

New in / Nouveautés

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International Bibliographic Database on Higher Education

June / juin 2019

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International Bibliographic Database on Higher Education

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

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Presentation

Welcome to the June 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 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).

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We recommend

Higher Education Policy v. 32, no 2, June 2019 / 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 has just been released. This issue presents papers looking at migrant faculty in Singapore, international scholarship programmes and the sustainable development agenda, mergers in Europe, and the well-being of early-career researchers in Sweden.

IAU Members have access to the entire archive of HEP, including those published online, via the [HEDBIB database](#) using login.

Looking Back and Looking Ahead : The ASEM Education Process - History and Vision 2008-2018 / Alexandra Angress, Siegbert Wuttig, Eds. - Bonn, Germany : Lemmens Mieden GmbH, 2018 . - 256 p.
ISBN 978-3-86856-020-6

Abstract : Produced for the 2018 tenth anniversary of the Asia Europe Meeting ASEM education process. ASEM has developed into the central interregional forum for dialogue and cooperation between 51 member countries in Asia and Europe. This publication provides a multifaceted portrait of the ASEM Education Process (AEP) which is highlighted from different perspectives by the contributors, from ASEM members and stakeholders. The first part of the publication elaborates the context, history and development of the ASEM Education Process and presents its achievements and challenges. In the second part, key areas where action is needed for future direction of AEP are identified and a number of activities for further development of AEP are proposed in order to meet future global challenges.

Classmark : INT-6 ASEM

URL : https://www.lemmens.de/dateien/medien/ebooks/wissenschaft-hochschule-forschung/2018_asem_looking_back_and_looking_ahead.pdf

Research universities in Africa / Nico Cloete, Ian Bunting, Francois Van Schalkwyk . - Cape Town : African Minds, 2018 . - 299 p.
ISBN 978-1-928331-87-2

Abstract : This book provides an assessment of the role of research universities in Africa in the 21st century, and examines the dynamics of the relationship between higher education and development on the continent. The authors look at the place of research in Africa through the lens of the Higher Education Research and Advocacy Network in Africa (HERANA) project, which collected extensive empirical data within a selected group of flagship universities across Africa over fifteen years. It provides in depth analysis into the institutional lives of eight research-intensive universities and examines the role of the university in the national context in Botswana, Ghana, Kenya, Mauritius, Mozambique, South Africa, Tanzania and Uganda. The analysis includes trends and changes in performance, knowledge and research production, doctoral and academic staff enrolment. Together, these case studies document the nature of changes taking place in higher education in the region.

Classmark : AFR-13 CLO

URL : <http://www.africanminds.co.za/wp-content/uploads/2018/10/Research-Universities-in-Africa-WEB-25102018-OPT.pdf>



IAU Themes

The Role of Technology in Higher Education

Compromisos de la universidades ante la open science / Universidades Españolas [CRUE][Spain] . - Madrid : CRUE, 2019 . - 13 p.

Abstract : This position statement details Spanish universities' commitment to Open Science, as a collaborative, transparent and accessible approach to research. The publication details ten concrete actions, together part of a structural change in the way that universities conceive of both research and the dissemination of its results.

URL : http://www.crue.org/Documentos%20compartidos/Informes%20y%20Posicionamientos/2019.02.20-Compromisos%20CRUE_OPENSCIENCE%20VF.pdf

OECD Skills Outlook 2019 : thriving in a digital world / Organisation for Economic Cooperation and Development [OECD] . - Paris : OECD Publishing, 2019 . - 261 p.

ISBN 978-92-64-59272-8

Abstract : This edition of the OECD Skills Outlook aims to understand how policies, and in particular those that affect skills development and use, can shape the outcomes of digital transformation and translate into more equally shared benefits among and within countries' populations.

URL : <https://www.oecd-ilibrary.org/docserver/df80bc12-en.pdf?expires=1558435617&id=id&accname=ocid195767&checksum=0FAFB6D35DE212E2ACC4BDAE15EF18DE>

Shaping the university of the future : using technology to catalyse change in university learning and teaching / Stephen James Marshall . - Singapore : Springer . - 592 p.

ISBN 978-981-10-7619-0

Abstract : This book explores the challenging landscape of higher education and the pressures that are reshaping the university as a societal institution, describing the complex interplay of technological, sociological, political and economic forces driving change. The issues analysed are global in scope, reflecting the diversity of contexts, but also the common nature of the challenges facing institutions individually and collectively. The analysis draws on the lessons learnt and evidence from over fifty organisational case studies undertaken by the author over the past decade, exploring organisational change in higher education institutions in New Zealand, Australia, the United States and the United Kingdom.

The present and future of alternative digital credentials (ADCs) = Presente y futuro de las credenciales digitales alternativas (CDA) / International Council for Open and Distance Education [ICDE] . - Oslo : ICDE, 2019 . - 54 p.

Abstract : This report examines how Alternative Digital Credentials (ADCs) by providing a digital, information-rich record of workplace-relevant skills and competencies, attributed to an individual will challenge the relevance of traditional university qualifications. These alternative forms of verification will create a new and dynamic ecosystem for the evaluation of applied learning in the workplace. ADCs will "unbundle" learning acquisition, verification, and documentation which will disrupt higher education's traditional advantage and allow non-higher education institutions to be active in the credentialing process. ADCs will significantly transform the relationship between higher education institutions and their students and ultimately between higher education and society.

URL : <https://icde.memberclicks.net/assets/ICDE-ADC%20report-January%202019%20%28002%29.pdf> (English)

<https://static1.squarespace.com/static/5b99664675f9eea7a3ecee82/t/5cc6a3a40717dc000136783d/1556521901255/ICDE-Informe-CDA-Enero-2019-ES-v02.pdf> (Spanish)

<https://static1.squarespace.com/static/5b99664675f9eea7a3ecee82/t/5cc6c0f8f4e1fc08df27a279/1556529408880/ICDE+Report+%28Chinese+Version%29.pdf> (Chinese)

Understanding the impact of OER : achievements and challenges / UNESCO Institute for Information Technologies in Education [IITE]; OER Africa [Nairobi] . - Moscow : UNESCO IITE, 2019 . - 175 p. ISBN 978-5-9500869-2-2

Abstract : This publication critically reviews the growth of OER and its impact on education systems around the world. It includes a synthesis report and country case studies in each of the five UNESCO regions.

URL : https://iite.unesco.org/wp-content/uploads/2019/04/Understanding_the_impact_of_OER_2019_final.pdf

Africa

eLearning Africa in review / eLearning Africa . - eLearning Africa, 2019 . - 23 p.

Abstract : This report of the eLearning Africa 2018 conference, held in Kigali, Rwanda, includes an examination of the Africa Ministerial Round Table which focused on the theme 'Towards a Knowledge -Based Economy'.

