining funding for students, total systemic funding rose by 50% between 2000 and 2015 and per student funding also rose, mainly benefiting the research-intensive universities in the Russell group. These universities benefit most from funds allocated through the government's periodic national research assessments.

URL :

<https://reader.elsevier.com/reader/sd/pii/S0738059317301748?token=61BB52717158E47314C225E6D76D2B23615BA05BE9F6C96F88FDC4611C701B915A0470260164022D82786C894B7EDF3A>

Global private higher education: an empirical profile of its size and geographical shape / Daniel C. Levy . -

In: Higher Education, v. 76, no. 4, pp. 701-715, October 2018

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

Abstract : This article provides both the dataset and the analysis for the size and geographical shape of global private higher education. Having grown greatly for decades, the private sector now holds a third (32.9%) of the world's total higher education enrollment. The authors find striking patterns of concentration and dispersion. The several largest country systems account for much of the private enrollment but, simultaneously, private sectors now exist in all but a few systems; a stunning 97.6% of the world's present enrollment is in systems with dual-sector provision. Societies no longer rely exclusively on public provision. The analysis also shows that private enrollment concentrates mostly in developing regions, though it is noteworthy in developed regions as well. Asia and Latin America are the twin giants but in all regions, at least 10% of students are in the private sector.

Education and employment

2018 Graduate outcomes survey / Social Research Centre [Australia] . - Melbourne : Social Research Centre,

2018 . - 114 p.

Abstract : This presents the results of a study which measured employment rates and salaries for graduates in Australia immediately after receiving their qualification and three years later.

URL : https://www.qilt.edu.au/docs/default-source/gos-reports/2018-gos-l/2018-gos-l-national-report-final.pdf?sfvrsn=742e33c_2

Entrepreneurial learning as experienced by agricultural graduate entrepreneurs / Naser Zamani, Maryam Mohammadi . - **In:** Higher Education, v. 76, no. 2, pp. 301-316, August 2018

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

Abstract : Developing entrepreneurial graduates is essential to the future of higher education and supply of quality human resources in developing countries. To address this issue in the agriculture sector, which is dominant in economic terms in most developing countries, an exploratory combined qualitative and quantitative research was conducted to understand entrepreneurial learning of agricultural graduate entrepreneurs. For the phenomenological study, 14 agricultural graduate entrepreneurs were purposely selected, and for the quantitative study, 92 entrepreneurs were selected through simple random sampling method. The phenomenological study revealed 12 themes on how graduates experienced entrepreneurial learning. Our study finds support for “experiential learning,” “learning by doing,” and “social learning” theories. Nine themes including previous business experience, risk-taking propensity, entrepreneurial persistence, use of various information sources, tendency to be self-employed, concerns about job or career, interest in practical courses and activities, passion for agriculture, and thinking outside the box are internal to the entrepreneur and could be seen as learner identity. The theme of “support from family and friends” could be seen as a significant external influence. The survey showed that entrepreneurial learning themes were generalizable to the studied population. Although different students can take different learning paths to become the best they can be, our findings suggest that the overall student learning experience can be designed to ensure that graduates are more likely to become entrepreneurs.

Higher education expansion and post-college unemployment: Understanding the roles of fields of study in China / Lijun Yang . - **In:** International Journal of Educational Development, v. 62, pp. 62-74

Bibl.

Abstract : Post-higher education unemployment has become a serious social problem in China. The current study draws data from two regional state universities — a comprehensive state university and a polytechnic state university — and examines the relationship between fields of study and employment market outcomes. Both universities have expanded their enrolment numbers, but the pathways to expansion and experienced structural changes vary greatly between the two. The study explores three specific questions: (1) Do university graduates majoring in humanities and social sciences (HSS) experience more difficulty obtaining a job than students majoring in economically-oriented field or technical field? (2) Is the employment gap greater in polytechnic state universities than in comprehensive state universities? And (3) are HSS students more likely to pursue graduate studies to avoid unemployment? A multinomial logistic regression analysis provides strong evidence that students majoring in HSS experience greater employment difficulties. Expansion in postgraduate studies has to some extent lessened this labor market disadvantage for students majoring in these two “soft-fields.” The relative labor market disadvantage of HSS students is greater in polytechnic state universities that have merged with a liberal arts college. The proposition that HSS students are more likely to pursue graduate studies in response to a high risk of unemployment was only confirmed for the comprehensive state university. This study extends related theories and contributes to the literature on comparative studies of higher educational expansion and employment.

The influence of Work-Integrated Learning and paid work during studies on graduate employment and underemployment / Denise Jackson, David Collings . - **In:** Higher Education, v. 76, no. 3, pp. 403-425, September 2018

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

Abstract : This study explores the influence of practical experience on graduate employment outcomes in an Australian setting. The influence of both Work-Integrated Learning (WIL) and paid work in the final year of study on graduate employment and underemployment. Institutional data on practical experience combined with national data on graduate employment outcomes are used. Findings indicate that participating in WIL does not produce an

increase in full-time employment rates. There is some evidence to suggest that it could lead to higher quality, relevant employment in both the short and long term. Paid employment during the final year of undergraduate study produced higher full-time employment rates, but had little effect on underemployment.