URL : https://www.elearning-africa.com/ressources/pdfs/report/postreport_eLA2018.pdf

Do or die : student support interventions for the survival of distance education institutions in a competitive higher education system / Rendani Siphon Netanda, Joel Mamabolo, Mahlapahlapana Themane / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 44, no. 2, pp. 397-414, January - February 2019

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

Abstract : Despite numerous supports for undergraduates, low success rate has been a growing concern in the South African university system. This mixed-methods study measured suppositions that providing support to undergraduates result in continued survival of open and distance learning (ODL) institutions and promote student success. The study wanted to develop a support framework that will reduce attrition and maximise retention and success and to enable ODL to gain 'fit' within the competitive higher education terrain. The study is significant for ODL institutions to enhance an understanding of support for undergraduates, address attrition and ensure retention. While thirty-five undergraduates completed questionnaires, module coordinators' perceptions were determined using in-depth interviews. Analysis amalgamated thematic categorisation and descriptive statistical examination. Results indicated that supports offer ODL a competitive advantage, reduced attrition, escalated retention and success rate. These results highlight the importance of support in ODL in South Africa.

Asia and the Pacific

Information sought by prospective students from social media electronic word-of-mouth during the university choice process / Tri D. Le, Angela R. Dobeles, Linda Robinson / 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. 41, no. 1, pp. 18-34, February 2019

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

Abstract : This paper explores the information sought by prospective students of Australian universities on social media, by analysing data from actual conversations on Quora, a social media question-and-answer site. Content analysis of 865 questions was conducted to examine the information regarding the factors students seek when selecting a university. The findings report information requirements on five major dimensions, namely reputation, career prospect, learning and teaching, administration and student life. This paper contributes to higher education literature by revealing the university information search factors students most commonly seek on social media, utilising a unique data source derived from actual online questions. Through understanding the eWOM-seeking behaviours of prospective students, universities can more accurately target their social media content.

Europe and North America

2017-2018 EUA Open Access Survey Results / European University Association [EUA] . - Brussels : EUA, 2019 . - 41 p.

Abstract : This report highlights both European universities' progress in the transition towards Open Access, and the remaining challenges, particularly in the areas of research data management and Open Access to research data.

URL : <https://eua.eu/downloads/publications/2017-2018%20open%20access%20survey%20results.pdf>

Digital transformation : Higher education and research for sustainable development : Experts' position paper / German Academic Exchange Service [DAAD]; German Development Institute [DIE] . - Bonn : DAAD, DIE, 2018 . - 6 p.

Abstract : This paper was developed at the international expert meeting on "Digital Transformation: Higher Education and Research for Sustainable Development", which took place on 8-9 November 2018 in Bonn.

URL : https://www.daad.de/medien/der-daad/unsere-aufgaben/entwicklungszusammenarbeit/digitalisation_081118_positionspapier.pdf

Higher education in the digital age : moving academia online / Annika Zorn, Jeff Haywood, Jean-Michel Glachant . - Cheltenham : Edward Elgar, 2018 . - 219 p.

ISBN 978-1-78897-015-0 . - Online ISBN 978-1-78897-016-7

Abstract : This book offers a broad perspective on what moving online may offer to academic institutions and their scholarly practice. This book offers a comprehensive framework within the European context on how moving online in academia can respond to new challenges in higher education, such as massification and student diversity, and address the core activities of an academic institution – education, research, and research communication. Contributors from European universities share successful case studies of academic online-isation. These include strategic management of developments in educational technology and open learning at a traditional university; engaging students in implementing pedagogical change at a modern and diverse institution through technology; and how digital transformation of a University School improved communication of research output. Online practices, the book argues, allow for integration, and thus innovation in teaching and learning, research, and knowledge exchange within and beyond the university. Moving online not only makes education and research output more transparent, open and accessible to more people, it also has the capacity to transform the role of researchers, teachers and learners and to challenge many assumptions about the role and core practices of universities.

Classmark : EUR-531 ZOR

URL : <http://cadmus.eui.eu/handle/1814/59799>

Ciberacoso según características sociodemográficas y académicas en estudiantes universitarios /

Inmaculada Méndez Mateo, Cecilia Ruiz Esteban, Juan Pedro Martínez Ramón, Fuensanta Cerezo Ramírez / Instituto Europeo de Iniciativas Educativas [IEIE][Spain] . - In: Revista española de pedagogía, v. 77, no. 273, pp. 261-277, mayo-agosto 2019
ISSN 0034-9461

Abstract : Existe evidencia de la aparición del acoso escolar en el ámbito universitario tanto de manera presencial como a través de medios tecnológicos. El objetivo del estudio fue analizar las diferencias entre los roles del ciberacoso (objeto, agente y observador) en función de variables sociodemográficas y académicas (sexo, edad, procedencia, nivel de estudios y Facultad). Los participantes del estudio fueron 765 jóvenes estudiantes (72.9 % mujeres) de una universidad del sureste español (83.7 % estudios de Grado, el 15.2 % de Máster y el 1.1 % otros estudios) pertenecientes a diferentes Facultades (Humanidades, Ciencias Sociales y de la Educación, Ciencias de la Salud y Ciencias). El instrumento utilizado fue el Cuestionario sobre Acoso entre Estudiantes Universitarios. Los resultados del estudio determinaron que las mujeres, los menores de 20 años, los estudiantes de Grado, los estudiantes de Humanidades, Ciencias Sociales y Ciencias de la Salud obtuvieron valores más altos en las

subescalas evaluadas. Entre los roles de los implicados destacaban los observadores seguidos de agresores y de víctimas. El análisis de regresión determinó la relación entre el hecho de haber sido objeto de ciberacoso, agente de ciberacoso y observador de ciberacoso. El estudio permitirá centrarse en aquellas variables sociodemográficas que resultaron ser significativas, así como la relación entre los roles del ciberacoso de cara a programas de prevención e intervención en cada uno de sus roles. El contexto universitario debe asumir la importancia de promover la convivencia y el bienestar universitario. Asimismo, es relevante la implicación de toda la comunidad educativa.

There is evidence of the existence of both bullying and cyberbullying in the university environment. The aim of this study is to analyse the differences between cyberbullying roles (target, perpetrator, and bystander) according to sociodemographic and academic variables (sex, age, origin, level of studies, and faculty). The participants were 765 young students (72.9 % women) from a university of the southeast of Spain (83.7 % undergraduate degree, 15.2 % Master's degree, and 1.1 % other studies) from different faculties. The Questionnaire on Harassment among University Students tool was used. The results of the study determined that women, people aged under 20, undergraduate degree students, and Humanities, Social Sciences, and Health Sciences students obtained higher values in the sub-scales evaluated. Among the roles of those involved, bystanders stood out, followed by perpetrators and victims. Regression analysis showed a relationship between being the target, perpetrator, and/or bystander of cyberbullying. The study will make it possible to focus on those sociodemographic variables that turned out to be significant as well as the relationship between the cyberbullying roles in the face of prevention and intervention programs for each of the roles. The university context must assume the importance of promoting coexistence and university welfare. The involvement of the entire educational community is also relevant.

Transforming the teaching and learning culture in higher education from a DIY perspective / Raquel Miño-Puigcercós, María Domingo-Coscollola, Juana M. Sancho-Gil / Universidad Nacional de Educación a Distancia [UNED][Spain] . - In: Educación XX1, v. 22, no. 1, pp. 139-160, 2019
ISSN 1139-613X

Abstract : This article focuses in part of the results of the implementation of the European project DIYLab in five bachelor's degrees at the University of Barcelona (Primary Education, Early Childhood Education, Social Education, Education and Fine Art). The project was carried out in six elementary and secondary schools and two Universities of Spain, Finland and the Czech Republic. The main focus was to incorporate learning modalities related to the Do it Yourself (DIY) culture, fostering creativity, collaboration, self-regulation, authorship and a critical use of digital technology. Following a methodology based on the principles of participatory action-research (PAR), the authors first organised discussion groups with teachers, students and, in the case of elementary and secondary schools, families. Then, the authors defined the implementation, based on the characteristics of each institution and the formative actions organized with the teachers. During the teacher's professional development, the participants proposed that students create audio-visual productions collaboratively about their learning and the processes that propitiated it. Simultaneously, the authors created the open digital platform DIYLabHub with the aim of sharing the productions created by students. During the implementation at the University of Barcelona, 471 students collaboratively created and shared 76 audio-visual objects in the Hub and the researchers carried out observations, recordings, field notes and discussion groups. In this article, the authors present the results of the analysis and the conclusions of how teaching and learning practices were transformed, how teachers' and students' attitudes and roles were reconfigured, and the possibilities of sustainability of the DIY culture in Higher Education.

Este artículo se basa en el proyecto europeo DIYLab y da cuenta de parte de los resultados de su implementación en cinco grados de la Universidad de Barcelona (Educación Primaria, Educación Infantil, Educación Social, Pedagogía y Bellas Artes). El proyecto se desarrolló en centros de educación primaria, secundaria y superior de España, Finlandia y la Chequia. Su foco era incorporar en las instituciones implicadas, modalidades de aprender relacionadas con la cultura Do it Yourself (DIY), fomentando la creatividad, la colaboración, la autorregulación, la autoría, la compartición y el uso crítico de tecnologías digitales. Siguiendo una metodología basada en la investigación-acción participativa (IAP), organizamos grupos de discusión con profesorado, alumnado y familias y definimos la implementación a partir de las características de cada contexto y de acciones formativas con el profesorado. Durante la formación, se propuso que los estudiantes realizaran de forma colaborativa producciones audiovisuales sobre sus aprendizajes y los procesos que los habían propiciado. Simultáneamente, creamos la plataforma digital abierta DIYLabHub, con el objetivo de

compartir las producciones creadas por los estudiantes. Durante la implementación en la Universidad de Barcelona, 471 estudiantes crearon colaborativamente y compartieron en el Hub 76 producciones audiovisuales, y los investigadores realizamos observaciones, grabaciones, notas de campo y grupos de discusión. En este artículo, presentamos los resultados del análisis y las conclusiones sobre cómo se transformaron las prácticas de enseñanza y de aprendizaje y se resignificaron las actitudes y los roles del profesorado y alumnado, y sobre la sostenibilidad de la cultura DIY en educación superior.

URL : <http://revistas.uned.es/index.php/educacionXX1/article/view/20057>

Internationalization

Developing holistic indicators to promote the internationalization of higher education in the Asia-Pacific / UNESCO Asia and Pacific Regional Bureau for Education [UNESCO Bangkok] . - Bangkok : UNESCO Bangkok, 2018 . - 8 p.

Abstract : This policy brief proposes indicators to capture broader dimensions of HE internationalization, other than student mobility, at system and institutional levels. It aims to help users better understand and adapt the indicators for internationalization for use in their local contexts.

URL : <https://unesdoc.unesco.org/ark:/48223/pf0000266241>

High-skilled migration : drivers and policies / Mathias Czaika, Ed. . - Oxford : Oxford University Press, 2018 . - 381 p.

ISBN 978-0-19-881527-3

Abstract : Contents:

1: High-Skilled Migration: Introduction and Synopsis (Mathias Czaika) 2: High-Skilled Migration in Times of Global Economic Crisis (Mathias Czaika and Christopher Parsons) 3: High-Skilled Migration and the Limits of Migration Policies (Ronald Skeldon) 4: Female High-Skilled Migration: The Role of Policies (Anna Boucher) 5: European High-Skilled Migration Policy: Trends and Challenges (Lucie Cerna) 6: Shifts in Selective Migration Policy Models: A Comparison of Australia, Canada, and the US, Rey Koslowski 7: High-Skilled Migration Policy Challenges from a US Perspective (Michael S. Teitelbaum) 8: High-Skilled Immigration and Innovation (Alessandra Venturini, Sona Kalantaryan, and Claudio Fassio) 9: High-Skilled Migration and the Attractiveness of Cities (Michael C. Ewers and Ryan Dicce) 10: Attracting and Retaining International Students as Skilled Migrants (Lesleyanne Hawthorne) 11: International Student Mobility: Sending Country Determinants and Policies (Mary M. Kritz and Douglas T. Gurak) 12: Internationalisation and Diversification of Academic Careers (Sorana Toma, Maria Villares-Varela, and Mathias Czaika) 13: Postdoctoral Destination Decisions: Advice from Asian-born, Western-Trained Bio-Scientists (Anju Mary Paul) 14: What Fundamentals Drive the Immigration of Physicians? A Panel Data Analysis of OECD Countries (Yasser Moullan) 15: Recruitment Policies of Non-EU/EEA Nurses and Ethical Issues: A Comparison of the UK, France, and Switzerland (Angèle Mendy) 16: Staunching the Flow: The Brain Drain and Health Professional Retention Strategies in South Africa (Jonathan Crush and Abel Chikanda) 17: Conclusion (Mathias Czaika).

Classmark : INT-6 CZA

International movement and science : a survey of researchers by the Together Science Can campaign / Gordon R. McInroy, Catherine A. Lichten, Becky Ioppolo, Sarah Parks, Susan Guthrie . - Cambridge, UK : RAND Europe, 2018 . - 74 p.

Abstract : This report, commissioned by the Wellcome Trust and international partners, is based on a survey which covers 2,465 researchers from 109 countries (based on respondents' first reported nationality) and provides a broad international picture of the patterns, enablers, obstacles and outcomes of international movement for researchers, and how these vary for researchers around the world. The results show that 76% of respondents had moved to another country for research purposes. Nearly half had lived abroad for longer than a year at a time and nearly all respondents to the survey agreed that working in other countries for research was beneficial, citing benefits such as forming new collaborations, developing new ideas. African researchers were most likely to report a lack of funds for travel or conference fees as an obstacle to mobility, an Asian and African researchers were at least three times more likely to report visa-related obstacles to visiting other countries for research than their European or North American counterparts. The impact of these obstacles was revealed in the fact that African and Asian respondents were most likely to report that they went overseas very rarely, while Europeans emerged as a particularly mobile and connected research community. The report recommends that funding for mobility should be tailored to the needs of researchers in different regions.

URL : https://www.rand.org/pubs/research_reports/RR2690.html

The shape of global higher education : national policies framework for international engagement / British Council . - London : British Council, 2016 . - 20 p.

Abstract : This publication evaluates the policies of 26 countries and evaluations where national governments can provide an enabling environment to their HE institutions to internationalise and forge collaborations. It examines (i) Openness: government level-commitment to internationalisation; (ii) Quality assurance and recognition to facilitate international mobility of students, providers and programmes; and (iii): Access and sustainability.

URL :

https://www.britishcouncil.org/sites/default/files/f310_tne_international_higher_education_report_final_v2_web.pdf

The shape of global higher education vol. 2: International mobility of students, research and education provision / British Council . - London : British Council, 2017 . - 34 p.