Educational institutions

Everyday nationalism and elite research universities in the USA and England / Jonathan Z. Friedman . - In: Higher Education, v. 76, no. 2, pp. 247-261, August 2018
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : The reinvigoration of popular nationalism in the USA and UK has largely been framed as counter to the cosmopolitan globalization associated with their elite universities over the past decade. Opposing these two sets of values may be too simplistic, however, given the cultural and political ties long institutionalized between elite universities and the nation. This article endeavors to highlight these entanglements - which were present before the election of Trump or Brexit - by drawing on interviews conducted with personnel at four elite research universities in these two countries from 2013 to 2014. In particular, this article focuses on the way these individuals invoked symbolic boundaries drawn along national lines as common sense, natural, and enduring, seeing their universities as embodying national characteristics, and as obliged to serve national interests. In providing ontological order to the world, the presence of this “banal” or “everyday” nationalism has arguably been central to the conceptualisation and enactment of internationalization in these and other universities. These findings complicate discussions of elite universities as globalizing and unmooring from the nation-state framework, or otherwise working against the forces of nationalism. The article also raises new questions about divisions between different constituents of today’s globalizing academy. [Abstract from publisher]

Merging professional and research higher education institutions creates competitive edge discussion of a Finnish experience / Kirsi Viskari / International Association of Universities [IAU] . - In: Internationalisation of Higher Education, no. 4, pp. 59-75, 2018
ISSN 2199-5125

Abstract : In order to succeed better in this competition, several universities have taken the path of mergers. Bringing together practically oriented and scientifically recognised researchers, added by a larger variety of disciplines and skill sets, the merger results can include improved attractiveness and increased research results on top of plain cost savings. This article discusses a Finnish case study on scientific-professional collaboration, reflecting the motivations and results on earlier university mergers in Europe. The case study supports the findings from the literature, indicating that voluntary mergers involving the faculty and staff throughout the process decrease resistance towards the change. In addition, the results of the case study and literature claim that mergers of universities with different or complementing disciplines tend to succeed better than mergers of universities with similar disciplines. This article also discusses the impact of physical closeness on improving collaboration. [Abstract from publisher]

Educational management

Administrators in higher education : organizational expansion in a transforming institution / Roxana-Diana Baltaru, Yasemin Nuhoğlu Soysal . - In: Higher Education, v. 75, no. 2, pp. 213-229, August 2018
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : Recent European research has revealed growth in the number of administrators and professionals across different sections of universities — a long established trend in US universities. The authors build on this research by investigating the factors associated with variation in the proportion of administrators across 761 Higher Education Institutions (HEIs) in 11 European countries. The authors argue that the enactment of expanded and diversified missions of HE is one of the main factors nurturing universities’ professional and administrative bodies. The findings support such an assertion; regardless of geographical and institutional differences, HEIs with high levels of “entrepreneurialism” (e.g. in service provision and external engagement) are characterized by a larger proportion of administrative staff. However, we find no empirical support for arguments citing structural

pressures and demands on HEIs due to higher student enrolments, budget cuts or deregulation as engines driving such change. Instead, the results point towards, as argued by neo-institutionalists, the diffusion of formal organization as a model of institutional identity and purpose, which is especially prevalent at high levels of external connectedness.

Las políticas de género en una universidad pública estatal : discrepancias institucionales / Sergio-Alberto López-Molina, Marina Vázquez-Guerrero . - In: Revista Iberoamericana De Educación Superior, v. 9, no. 25, 2018

Abstract : Este artículo presenta un análisis de la documentación institucional sobre políticas de género en una universidad pública mexicana y las acciones concretas en la gestión cotidiana. Tras la revisión detallada de normativas, códigos y políticas institucionales que funcionan como marcos de referencia para la práctica educativa en una universidad pública, se contrastó con el testimonio de algunos directivos de alto nivel, permitiendo conocer cómo estos referentes intervienen en las relaciones estructurales. Entre los principales hallazgos se puede identificar que la preocupación por temas como la violencia de género es reciente y sólo se ha trabajado en el nivel de investigaciones de cuerpos académicos, sin llegar a influir en el nivel institucional para la toma de decisiones, por lo tanto, los temas de género no son prioritarios y cuando se incluyen se ponen en la misma jerarquía de grupos vulnerables.

This article presents an analysis of the institutional documentation on gender policies in a Mexican public university and the concrete actions in day-to-day management. After a detailed review of regulations, codes and institutional policies that are used as reference frameworks for educational practice in a public university, the author contrasted it with the testimony of some high-level managers, allowing us to know how these referents intervene in structural relationships. Among the main findings we can identify that the concern for issues such as gender violence is recent and has only been worked at the level of research by academic bodies, without influencing the institutional decision-making level, which means that in effect gender issues are not a priority and when they are included they are placed in the same hierarchy as other vulnerable groups.

URL : <https://www.ries.universia.unam.mx/index.php/ries/article/view/282/1087>

Educational policy

Major achievements of the Ministry of Higher Education during the period of the National Unity

Government / Afghanistan. Ministry of Higher Education . - Kabul : Department of Information, Publication and Public Relations, 2018 . - 8 p.

Abstract : This short report lists developments in the country's higher education system since 2015. These include access and students support, management and governance, academic programmes, infrastructure enhancement and development, and gender.

URL : <https://www.mohe.gov.af/sites/default/files/documents/10%20achivment%20of%20the%20ministry.pdf>

Market-based policies and higher education: assuring and improving efficiency and academic quality in the university sector / David D Dill, v. 15, pp. 1-18

Abstract : The expansion of opportunity in higher education and the recognition of the influence of academic research on economic development have motivated policy reforms in many national systems of higher education including Japan. Many of these national reforms involve facilitating market forces in higher education, which is a new context for many universities. What has been learned about the impacts of these policies on the university sector? This paper will review research on the three primary policy instruments for creating market competition in a sector: policies altering the basic conditions of a market – the framework laws and values within which universities operate; policies affecting market structure – the number of buyers and sellers, the pricing of goods and services, freeing and simulating markets; and policies directly affecting the conduct of buyers and sellers – government regulation and the provision of information. Given the recent regulatory developments in Japanese higher education, the paper will particularly focus on the design of quality assurance policies in the university sector.