Abstract : This study covers the policy environment in a total of 38 countries and the extent to which national systems support international collaboration in higher education. It considers the measures from the perspective of a HE institution – student mobility; research and researcher mobility; programme and provider mobility (ie TNE). The main findings show that higher education is becoming increasingly collaborative in nature; that collaboration in Higher Education is a policy preoccupation for many national systems.

URL :

https://www.britishcouncil.org/sites/default/files/h002_transnational_education_tne_ihe_report_final_web_2.pdf

From a diversifying workforce to the rise of the itinerant academic / Celia Whitchurch . - In: Higher

Education, v. 77, no. 4, pp. 679-694, April 2019

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

Abstract : The literature on the diversification of the higher education workforce has tended to focus on broad brush changes to patterns of employment and working conditions. What has been less remarked is ways in which individuals are negotiating the structures and stretching the parameters within which they work, including experience outside higher education. Thus, academic work is also seen in the context of broader opportunities, for instance extended networks that enable individuals to construct new forms of professional capital. Arising from these conditions, two empirical studies, on which this paper draws, demonstrate the emergence of what might be termed itinerant identities. The triggers for these are seen as arising, on the one hand, from a spirit of exploration, that is an intrinsic interest in entering new areas of activity, and, on the other, from a desire for a greater sense of security by keeping a range of options open. The two motivations are not mutually exclusive and are likely to depend on individual circumstances and career stages. It would also appear that, in space outside higher education, individuals may find some of the freedom and autonomy they may feel that they have lost as a result of increased structural requirements including, for instance, workload models and performance assessment.

Inter-agency cooperation in the quality assurance of transnational education : challenges and opportunities / Fabrizio Trifiro . - In: Quality in Higher Education, v. 24, no. 2

Abstract : This paper presents the findings of a study undertaken by the United Kingdom Quality Assurance Agency for Higher Education (QAA), with support from the International Network for Quality Assurance Agencies in Higher Education (INQAAHE), aimed at investigating the challenges and limits to cross-border cooperation in the quality assurance of transnational education. The study builds on the outcomes of the Erasmus Mundus project Quality Assurance of Cross-Border Higher Education (QACHE) and in particular the QACHE Toolkit developed as part of the project to foster cooperation between quality assurance agencies in quality assuring transnational education. Based on the responses to a survey sent to QAA's partner agencies in key sending and receiving countries of transnational education, the study extract recommendations to agencies to help them developing viable strategies for inter-agency cooperation, identifying concrete ways in which they might or might not cooperate across borders.

Talent management in transnational higher education : strategies for managing academic staff at international branch campuses / Selina Neri, Stephen Wilkins / Association for Tertiary Education

Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - In: Journal of Higher Education Policy and Management, v. 41, no. 1, pp. 52-69, February 2019

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

Abstract : The study investigates the practices of academic staff talent management at international branch

campuses, with the aim of identifying a range of practical strategies that may address the unique challenges of managing talent in campuses located far away from the home country. These strategies are intended to improve service quality and add value to institution profiles. Based on an online questionnaire, ad hoc email correspondence and publicly available information, five case studies of international branch campuses in Armenia, Argentina, Dubai, Vietnam and Malaysia are presented. Talent management emerges as a key strategic area, directly managed at dean/president level. Referrals and online portals are commonly utilised as channels to attract talent, and the need to sometimes uplift local packages to recruit and retain talent is recognised. It is concluded that the development of academic staff should be viewed as an investment, and the availability of research funding and teaching awards on campus may be used to attract, develop and retain talent.

Arab States

An exploration into student learning mobility in higher education among the Arabian Gulf Cooperation Council countries / S.A. David, H. Taleb, S.S. Scatolini, A. Al-Quallaf, H.S. Al-Shammari, M.A. George . - In: International Journal of Educational Development, v. 55

Abstract : This paper explores the dynamics of the internationalisation of higher education in the Gulf region. Exploring the presence of foreign universities, international curricula, programmes, students and academic staff, it pays particular attention to the learning mobility of students from the region. Consequently, the aim of this piece of research is to explore the current learning mobility among the GCC countries. The study makes use of secondary data from the UNESCO Institute for Statistics (UIS) on the global flow of tertiary-level students and a survey conducted especially for this study among students from the Gulf region. Considering the literature explored and based on data from UIS and the survey conducted, it seems that higher education in the Gulf region has expanded and that the presence of foreign universities, international curricula, programmes, students and academic staff is a positive experience overall. Although learning mobility has been stimulated in the region, much of it is regionally driven. It seems that the growth of inward learning mobility is not proportional to the growth of foreign universities in the region. The growth of outward learning mobility is predominantly driven by scholarships and the potential for growth on inward and outward learning mobility seems likely to increase in the future. The Gulf countries may enhance learning mobility through multilateral learning and research cooperation by means of scholarships and regulated commercial activities. To emerge as an international education hub, the Gulf countries must become an attractive destination for students from outside of the region as well. The region may wish to draw relevant lessons from regions such as the European Union to stimulate learning mobility.

Asia and the Pacific

The shape of global higher education : Understanding the ASEAN region / British Council . - London : British Council, 2018 . - 29 p. (v. 3)

Abstract : This report profiles higher education policy and its development in the ASEAN states. Significant differences between countries in programme and institutional Mobility are detailed.

URL :

https://www.britishcouncil.org/sites/default/files/h233_the_shape_of_asean_higher_education_report_final_v2_web_1.pdf

Result of an annual survey of international students in Japan 2018 / Japan Student Services Organization [JASSO] . - Tokyo : JASSO, 2019 . - 20 p.

Abstract : This annual report shows that international student numbers in Japan have increased for the sixth year in a row. There were 298,980 foreign students in 2018, compared with 267,050 in 2017, an increase of 12%.

URL :

https://www.jasso.go.jp/en/about/statistics/intl_student_e/2018/_icsFiles/afieldfile/2019/01/11/data18_e.pdf

From education to learning outcomes : how can academia show the evidence to stakeholders? / Aya Yoshida / Hiroshima University. Research Institute for Higher Education . - In: Higher Education Forum, v. 16, pp.

1-13, March 2019

ISSN 2432-9614

Abstract : This paper examines how neoliberalism and internationalization/globalization have emerged in higher education policy in Japan, and analyses the transformation of higher education policy from the 1980s to the present. Both types of reform began to formulate and be implemented since the 1980s, and then changed their aims in the mid-2000s to prioritize inviting foreign students to Japan in order for capacity building. However, subsequently this policy has differentiated into two pathways. One is to invite foreign students in order to foster the future talented labor force in Japan, and the second is to send Japanese students overseas to cultivate them as global human resources. Similarly, neoliberal policies which started in the 1980s came into full swing in the early 2000s. In both domains, under the name of deregulation, educational reform has accelerated since the 1990s.

URL : http://ir.lib.hiroshima-u.ac.jp/files/public/4/47546/20190508100136351949/HigherEducationForum_16_1.pdf

Measuring international higher education productivity : lessons from nine countries in Asia / Kenneth Moore, Hamish Coates, Gwilym Croucher / Hiroshima University. Research Institute for Higher Education . - **In:** Higher Education Forum, v. 16, pp. 69 - 84, March 2019
ISSN 2432-9614

Abstract : The paper offers a synthesis of findings from an international initiative coordinated by the Asia Productivity Organisation (APO) to measure higher education productivity across nine Asian countries: Cambodia, Fiji, India, Indonesia, Malaysia, Pakistan, the Philippines, Sri Lanka, and Thailand. The paper discusses benefits, barriers, and potential for estimating university productivity across international contexts. Stakeholders from nine participating countries collected and analysed institutional data and reported measurement results. The APO initiative represents the first multi-country test of an adapted productivity measurement model first advanced by the United States National Research Council (NRC). The research provides evidence for proof of concept of the adapted NRC model for use across international contexts. Additional findings demonstrate the range of productivity definitions and interpretations for higher education. The paper concludes by showing priority areas for both targeted and broad developments in research and practice of measuring productivity in higher education.

URL : http://ir.lib.hiroshima-u.ac.jp/files/public/4/47550/2019050810225513776/HigherEducationForum_16_69.pdf

Research on international students' mobility and their satisfaction in Japanese universities : a comparison of Chinese and American students / Noboru Miyoshi, Qiuqing Pan / Hiroshima University. Research Institute for Higher Education . - **In:** Higher Education Forum, v. 16, pp. 97 - 112, March 2019
ISSN 2432-9614

Abstract : This research focuses on students' study of Japanese language and experiences of taking Japanese language classes before and during study abroad. In addition, this paper examines the different influences on Chinese and American international exchange students based on a questionnaire administered to students in Japanese universities between April and June 2016. A comparison between students who studied Japanese and took language classes before studying abroad and those who began only after coming to Japan shows significantly different levels of satisfaction with their university. Additionally, Chinese and American students experience different levels of satisfaction based on their experience with Japanese language. Chinese students' previous experience with learning Japanese did influence their satisfaction, but the magnitude of this influence was smaller than the influence of prior Japanese language experience on American students.

URL : http://ir.lib.hiroshima-u.ac.jp/files/public/4/47552/20190508103146903451/HigherEducationForum_16_97.pdf

The effects of boundary spanning on the development of social capital between faculty members operating transnational higher education partnerships / Claudia M. Bordogna / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 44, no. 2, pp. 217-229, January - February 2019
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : This paper explores social capital development between operational faculty members delivering Sino-British transnational partnerships. Research focuses on two Sino-British 'joint programme' partnership case studies in order to investigate boundary spanning and the development of social capital between UK and Sino

academics involved in programme delivery. Since social capital is posited as a central facet in the development and institutionalisation of successful partnerships, understanding how to grow, nurture and maintain productive levels of social capital between operational academics could significantly improve and strengthen transnational partnerships. Findings suggest that boundary spanning is a useful tool, enabling individuals to interpret, transmit and filter knowledge, facilitate resource transmission and represent their organisations, building cohesion and commitment between stakeholders. The research concludes that boundary spanning can improve social capital between operation faculty members, and that senior leaders at higher education institutions should consider it as a tool with which to manage and evolve their international educational partnerships.

Working within the aspiring center : professional status and mobilities among migrant faculty in Singapore / Yasmin Y. Ortiga, Meng-Hsuan Chou, Gunjan Sondhi, Jue Wang / International Association of Universities [IAU] . - In: Higher Education Policy, v. 32, no. 2, pp. 149–166, June 2019
ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : This paper investigates the migration of Asia-born academics from traditional centers in the West to Singapore, a rapidly developing education hub in Southeast Asia. The authors argue that such movement can be seen as a form of quasi-return, where migrant faculty look for places where they can be “close enough” to aging parents and family, while working in an institution that is “good enough” to continue research work. This position leads to conflicting notions of social mobility, when defined in terms of professional prestige and status. While interviewees perceived their move to Singapore as a form of upward mobility when compared to colleagues within their home countries, they simultaneously worried about their downward mobility compared to peers who had remained in the West. Such perceptions shape their decision to leave Singapore in the future, reinforcing current university hierarchies, where institutions in the USA and Europe continue to dominate notions of academic prestige.

URL : <https://link.springer.com/article/10.1057/s41307-017-0078-0>

Open access to Higher Education Policy articles via HEDBIB for IAU Members using login code

Europe and North America

Chiffres clés 2019 / Campus France . - Paris : Campus France, 2019 . - 62 p.

Abstract : This publication summarises the latest annual statistics on student mobility, both worldwide and to and from France. Key Figures 2019 show that France is the fourth highest destination for international students, with over 245,300 international students in 2016. The figures also show an increase of 50% outward bound student mobility from France since 2011, with over 90,500 students studying abroad in 2016, the sixth highest internationally. More than half of French international students study in Canada, Belgium and Switzerland.

URL : https://ressources.campusfrance.org/publi_institu/etude_prospect/chiffres_cles/fr/chiffres_cles_2019_fr.pdf

Erasmus+ annual report 2017 / European Commission. Directorate General for Education, Youth, Sport and Culture . - Luxembourg : Publications office of the European Union, 2019 . - 97 p.
ISBN 978-92-79-96721-4

URL : <https://publications.europa.eu/en/publication-detail/-/publication/4e5c3e1c-1f0b-11e9-8d04-01aa75ed71a1>

International Education Strategy : global potential, global growth / United Kingdom. Department for Education; United Kingdom. Department of International Trade . - London : UK Government, 2019 . - 45 p.

Abstract : This strategy sets out the government’s ambition to increase the value of education exports to £35 billion per year by 2030 and to increase the total number of international students choosing to study in the UK higher education system each year to 600,000 by 2030.

URL :

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/799349/International_Education_Strategy_Accessible.pdf

Mapping of European transnational collaborative partnerships in higher education / European Commission . - Luxembourg : Publications office of the European Union, 2018 . - 51 p.
ISBN 978-92-79-85302-9

Abstract : This report presents the results of a survey on cross-border cooperation in higher education. It details existing transnational partnerships between higher education institutions in Europe.

URL : <https://publications.europa.eu/en/publication-detail/-/publication/527b5f15-028a-11e9-adde-01aa75ed71a1/language-en/format-PDF/source-83843721>

Nouvelle politique d'attractivité pour l'enseignement supérieur français : quels effets pour le continent africain ? / Campus France . - Paris : Campus France, 2019 . - 7 p. (Les Repères, 28)

Abstract : This paper includes a discussion of the possible impact of the newly announced government strategy to introduce much higher student fees for non-European students at universities in France.

URL : https://ressources.campusfrance.org/publi_institu/agence_cf/reperes/fr/reperes_28_fr.pdf

UK revenue from education related exports and transnational education activity in 2016 / United Kingdom. Department of Education . - London : Dept. of Education, 2019 . - 9 p.

Abstract : This report shows that the value of total education exports (revenues from international students) and transnational education activity in the UK is estimated to be £19.9 billion in 2016, an increase of 3.1 % since 2015 and by 26% since 2010, in current prices.

URL :

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/773167/SFR_Education_Exports_2016.pdf?utm_source=UUK+Master+List&utm_campaign=1b3ae96174-UUK_Bulletin_25_January_2019&utm_medium=email&utm_term=0_99e42a5336-1b3ae96174-100704677

Canaries in the coalmine and universal design for learning : assuring the quality of the teaching and learning experience of international students / Angela Short / International Association of Universities [IAU] . - In: Internationalisation of Higher Education, no. 1, pp. 83-93, 2019
ISSN 2199-5125

Abstract : Student populations in English-speaking higher education institutions are now more culturally diverse than ever, driven in part by the growth in international students on campuses but also by patterns of mass migration. This coupled with the trend in Europe and globally towards mass participation in higher education, has increased attention on the quality of the teaching that students receive. The diversity in the classroom naturally affects how teachers work and consequently how students learn. What is required is that institutions encourage and support staff to engage in voluntary, ongoing professional development to become more inclusive and culturally responsive teachers. A successful model of teacher professional development from the author's institute in a UK institution is presented.