URL : http://ir.lib.hiroshima-u.ac.jp/files/public/4/45644/20180427093435647132/HigherEducationForum_15_1.pdf

Educational qualifications

ECVET and ECTS credit equivalency in higher education : a bridge too far? / Cathal Ryan, Michael Bergin, Sylvia Titze, Wolfgang Ruf, Stefan Kunz, John S. G. Wells . - In: European Journal of Education, v. 53, no. 4, pp. 600-610, December 2018

ISSN 0141-8211 . - Online ISSN 1465 3435

Abstract : The implementation within Europe of a credit system for vocational education and training known as ECVET is a European Commission priority. The potential for permeability between the ECVET and European Credit Transfer and accumulation System (ECTS) was foreseen in the Recommendation to establish ECVET in 2009, while the Bruges Communique of 2010 called for the promotion of flexible links between vocational and higher education and increased coherence between ECVET and ECTS. To this end a significant number of EU-funded projects were undertaken to explore compatibility between ECVET and ECTS. This article reviews the findings of these projects and reflects on their success in terms of achieving this policy goal. These bridging projects identified several points of compatibility between the two credit systems and produced valuable tools and frameworks to facilitate such permeability. Achieving credit equivalency between ECVET and ECTS does not appear feasible, rather the evidence points to using a learning outcomes-based equivalency framework. However, this article calls into question the sustainability of these project results with regard to the lack of success in translating these findings into practice and the lack of co-ordinated efforts to implement these findings at a national or pan European level.

Educational quality

10th international conference and workshops on quality assurance in higher education in Africa : Final report and communiqué / Global University Network for Innovation [GUNI]; Association of African Universities [AAU] . - GUNI, 2018 . - 15 p.

Abstract : The report and Declaration from the 10th International Conference on Quality Assurance in Higher Education in Africa (ICQAHEA) held in Yaoundé, Cameroon in September, 2018. The theme of the conference was Higher education quality assurance and the promotion of synergies among science, technology and humanities: towards the attainment of the SDGs in Africa.

URL : http://www.guninetwork.org/files/10th_icqahea_report_and_cimunique-final.pdf

Moving quality assurance from programme to institutional level / Asnate Kazoka, Andrejs Rauhvargers, Jolanta Silka / International Association of Universities [IAU] . - In: Internationalisation of Higher Education, no. 4, pp. 41-57, 2018

ISSN 2199-5125

Abstract : This article analyses the development of the external quality assurance system in Latvia by focusing on the different assessment models that have existed over time. The authors describe the different assessment models, analyse the _fitness-for-purpose of each model; highlight the lessons learned; and outline the possible further changes in the system. In analysing the models, the authors look at the perspectives of the quality assurance agency and of the higher education institutions. The changes in the models are analysed in the context of general turning points in the higher education system and significant policy developments not only in Latvia but also in the neighbouring countries and the European Higher Education Area.

Quality of higher education in Kenya : addressing the conundrum / Tristan McCowan . - In: International Journal of Educational Development, v. 60, pp. 128-137

Abstract : Despite the consensus amongst all stakeholders of the critical need for action in the higher education sector in Kenya, national and institutional drives for quality have had limited impact. This study aims to assess the barriers to enhancing quality in Kenyan higher education, drawing on interviews, observations and documentary analysis as part of a three year study. Three types of barrier are identified in the data: resources (staffing and infrastructure), governance (organisational structures and stakeholder participation) and pedagogical culture (social hierarchies and approaches to teaching, curriculum and assessment). On the basis of these findings, it is argued that a 'three-pronged' response is needed: reforms in policy and practice must address simultaneously the

material conditions of universities, the forms of institutional organisation, and the cultural relations of teaching and learning.

URL :

<https://reader.elsevier.com/reader/sd/pii/S0738059316300736?token=834CFCE8E1F9EB5FAE8D1460ADD76597820E53ECB8225AB067CB1CD906C995BA54D2599510E286384F0485A645597E64>

Student-centred learning viewed through the eyes of an external quality assurance agency : the Danish Accreditation Institution's response to the revised ESG 1.3 on student-centred learning / Rikke Warming, Petra Frydensberg / International Association of Universities [IAU] . - In: Internationalisation of Higher Education, no. 4, pp. 23-39, 2018
ISSN 2199-5125

Abstract : With the revised European Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), student-centred learning has been given a new and distinct role in the European understanding of education quality. External quality assurance agencies and higher education institutions across Europe are in the process of discussing how the new ESG 1.3 will manifest itself in their different national and local environments. ESG 1.3 is also making itself felt in Denmark, where there is a long tradition of active student participation at all education levels, including higher education. In spite of being well-placed to live up to ESG 1.3, student-centred learning has yet to be explicitly addressed in the national external quality assurance system as well as in most institutions' internal quality assurance systems. In order to expand the scope of knowledge about Danish higher education institutions' understanding and practice of student-centred learning and to enhance future evaluation of quality assurance of student-centred learning, the Danish Accreditation Institution has completed an extensive thematic analysis: Principal in Own Learning – European and Danish Perspectives on Student-Centred Learning. Based on the practices of 11 Danish higher education institutions, this article presents the analysis' findings and discuss perspectives on how the Danish Accreditation Institution can go about meeting ESG 1.3.

Educational statistics

Repères et références statistiques 2018 : enseignements, formation, recherche / France. Ministère de l'enseignement supérieur, de la recherche et de l'innovation . - Paris : MESRI, 2018 . - 387 p.
ISBN 978-2-11-152402-6

Abstract : Cette publication annuelle fournit, en un seul volume, toute l'information statistique disponible sur le fonctionnement et les résultats du système éducatif en France (Métropole et Outre-Mer). Elle comprend également un aperçu synthétique des principales données sur la recherche française. This annual publication collates, in a single volume, all the available statistical information on the functioning and outcomes of the French educational system (for mainland and overseas France). It also contains an overview of the main data on French research.

Classmark : FR-37 MIN

URL : http://cache.media.education.gouv.fr/file/RERS_2018/18/1/depp-2018-RERS-web_1054181.pdf

Educational systems

Corruption-risk assessment of the Georgian higher education sector / UNESCO International Institute for Educational Planning [IIEP] . - Paris : IIEP, 2018 . - 59 p.

Abstract : This report focuses on analysing risks in financing, management of academic staff, and admission and exams. It also provides detailed recommendations to improve ethics, transparency, and accountability and the overall governance of the higher education sector.

URL : <https://unesdoc.unesco.org/ark:/48223/pf0000265784>

Dimensions of higher education and the public good in South Africa / Melanie Walker . - In: Higher Education, v. 76, no. 3, pp. 555-569, September 2018
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : The focus is on the micro-possibilities of student capabilities formation as the end of public-good higher education, rather than on a systems or organizations approach more commonly found in discussions of the public good and higher education. This does not discount other valuable public-good ends. Using South Africa as a global South context, a capability-based approach to the public good of higher education is proposed for its humanizing ethic, attention to fair opportunities, and participation in terms of what students are able to do and to be in and through higher education. A capability frame is complemented by thinking about decoloniality and epistemic justice to help identify central higher education capabilities. The three proposed intersecting capability dimensions are as follows: personhood self-formation, epistemic contribution, and sufficiency of economic resources, intended to guide university practices and policy interventions in the direction of the public good. By populating the space of the public good with capabilities, a shift is made away from micro-economics which see the public good as a reductionist space of commodities and human capital development. Higher education is rather understood as having both instrumental and intrinsic value, generating an alternative logic to that of neo-liberalism, and an individualist ontology of competition and untrammelled markets. The pressures of the global context are acknowledged so that the public good is understood as both “ideal-aspirational” but also “practical-feasible” in the light of local South African conditions. An expanded capability-based framing would contribute to reducing higher education inequalities as a public-good and public-accountable contribution by universities.

Higher education in Germany : recent developments in an international perspective / Otto Hüther, Georg Krücken . - Dordrecht : Springer International Publishing . - 263 p. (Higher Education Dynamics, 49)
ISBN 978-3-319-61478-6

Abstract : The developments of the last 20 years in German higher education are analysed in this book which offers theoretical perspectives, qualitative and quantitative data, and comparative assessments. The main higher education structures in Germany, both conceptually and with a particular emphasis on recent developments such as the growth and differentiation of the system, governance reforms, and the Excellence Initiative are discussed. It analyses recent developments from an international perspective, as the German system is clearly embedded in broader, transnational trends. As such, the book provides a comprehensive and detailed account of both new dynamics and stable paths in the German higher education system.

L'enseignement supérieur au Cameroun depuis la réforme de 1993: dynamiques et perspectives / Luc Ngwé, Hilaire de Prince Pokam / Council for the Development of Social Science Research in Africa [CODESRIA] . - Dakar : CODESRIA, 2016 . - 296 p.
ISBN 978-2-86978-707-0

Abstract : En janvier 1993, le gouvernement du Cameroun lançait une vaste réforme de son système d'enseignement supérieur: six universités ont ainsi été créées à partir d'une grande entité et de quatre centres universitaires de petite taille; un système d'unités de valeurs semestrielles a été mis en place; les bourses aux étudiants ont été supprimées et les étudiants ont dû payer des droits d'inscription élevés. Cet œuvre examine ces réformes ainsi que les transitions et les enjeux qui les ont suivies jusqu'à présent.

URL : <http://www.codesria.org/spip.php?article2810&lang=en>

The trilemma of Malaysian higher education / James Campbell . - In: International Journal of Technology Management & Sustainable Development, v. 7, no. 1, pp. 3-24, March 2018
ISSN 14742748

Abstract : Higher education in Malaysia has an important political and social dimension. The importance of maintaining national stability and authority and addressing the problems of horizontal inequality are ultimately unavoidable influences on Malaysian educational institutions. These issues act to temper the promises and impact of liberalization and globalization in higher education. The discourse of higher education in Malaysia and the way in which we formulate arguments about higher educational institutions, globalization, the state and democratic needs must be understood in historical and political contexts. The establishment of a post-

independence national education system was informed both by Malaysia's colonial inheritance and a desire to transcend its limitations. Malaysian public policy especially since the inculcation of the New Economic Policy has also had a strong focus on addressing inequality between ethnic groups in Malaysia and the legacy of horizontal inequality rooted in the unjust legacy of Malaysia's colonial past. To understand Malaysian higher education, one needs an historical understanding of its colonial past and a sense of the local conditions that inform the difficult political choices that policy makers have. The limits of globalization and liberalization in higher education can be understood in reference to these historical, social and political issues. (Abstract from publisher)

Uncomfortable encounters between elite and “shadow education” in India : Indian Institutes of Technology and the Joint Entrance Examination coaching industry / Jakob Williams Ørberg . - In: Higher Education, v. 76, no. 1, pp. 129-144, July 2018
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : India's elite sector of engineering universities, Indian Institutes of Technology (IITs), are seen as safe gateways to a life in the politically hyped “new India” of the global knowledge economy. The Indian entrance exam coaching industry each year enrolls hundreds of thousands of students in classes strictly directed at “cracking” the institutes' famous Joint Entrance Examination (JEE). Vast majorities of students at IITs are by now former coaching students, and coaching is increasingly supplanting performance in secondary education as the perceived prerequisite for IIT admission. This poses serious questions about the ability of the institutions to autonomously steer student selection and recruit the select exceptional students whom until now have kept “IITians” in the center of imaginaries of India's future. This article explores the case of residential pre-entrance exam coaching to assess the coaching sector's role in shaping India's future technological leaders. It assesses the educational structure of the sector, its effect on student lives, the life aspirations it relies on, and how it is shaping IIT education itself. The case of entrance exam coaching in India, it is argued, prompts a reassessment of the concept of “shadow education” in order to begin a more thorough research agenda focused on the educational production and policy consequences of this “shadow” industry as an integrated (even if unwanted) and co-constitutive part of the higher education sector.