URL : <https://www.handbook-internationalisation.com/en/handbuch/gliederung/Beitragsdetailansicht/173/2576/Teaching-Europe-vs-Building-Europe---An-Exploration-Into-Higher-Education-and-the-Construction-of-National-and-Regional-Identity>

College readiness and engagement gaps between domestic and international students : re-envisioning educational diversity and equity for global campus / Jaekyung Lee, Namsook Kim, Yin Wu . - In: Higher Education, v. 77, no. 3, pp. 505-523, March 2019
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : This study examines undergraduate students' college readiness and educational engagement gaps in a US public research university. The study reveals the heterogeneity of domestic (American) and international student groups. While typical international students may have disadvantages in college readiness and engagement, English speakers and American high schoolers among international students perform even better than domestic peers. In contrast, English learners and foreign high schoolers among domestic students, such as recent immigrants face the same challenges as typical international peers lacking adequate language and cultural preparation for college success. The study re-envisioning educational diversity and equity for global campus where

an integrated system of academic and sociocultural support enables transnational students to succeed.

EHEA Policies' implementation into the Greek HEIs : the incorporation of learning outcomes in the faculties of Teacher Training for Primary Education / Andreas Vassilopoulos / International Association of Universities [IAU] . - In: Internationalisation of Higher Education, no. 1, pp. 65-81, 2019
ISSN 2199-5125

Abstract : Learning outcomes constitute a basic policy tool towards the realisation of the European Higher Education Area (EHEA). They may also address several recent developments concerning the contemporary mission, focus and modus operandi of the nine Greek Faculties of Teacher Training for Primary Education (FTTPE). Accordingly, in this paper, the author focuses on the forces on the national and transnational levels pressing for the incorporation of learning outcomes into the Greek higher education institutions.

URL : <https://www.handbook-internationalisation.com/en/handbuch/gliederung/#/Beitragsdetailansicht/173/2576/Teaching-Europe-vs-Building-Europe---An-Exploration-Into-Higher-Education-and-the-Construction-of-National-and-Regional-Identity>

How internationalised is your curriculum? a reflective tool aimed at enhancing students' intercultural understanding / Sophie Leslie, Loretta Newman-Ford, Sue Tangney / International Association of Universities [IAU] . - In: Internationalisation of Higher Education, no. 1, pp.25-40, 2019
ISSN 2199-5125

Abstract : Developing students' understanding of their own cultural background, enhancing their intercultural understanding and ultimately accepting and valuing alternative cultural perspectives, have had an increasing profile in higher education programmes of study over recent years. This has been driven by the international movement of peoples and the human rights movement, both of which have increased awareness of equality and diversity issues. The focus of this article is a reflective tool developed by Cardiff Metropolitan University to gauge the current capacity of programmes of study to develop students' cultural understanding.

URL : <https://www.handbook-internationalisation.com/en/handbuch/gliederung/#/Beitragsdetailansicht/173/2576/Teaching-Europe-vs-Building-Europe---An-Exploration-Into-Higher-Education-and-the-Construction-of-National-and-Regional-Identity>

The Italian brain drain: cream and milk / Mattia Cattaneo, Paolo Malighetti, Stefano Paleari . - In: Higher Education, v. 77, no. 4, pp. 603-622, April 2019
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : This study analyses the scientific profiles of doctorate holders who migrate in search of better job opportunities as a response to the increased temporariness and uncertainty of employment in their native country. Analyzing the career trajectories of the population of research-active Italian doctorate holders in economics, finance, and business management who graduated in 2008–2010, the authors find that those who are more likely to move abroad are those with the relatively best and worst research performances before migrating. Instead, those remaining in Italy are found to be on average of good scientific quality. Further, they find that the best performers target cross-border reputable universities for more prestigious careers, while the relatively lower performers generally move internationally to non-research-oriented institutions simply to look for an occupation. Migrant doctorate holders with average research performances do not differ from those staying in their native country.

The politics of student mobility : links between outbound student flows and the democratic development of post-Soviet Eurasia / Maia Chankseliani . - In: International Journal of Educational Development, v. 62

Abstract : The study offers new empirical material to link student mobility and the levels of attained democracy in the former Soviet countries. Theoretically-informed analysis of cross-sectional data shows that the former Soviet countries with higher proportions of students studying in Europe or the United States have achieved higher levels of democratic development. In contrast, countries with higher proportions of students studying in the most popular, authoritarian destination - Russia - have reached significantly lower levels of democratic development. The study uses ideas of democratic socialisation at universities as well as apprenticeships in democracy to

advance the intellectual agenda of linking two fields - educational studies and political science.

The “stranger” among Swedish “homo academicus” / Alireza Behtoui, Høyer Hege Leivestad . - In: Higher Education, v. 77, no. 2, pp. 213-228, February 2019
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : This article deals with individuals of immigrant background in Swedish higher education—i.e., those who have a PhD and work in Swedish universities. The aim of the study is to examine whether and how factors other than academic qualifications—such as gender and migrant background—may affect the individual's ability to find employment and pursue a successful career in a Swedish institution of higher education. The data used in the first section are Swedish registry data (LISA database and population), administered by Statistics Sweden. The second part of the paper is based on semi-structured interviews with 19 academics of migrant background. The results show that, given the same work experience and compared to the reference group (born in Sweden with at least one Swedish-born parent), individuals born in Eastern Europe, Asia, Africa, and South America are, firstly, more likely to be unemployed and, secondly, if they are employed, to have a lower income (lower position). The ways in which such gaps arises are also examined.

Latin America and the Caribbean

Bureaucracy and internationalization in higher education in Mexico : fatal impacts / Sylvie Didou Aupetit / Hiroshima University. Research Institute for Higher Education . - In: Higher Education Forum, v. 16, pp. 113 - 124, March 2019
ISSN 2432-9614

Abstract : The paper examines internationalization in Mexico and specifically how bureaucratic schemes that prioritise the production of evidence of compliance force higher education institution (HEIs) to adapt their internationalization programmes to government policy requirements as a matter of routine, and to pay less attention to meaningful activities such as knowledge production and the development of networks. Because of the conditions of its implementation, internationalization has become merely instrumental and limited in scope, which weakens its sustainability. The question of how to internationalize such that programmes of mobility, exchange, joint research, networks, and collaborative degrees incentivize projects of institutional development, innovation, and social responsibility, has become a secondary concern. [Abstract adapted from publisher]

URL : http://ir.lib.hiroshima-u.ac.jp/files/public/4/47553/20190508103504333321/HigherEducationForum_16_113.pdf

Higher Education and Research for Sustainable Development

Clarifying mixed messages : international scholarship programmes in the sustainable development

agenda / Anne C. Campbell, Matt Mawer / International Association of Universities [IAU] . - In: Higher Education Policy, v. 32, no. 2, pp. 167-184, June 2019

ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : The United Nations Sustainable Development Goals include an explicit commitment to “substantially expand” the study abroad scholarships available to developing countries (Target 4b). Although this Target indicates a level of consensus about the benefits of scholarship programmes, it is made ambiguous by assuming coherence among many types of scholarship programme with different aims, approaches, and undergirding theories. In this paper, the authors examine the potential consequences of underpinning Target 4b through three theories: human capital, human rights, and human capabilities. Through the lenses of these three theories, we find significantly different outcomes projected for the ways that scholarship programs are linked to sustainable development. Additionally, failing to comprehend the theoretical frames that undergird scholarship programmes creates an opportunity for diverse (and sometimes perverse) outcomes that may not serve the world’s compact for a sustainable future.