Educational trends

Massification of higher education revisited / Angel J. Calderon . - Australia : Royal Melbourne Institute of Technology [RMIT], 2018 . - 30 p.

Abstract : This paper provides an overview of current and predicted enrolments globally and highlights key developments for every world region. The first part focuses on aspects of the massification of higher education, namely: gross enrolment ratios for higher education, enrolments as a share of the population and systems of higher education. The second part synthesises the key findings of the study of higher education enrolment forecasts to 2040 by world region. The study indicates that there will be a continuing growth in global demand for higher education until 2040. The total number of students in higher education is expected to reach nearly 380 million by 2030, 472 million by 2035, and more than 594 million by 2040 - all up from roughly 216 million as of 2016.

URL : https://www.academia.edu/36975860/Massification_of_higher_education_revisited

Trends 2018 : Learning and teaching in the European Higher Education Area / Michael Gaebel, Thérèse Zhang / European University Association [EUA] . - Brussels : EUA, 2018 . - 105 p.
ISBN 978-907-899765-8

Abstract : This report gathers data from more than 300 higher education institutions in 48 European countries. It explores how learning and teaching at European higher education institutions evolve in the context of changing demands, technological and societal development, and European- and national-level policies and reforms.

URL : <https://eua.eu/downloads/publications/trends-2018-learning-and-teaching-in-the-european-higher-education-area.pdf>

What's new in higher education? Southeast Asia and beyond / HEAD Foundation (Singapore) . - Singapore : HEAD Foundation, 2016 . - 36 p. (Higher education in Southeast Asia and beyond (HESB), 1)

Abstract : Contents: The Complex Diversity of Southeast Asian Post-Secondary Education (Philip Altbach); Technology and the New Learning Paradigm (Arnoud De Meyer); Higher Education Trends and Tensions in Southeast Asia (Bruce Johnstone and Loke Hoe Yeong); Higher Education Affordability in the US and Asia (Uma Natarajan); Countering Campus Extremism in Southeast Asia (Anthony Welch); Challenges of Student Mobility in Southeast Asia (Thu T. Do and Duy N. Pham); The Policy and Politics of the Cohort Participation Rate in Singapore's Universities (Loke Hoe Yeong); Higher Education and Skills Issues in the Philippines (Catherine Ramos); Singapore as a Hub for Developing Educational Leaders in Asia (Madeline Ong and Henrik Bresman); Higher Education Reform in Indonesia: Challenges and Opportunities (Satryo Soemantri Brodjonegoro); Ranking and a Reconceptualisation of University "Reputation" in Thailand (Rattana Lao); The Rise of Transnational Higher Education in China (Mok Ka Ho); Managing Markets and Massification of Higher Education in India (N. V. Varghese); Singapore's Global Schoolhouse Aspirations (Jason Tan).

URL : <https://www.dropbox.com/s/yiv83r8d4l6wbld/%5BFOR%20ONLINE%5D%20HESB-JULY-2016-.pdf?dl=0>

Ethics

Living Values in higher education institutions : Guidelines for universities / Magna Charta Observatory [Italy] . - Bologna : Magna Charta Observatory, 2018 . - 13 p.

Abstract : The Living Values Guidelines aim to help universities develop globally and operate more effectively. The Guidelines were piloted with universities in nine countries including IAU Members University of Campinas (Brazil), University of Bologna (Italy), Cardiff Metropolitan University (UK), Peoples' Friendship University of Russia, Stockholm University (Sweden).

URL : <http://www.magna-charta.org/resources/files/guidelines-for-universities>

Industry and education

Universities New Zealand collaboration between universities and industry / Universities New Zealand - Te Pūkai Tara . - Wellington : Universities New Zealand, 2018 . - 16 p.

Abstract : This report explores the key benefits of university-industry collaboration, and provides insights into how to improve collaboration and measure outcomes.

URL : <https://www.universitiesnz.ac.nz/sites/default/files/uni-nz/documents/Collaboration%20between%20universities%20and%20industry%20FINAL.pdf>

Innovation

Measuring innovation in education: The outcomes of a national education sector innovation survey /

Gábor Halász . - In: European Journal of Education, v. 53, no. 4, pp. 557-573, December 2018

ISSN 0141-8211 . - Online ISSN 1465 3435

Abstract : This article presents the results of a national education sector innovation survey in Hungary. A conceptual and analytical framework for studying innovation processes in the education sector and a data collection tool were created in the framework of a research project on the emergence and spread of local/school level innovations ("Innova research"). Using this tool, data were collected from close to 5,000 educational units from all sub-subsystems of the national education system. A composite education indicator was created, allowing for the comparison of innovation activity across various groups of educational units. The educational unit (e.g., schools, university departments) was used as the primary unit of analysis. Data show a relatively high level of innovation activity in all subsystems with significant differences between various groups (e.g., units with higher and lower organisational capacities or participating in top-down development interventions with higher or lower intensity).

Supporting entrepreneurship and innovation in higher education in the Netherlands / Organisation for Economic Cooperation and Development [OECD] . - Paris : OECD Publishing, 2018 . - 157 p.
ISBN 978-92-64-29203-1 . - Online ISBN 978-92-64-29204-8

Abstract : This report based on research and case studies within 9 Dutch higher education institutions, presents key findings as well as good practices, teaching and learning approaches, startup support and recommendations. The publication is part of HEInnovate, a joint initiative of the European Commission and the OECD.

URL : <https://www.oecd-ilibrary.org/docserver/9789264292048-en.pdf?expires=1546859956&id=id&accname=quest&checksum=1F1B3B8E647C8B7DCB8EAD04FC9F7449>

Interdisciplinarity

Crossing disciplinary, institutional and role boundaries in an interdisciplinary consortium / Sarah Rose Fitzgerald, Alexander C. Gardner, Marilyn J. Amey, Patricia L. Farrell-Cole / 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. 40, no. 4, pp. 359-374, August 2018
ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : This study examines who participates in cross-boundary scholarly collaboration most often and which types of boundary crossing (disciplinary, institutional, role) are engaged in most often. The data of this study came from an interdisciplinary consortium with five partner institutions in the United States, including one Historically Black College and University (HBCU). The core disciplines involved in the consortium are life sciences, computer sciences and mathematics and engineering. Through statistical analysis, the authors determined that members of the consortium engaged more in interdisciplinary research than inter-institutional research. Participation in all boundary crossing collaborations was greater at the HBCU and students and postdocs were less likely than academics to cross-institutional boundaries.

Governing interdisciplinary cooperation in Centers of Excellence / Tomas Hellström, Erik Brattström, Leila Jabrane / Society for Research into Higher Education [SRHE][UK] . - **In**: Studies in higher education, v. 43, no. 10, pp. 1763-1777, October 2018
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : In the past years Centers of Excellence (CoE) has risen to prominence as a funding instrument in science. The idea is that by focusing resources, people and attention within a center environment, and over a substantial time span, excellence in science can be promoted. Similarly, interdisciplinarity is often seen as an enabling condition or even necessary for frontier research. This article builds on a qualitative interview study with Swedish Centers of Excellence (CoE) directors, and asks the question: - how is interdisciplinarity governed and developed within a CoE environment, and what is its effects in terms of research processes and organization. The study presents a detailed account of a number of aspects of interdisciplinary governance, conditions and outcomes, and describes how these relate via specific mechanisms. Together the results illuminate how CoE governance creates pathways to interdisciplinarity, that allows collaboration to go beyond mere interaction, and towards integration of specialisms.

URL : <https://www.tandfonline.com/doi/full/10.1080/03075079.2018.1520476>

Rankings

Géopolitique des universités / Béatrice Giblin, Ed. - **In**: Hérodote : Revue de Géographie et de Géopolitique, v. 28, no. 1, mars 2018
ISSN 0338-487X

Abstract : Depuis les années 1990, une part non négligeable du temps universitaire est consacrée à remplir des dossiers d'évaluation de l'activité des enseignants-chercheurs ou à répondre à des appels d'offres pour trouver des financements. Avec un postulat : il vaut mieux être dans de grosses unités d'enseignement, et surtout de recherche, pour espérer intégrer le Top 100 des universités du classement de Shanghai. L'objet de ce numéro est de comprendre le bien-fondé de cette mise en concurrence des universités. Doit-on y voir les effets de la

mondialisation sur le monde universitaire ? Dans cette course, les universités françaises ne sont pas les mieux placées comparées aux universités américaines qui ont imposé leur modèle et leur langue. Dans cette compétition universitaire mondialisée, l'arrivée de la Chine bouscule le paysage avec ses millions d'étudiants, sa volonté de s'implanter dans les universités occidentales et d'attirer des étudiants du monde entier dans ses universités.

Since the 1990s, an important part of academic workload is devoted to fill out evaluation reports on the activity of researchers and professors, or to answer call for projects to raise funds, etc. All of this based on one assumption : it is better to belong to universities with big teaching and research departments in order to be listed in the top 100 Shanghai ranking of world universities. The purpose of this issue is to assess the legitimacy of this competition between universities. Should we see it as an effect of globalization on academia? French universities are not very well ranked compared to anglo-saxon universities, which imposed their model and language. In this globalized academic competition, the entrance of China shakes the panorama through its millions of students, its will to establish itself in western universities and to attract students from the entire world in Chinese universities.

One size does not fit all : a critical race theory perspective on college rankings / David A. R. Richards, Janet T. Awokoya, Brian K. Bridges, Christine Clark / Association for the study of higher education [ASHE][USA] . - **In:** The Review of Higher Education, v. 42, no. 1, pp. 269-312, Fall 2018
ISSN 0162-5748 . - Online ISSN 1090-7009

Abstract : Critical Race Theory contends that institutions codify and sustain racial inequalities even absent explicitly racist motives or actions. College ranking systems perpetuate such institutional racism by socially constructing minority-serving institutions (MSIs) as less valuable and prestigious. By assigning greater worth to criteria favoring more selective institutions, ranking systems assign lower scores to institutions enrolling higher percentages of underrepresented students. The authors compared three higher education institution ranking systems' appraisals of MSIs. These systems employ varying methodological approaches to classifying college status, with apparent impacts on MSIs' performances. Implications of these rankings on the standings and fortunes of MSIs are considered.

The global ranking game : narrowing academic excellence through numerical objectification / Niilo Kauppi / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 43, no. 10, pp. 1750-1762, October 2018
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : The objective of this article is to study some of the intended and unintended effects on academe of the evolving global ranking game. Starting with some broader points on the global ranking game, the formal terms and economic interests it promotes, the author presents the Shanghai ranking and its main rival the Times Higher Education. The article also details some of the key features of the demand side, the uses and effects of the tool: the psychosocial mechanisms that reproduce ranking and the lock-ins it creates.