URL : <https://link.springer.com/article/10.1057/s41307-017-0077-1>

Open access to Higher Education Policy articles via HEDBIB for IAU Members using login code

Experiential approaches to sustainability education : towards learning landscapes / Malin Backman,

Hannah Pitt, Terry Marsden, Abid Mehmood, Erik Mathijs . - In: International Journal of Sustainability in Higher Education, v. 20, no. 1, pp. 139 - 156, 2019

ISSN 1467-6370

Abstract : Three research questions are addressed by analysing the literature on EE and experiential learning (EL) within HESD in specialist academic journals. The authors found that there is a consensus among authors regarding the appropriateness of experiential approaches to HESD. However, limitations to the current discourse suggest the need for an alternative approach to studying EE within HESD. Therefore, this paper proposes the application of the learning landscape metaphor to take a more student-centred and holistic perspective.

The impacts of higher education institutions on sustainable development / Florian Findler, Norma

Schönherr, Rodrigo Lozano, Daniela Reider, André Martinuzzi . - In: International Journal of Sustainability in Higher Education, v. 20, no. 1, pp. 23 - 38, 2019

ISSN 1467-6370

Abstract : This paper conceptualises impacts of higher education institutions (HEIs) on sustainable development (SD), complementing previous literature reviews by broadening the perspective from what HEIs do in pursuit of SD to how these activities impact society, the environment and the economy. A systematic literature review of peer-reviewed journal articles published between 2005 and 2017 was carried out. Inductive content analysis was applied to identify major themes and impact areas addressed in the literature to develop a conceptual framework detailing the relationship between HEIs’ activities and their impacts on SD. The paper identifies six impact areas where direct and indirect impacts of HEIs on SD may occur. The findings indicate a strong focus on case studies dealing with specific projects and a lack of studies analysing impacts from a more holistic perspective.

URL : <https://www.emeraldinsight.com/doi/full/10.1108/IJSHE-07-2017-0114>

Arab States

Environmental sustainability features in large university campuses : Jordan University of Science and Technology (JUST) as a model of green university / Hani Abu Qdais, Osama Saadeh, Mohamad Al-Widyan,

Raed Al-tal, Muna Abu-Dalo . - In: International Journal of Sustainability in Higher Education, v. 20, no. 2, pp. pp. 214 - 228, 2019

ISSN 1467-6370

Abstract : This study describes the efforts undertaken to convert the large university campus of Jordan University of Science and Technology (JUST) into a green, resource-efficient and low-carbon campus by following an action-oriented strategy. Sustainability features of the campus were discussed and benchmarked. Challenges were identified and remedial actions were proposed. Taking 2015 as the baseline year, data on energy, water consumption and solid waste generation for the university campus were collected. Energy consumption for cooling, heating and transportation, besides electric power consumption, were reported, and the associated carbon dioxide (CO₂) emissions were estimated. By calculating the full time equivalent of students and employees, carbon emission and water consumption per capita were calculated. A comparison with other universities worldwide was conducted. Findings: Although located in a semiarid region with scarce water resources, JUST has set an example by greening its campus through an action-oriented approach. It was found that the per capita carbon emission for JUST campus was 1.33 ton of CO₂ equivalent, which is less than the emissions from campuses of other universities worldwide. As for water, this study revealed that the daily per capita water consumption was about 56 L, which is approximately one-third of that for students in institutions in the USA. Furthermore, the findings of this study indicated that the average solid waste generation rate was 0.37 kg per student per day compared to 0.31 kg per capita per day when considering the university community (students and employees) collectively. These figures were less and thus compare favorably to the corresponding data for other universities in both developing and developed countries.

Asia and the Pacific

Establishing transdisciplinary minor programme as a way to embed sustainable development into higher education system : case by Tongji University, China / Qian Jia, Ying Wang, Li Fengting . - **In:** International Journal of Sustainability in Higher Education, v. 20, no. 1, pp. 157 - 169, 2019
ISSN 1467-6370

Abstract : This paper provides a case study of the establishment and development of a minor programme in Sustainable Development in Tongji University, China, and how it contributes to embedding sustainable development into higher education system as an alternative platform for researchers and students to involve in a transdisciplinary teaching and learning process. The paper reviews the institutional setting and the different studying models and requirements for postgraduates and undergraduates. The study found that the development of the minor programme revealed the popularity and decline of different modules, because of the popularity of the schools and institutes behind them, the university legacy and media influence. The programme design spurs transdisciplinary thinking on sustainable development but brings about challenges including time conflict with students' major study. In conclusion, this programme explores alternative education practices in embedding sustainable development in education system, contributing to and reflect on Education for Sustainable Development and the education reform in China.

Informal learning for sustainability in higher education institutions / Anastasia Luise Gramatakos, Stephanie Lavau . - **In:** International Journal of Sustainability in Higher Education, v. 20, no. 2, pp. 378 - 392, 2019
ISSN 1467-6370

Abstract : This paper aims to extend the current understanding of the diversity and significance of informal learning experiences in supporting students' learning for sustainability. Six focus groups were formed with 30 undergraduate and postgraduate students from an Australian higher education institution committed to supporting graduate competencies for sustainability. An inductive and qualitative inquiry was designed to enable participants to reflect on the ways in which their university experiences support meaningful and significant learning for sustainability. Findings: The paper presents a typology of the diverse communities of informal learning that students create and engage with. These range from ongoing to transient groups, from environmentally to more socially oriented groups and from incidental to intended learning, from local to national in scale, with varying types and degrees of connection to the formal curriculum and the university campus. The paper demonstrates that these student-led experiences support three domains of learning: cognitive, practical and affective.

Students' commuting pattern from the viewpoint of environmentalism : comparing Australia with China /

Ali Soltani, Andrew Allan, Ha Anh Nguyen, Stephen Berry . - **In:** International Journal of Sustainability in Higher Education, v. 20, no. 1, pp. 91 - 114, 2019
ISSN 1467-6370

Abstract : The paper extensively reviewed most of existing literature work on commuting patterns of higher education students with referring to different studies around the world and then used it to build a theoretical framework and conceptual model to relate the travel patterns of students to built environment, personal demographics and environmental knowledge/consideration. An online survey was used with 230 students at Mawson Lakes campus of University of South Australia and Beiyangyuan campus of Tianjin University (China). The study reveals that a high dependence on private vehicles amongst students at the Mawson Lakes campus, whilst a more environmentally sustainable modal choice dominated at the Beiyangyuan campus. Those who studied at Mawson Lakes campus tended to have stronger involvement in environmental activities than their counterparts at Beiyangyuan campus, which presented a clear association between environmental awareness and the travel behaviours of the sampled students.