URL : <https://www.tandfonline.com/doi/full/10.1080/03075079.2018.1520416>

U-Multirank : a European multidimensional transparency tool in higher education / Gero Federkeil, Don F. Westerheijden / International Association of Universities [IAU] . - **In:** Internationalisation of Higher Education, no. 4, pp. 77 - 96, 2018
ISSN 2199-5125

Abstract : This article by two members of the U-Multirank team discusses rankings as transparency tools for higher education stakeholders. It shows briefly how early rankings met students' and decision-makers' needs in a limited way. They have been focused almost exclusively on research publication data; in contrast, U-Multirank is multidimensional. It includes individual customisation through a web tool, different information at institutional and field levels, and, with a view to student users, a major international student satisfaction survey. In their discussion of outcomes and results, the authors conclude that U-Multirank shows that there is not one 'best' university in the world.

Regional development

Expectations and aspirations : a new framework for education in the Middle East and North Africa : overview / World Bank . - Washington D.C. : World Bank, 2018 . - 65 p.

Abstract : This flagship report examines reasons why the MENA region has not fully reaped the personal, social and economic benefits of education. It looks at credentials and skills; discipline and enquiry; institutional autonomy; tradition and modernity, and offers recommendations.

URL : <http://documents.worldbank.org/curated/en/527931542039352771/pdf/131974-WP-v1-PUBLIC-nov13-6am-33255cmp-eproof.pdf>

How to build a regional university : a case study that addresses policy settings, academic excellence, innovation system impact and regional relevance / Graham Wise, Ivan Carrazco Montalvo / 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. 40, no. 4, pp. 342-358, August 2018
ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : A public university was established in 2014 as a cornerstone of Ecuador's sweeping higher education reforms. Four years later, Universidad Regional Amazónica Ikiam had developed internationally benchmarked teaching, research and community service missions within the Ecuadorian Amazon. The creation of Ikiam occurred during a period of broad international discourse on the importance to universities of academic excellence, innovation system impact, and regional relevance. This case study tests whether a top-down state-driven development model can establish a university on principles of excellence, impact and relevance. The creation of Ikiam is analysed qualitatively and the results are discussed in context with national and international policy settings for higher education and innovation. This study provides insights for low and middle-income countries to strengthen higher education and innovation systems through university creation. Internationally it provides practical insights for university master planning taskforces to build organisational strength and distinctiveness through excellence, impact and relevance.

Human capital investment or academic marginalism? Understanding the influence of political economy on higher education in post-socialist Europe / Lucia Brajkovic . - In: Policy Reviews in Higher Education, v. 2, no. 2, pp. 151-175, September 2018
ISSN 2332-2969 . - Online ISSN 2332-2950

Abstract : The purpose of this study is to examine whether the human capital theory tenets hold in Central and Eastern European countries (CEEC) that transitioned from socialist regimes to a market-based economy. The modeling approach relied on 18 years (1994–2012) of country level data collected from the World Bank, in order to explore whether the increase in labor force with tertiary education (i.e. human capital) was associated with better economic outcomes in post-socialist European countries, measured by GDP per capita. Findings from the panel data estimations indicated that, despite of the rise of GDP, the increases in the proportion of labor force with post-secondary education were not associated with this economic growth in post-socialist countries, and that the opposite was true for other European countries. Given that these findings problematise the applicability of the human capital theory in CEEC region, the recently developed theory of academic marginalism is utilized to help further explore this issue.

Maximising universities' civic contribution : A policy paper / John Goddard, Ellen Hazelkorn, Stevie Upton, Tom Boland / Wales Centre for Public Policy . - Cardiff : Wales Centre for Public Policy, 2018 . - 43 p.

Abstract : This report outlines the ways that universities act as 'anchor institutions' in their towns, cities and regions and provides recommendations for the Welsh Government that this role be assessed as a formal aspect of universities' performance and tied to institutional funding.

URL : <https://www.wcpp.org.uk/wp-content/uploads/2018/11/181102-WCPP-submission-Maximising-universities-civic-contribution.pdf>

Promoting national identity through higher education and graduate employment : reality in the responses and implementation of government policy in China / Ka Ho Mok / 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. 40, no. 6, pp. 583-597, December 2018
ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : In the last decade, the Chinese government has called for deep collaboration between Hong Kong, Macau (the two special administrative regions of China) and cities in Southern part of the country to foster economic and social development across the region. More recently, the Chinese government initiated a strategic project to develop the Pan-Pearl River Delta region into a Greater Bay Area like successful bay economies in Tokyo and Florida. This article sets out against the wider policy context to critically examine the reality in the responses and implementation of government policy in China when serious attempts have been made to encourage students originally from Hong Kong and Macau to study in Chinese universities in the Mainland and look for career development upon their graduation. This article has found that the promotion of national identity through higher education and graduate employment has not been successful because of failure of policy coordination, policy interpretations and implementation.

Research

The next generation of scientists in Africa / Catherine Beaudry, Johann Mouton, Heidi Prozesky, Eds. / African Minds [South Africa] . - Cape Town : African Minds, 2018 . - 204 p.
ISBN 978-1-928331-93-3 . - Online ISBN 978-1-928331-94-0

Abstract : Based on a four-year study of young scientists, the book looks at the current state of science in Africa, including funding, research output and mobility. It is based on a survey of 5,700 scholars across the continent and highlights the lack of mobility opportunities and support for researchers in the region. The majority of respondents said a lack of research funding had negatively affected their career.

URL : <http://www.africanminds.co.za/wp-content/uploads/2018/10/AM-The-Next-Generation-of-Scientists-in-Africa-TEXT-WEB-11112018-1.pdf>

Being there in the flex : humanities and social science collaborations with nonacademic actors / Merle Jacob, Leila Jabrane / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 43, no. 10, pp. 1718-1729, October 2018
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : In the face of reduced public funding of science and increased demands for 'value for money', academic researchers find themselves hard pressed to produce relevant research and demonstrate their utility to society. These pressures are particularly prominent in the humanities and social sciences (HSS) where practical value is frequently questioned. This article investigates how HSS can be made 'relevant' through the qualitative case study of a funding instrument fostering immersive collaboration between HSS researchers and non-academic actors. The research is a qualitative study based on semi-structured interviews with the funded researchers and representatives of the funding agency. The paper provides insights into the motivations and experiences of HSS researchers embarking on the quest for relevance and the difficulties they encounter. In particular, the study finds that the key challenge for HSS researchers lies in balancing the level of engagement required to be relevant with the requirements of an academic career

URL : <https://www.tandfonline.com/doi/full/10.1080/03075079.2018.1520414>

Research groups as communities of practice : a case study of four high-performing research groups / Lise Degn, Thomas Franssen, Mads P. Sørensen, Sarah de Rijcke . - **In:** Higher Education, v. 76, no. 2, pp. 231-246, August 2018
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : The aim of this paper is to investigate the organization of research in high-performing research groups in an age of increasing competition and pressure from outside and within higher-education institutions. To explore how researchers navigate such pressures and demands, the practice and perceptions of four high-performing

research groups in Denmark and the Netherlands are examined, and the extent to which these groups can be understood as “communities of practice” or if they are displaying “team”-like characteristics is discussed. Previous studies have shown the benefits of communities of practice for organizational performance, and the present study demonstrates that the successful groups do indeed share many characteristics with such communities. A central argument of the paper is, however, also that incentive structures, inherent in many new policy initiatives that are meant to foster excellence in science, are more directed at “team-like” organization by focusing on, e.g., formally organized work processes, predefined goals, milestones, work packages, and hierarchically organized consortia.

The research agenda setting of higher education researchers / João M. Santos, Hugo Horta . - In: Higher Education, v. 76, no. 4, pp. 649-668, October 2018
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : This article aims to better understand the setting of individual research agendas in the field of higher education. Data for this study was from questionnaire results from 923 authors of papers published in higher education journals between 2004-2015 and analysed using a recently developed framework on research agenda setting. The findings identify two main clusters defining individual research agenda setting—cohesive and trailblazing - each with a different set of determining characteristics. Further analysis by cross-validation through means of sub-sampling shows that these clusters are consistent for both new and established researchers, and for frequent and “part-time” contributors to the field of higher education. Implications for the field of higher education research are discussed, including the relevance that each research agendas cluster has for the advancement of knowledge in the field.

Unit support, past experience and researcher attitude for intra-institutional research collaboration : survey study in a US doctoral/research university / Michail Tsikerdekis, Ning Yu / International Association of Universities [IAU] . - In: Higher Education Policy, v. 31, no. 4, pp. 559-581, December 2018
ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : This study aimed to understand what factors contribute to intra-institutional research collaboration as well as what types of factors can impact negatively the likelihood of this collaboration. The authors deployed a survey in a US research institution and measured for factors relating to environmental, past researcher behavior and personal research characteristics. They developed a model that demonstrates how these sets variables influence intra-institutional collaboration and developed recommendations for units. Unit support for collaboration and past behavior were found to impact intra-institutional collaboration. Additionally, researcher’s attitudes toward sharing knowledge and resources were also found to impact the likelihood for collaboration within institution.

URL : <https://link.springer.com/article/10.1057/s41307-017-0071-7>

Social responsibility

Creación del Observatorio de Responsabilidad Social Educativa en América Latina / Luis-Manuel Martínez-Domínguez, Leticia Porto-Pedrosa . - In: Revista, v. 26, IX, pp. 212-230

Abstract : Este artículo reflexiona sobre la importancia de crear en América Latina el Observatorio de Responsabilidad Social Educativa como entidad competente para analizar las prácticas que se llevan a cabo desde las instituciones educativas no universitarias y ofrecer asesoramiento para optimizarlas. A lo largo de las últimas décadas se han dado pasos importantes en esa búsqueda de la excelencia en el ámbito de la educación en diferentes países latinoamericanos. En cuanto a la educación universitaria, la responsabilidad social se considera un punto de partida indispensable para mejorar el impacto de estas instituciones en su comunidad y la sociedad en general, con la finalidad última de lograr una mejor formación para el desarrollo sostenible. Desde el Observatorio se promueve un ranking de instituciones educativas en el que se priorice este tipo de responsabilidad fundamentado en el debate, la reflexión y las buenas prácticas orientadas hacia esta nueva exigencia en las organizaciones y el bien común.

This article reflects on the importance of creating the Observatory of Educational Social Responsibility in Latin America as a competent entity to analyse the practices carried out by non-university educational institutions and to offer advice to optimize them. Over the last few decades, important steps have been taken in the search for

excellence in the field of education in several Latin American countries. As for university education, social responsibility is considered an indispensable starting point for improving the impact of these institutions on their community and society in general, with the ultimate aim of achieving better training for sustainable development. The Observatory promotes a ranking of educational institutions in which this type of responsibility is prioritized, based on debates, reflection and good practices oriented towards this new demand in organizations and the public good.

URL : <https://www.ries.universia.unam.mx/index.php/ries/article/view/304/1117>

Social engagement in Latin American universities / Mora José-Ginés, Mauricio Aguiar Serra, María-José Vieira / International Association of Universities [IAU] . - In: Higher Education Policy, v. 31, no. 4, pp. 513-534, December 2018

ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : Regional engagement of universities encompasses a wide number of activities. To a large extent, the literature has emphasised innovation and technological transfer as the main focus of university partnerships. Based on a broad project data carried out in Latin America, this paper points out that social engagement is the most remarkable activity in Latin American universities. This role played by these universities is quite distinctive and could be considered a model for other regions, especially in developing countries. This paper aims to analyse how universities in Latin America interact with civil society in order to meet multiple demands and needs.

URL : <https://link.springer.com/article/10.1057/s41307-017-0069-1>