Europe and North America

A decade of Finnish engineering education for sustainable development / Annina Takala, Kati Korhonen-Yrjänheikki . - **In:** International Journal of Sustainability in Higher Education, v. 20, no. 1, pp. 170 - 186, 2019
ISSN 1467-6370

Abstract : The study consists of interviews with key stakeholders supplemented with the analysis of documented material.

The paper observes that the Finnish universities providing engineering education are committed to sustainable development in their strategies. However, a lot of work remains to be done before the strategies are implemented and sustainable development is integrated to all degree programs. Explicit knowledge and individual learning in clearly defined disciplinary boundaries have been the main focus of engineering education.

Assessing the essential pre-conditions of an authentic sustainability curriculum / Attila Lengyel, Szilvia Szőke, Sándor Kovács, Lóránt Dénes Dávid, Éva Bácsné Bába, Anetta Müller . - **In:** International Journal of Sustainability in Higher Education, v. 20, no. 2, pp. 309 - 340, 2019
ISSN 1467-6370

Abstract : This study has two aims. It aims to analyse three essential pre-conditions of an authentic sustainability curriculum (ASC). The theoretical analysis involves the definition of authenticity through the learning outcomes (LOs) framework called authentic minimum (AM). This paper also aims to gauge students' views on economic growth, sustainability and mindfulness. An extensive study of and critical reflections on the relevant literature was undertaken. The empirical research was qualitative using an online questionnaire as survey instrument consisting of predominantly open-ended questions involving students of two economic faculties in two universities in Hungary. Directed content analysis and nonparametric quantitative methods were used to assess the answers. Findings: Viable sustainability goals are in stark contrast with the promotion of sustainable economic growth in sustainable development goals 8 and the reigning neoliberal agenda. The empirical findings provide valuable insights into how undergraduate students view mindfulness, economic growth and aspects of sustainability.

Impactful engineering education through sustainable energy collaborations with public and private entities / Lluís Pacheco, Luo Ningsu, Toni Pujol, Jose Ramon Gonzalez, Inès Ferrer . - **In:** International Journal of Sustainability in Higher Education, v. 20, no. 2, pp. 393 - 407, 2019
ISSN 1467-6370

Abstract : This paper reports on a case study concerning the development of sustainable energy partnerships involving engineering faculty and undergraduate students at the University of Girona, Catalonia, Spain. Faculty were motivated to seek partnerships with public and private entities in the local area for the purposes of realising mutually beneficial outcomes. The educational programmes of future engineers, when sustainability is considered, are analysed. Education for sustainable development has to include multidisciplinary active learning as a desirable competence. Active learning can be obtained when problems are based on real life because they are most motivating for students. Constructive alignment component is obtained because learning objectives are

linked with learning activities related to the needs of public and private entities.

Findings: Through the provision of technical expertise, the adoption and success of renewable energy projects was facilitated on the one hand, while final year undergraduate students benefited in terms of hands-on experience in helping to bring these projects to life, drawing on the knowledge and skills they had acquired throughout their degree programmes. These works are addressed to students by faculty members with the aim of developing and promoting renewable energies. Outcomes from partnerships surpassed expectations; not only were different benefits realised as were initially hoped for, but this success led to partnerships being sustained over time.

URL : <https://www.emeraldinsight.com/doi/full/10.1108/IJSHE-10-2018-0166>

Integrating ecological objectives in university campus strategic and spatial planning : a case study /

Daniel Eli Orenstein, David Troupin, Ella Segal, Jennifer M. Holzer, Gili Hakima-Koniak . - **In:** International Journal of Sustainability in Higher Education, v. 20, no. 2, pp. 190-213, 2019

ISSN 1467-6370

Abstract : This paper presents a case study of how ecological considerations can be integrated into campus strategic and statutory spatial planning. This case study introduces a three-phase ecological assessment process developed and applied to the Technion - IIT campus in Israel. Ecological considerations are reviewed in multiple campus strategic and spatial plans (primarily in North America and Europe) and in institutional sustainability guidelines; biodiversity and ecosystem service surveys of the campus are conducted and considered with regard to planning; university administrative structures that enable the implementation of ecological planning guidelines are also assessed. The results showed that ecological considerations (biodiversity conservation, habitat preservation and ecosystem integrity) play a relatively minor role in sustainability planning on university campuses. The concepts of connectivity and compactness are applied broadly, but generally refer to social and educational considerations. Physical planning provides an opportunity for integrating ecological priorities into the university's mission.

Personal waste management in higher education : a case study illustrating the importance of a fourth bottom line /

Judd Michael, Nathaniel Elser . - **In:** International Journal of Sustainability in Higher Education, v. 20, no. 2, pp. 341 - 359, 2019

ISSN 1467-6370

Abstract : This paper proposes a quadruple bottom line approach for higher education leaders who must decide whether to accept sustainability initiatives that do have not have a business case. The authors describe a personal waste management program at a university in the United States to illustrate how a quadruple bottom line framework may impact decisions to adopt a sustainability practice in higher education. The authors also demonstrate how opportunity costs can be applied to better understand the true costs of such waste management programmes. This exploratory research uses a case study approach with a unique accounting method to determine the costs of a personal waste management system. System costs are calculated for the entire university and for sample units within the university. Findings: University leaders chose to continue the new waste management program in light of evidence showing higher than anticipated costs. The authors illustrate how this decision was driven by consideration of a fourth bottom line, that of the educational value of the sustainability initiative. It is discussed whether proposed sustainability initiatives such as these should be evaluated using a traditional triple bottom line framework, or, in the case of higher education, if equal consideration should also be given to factors related to the educational mission of the institution.

Promoting green building literacy through online laboratory experiences /

Laura Brianna Cole, Jerod Quinn, Aysegul Akturk, Briana Johnson . - **In:** International Journal of Sustainability in Higher Education, v. 20, no. 2, pp. pp. 264 - 287, 2019

ISSN 1467-6370

Abstract : This study examines a general education, hands-on and 100 per cent online laboratory course in a university in the United States to better understand the prospects for fostering green building literacy through experiential online education. The mixed-methods research design included pre- and post-course surveys (n = 42) together with semi-structured interviews mid-semester (n = 10) and four to six months post-course (n = 5). Data were collected for two semesters. Findings: Students experienced significant increases in green building

knowledge and skills, environmental sensitivity and pro-environmental behaviors from the beginning to the end of the course. Qualitative results indicate that the hands-on laboratory assignments were the primary pedagogical interventions affecting change. Interviews four to six months after the course revealed that motivation, convenience and supportiveness of the context were key factors impacting the pro-environmental behaviors that were maintained versus those that were discontinued by students when the course was over.

Research in EE and ESD in Portuguese public universities / Francisco Borges, Javier Benayas . - **In:** International Journal of Sustainability in Higher Education, v. 20, no. 1, pp. 57 - 74, 2019
ISSN 1467-6370

Abstract : This paper aims to outline the scientific production in Portuguese universities in environmental education (EE) and education for sustainable development (ESD). It takes doctoral theses presented in public universities as reference. The theses selected were subject to documentary and content analyses. The results allow the identification of research trends and the recognition of detached aspects, such as the influence of the UN Decade of ESD in the research themes and the clear preponderance of a qualitative-led research tradition.

Teaching the health impacts of climate change in many American higher education programs / Warren G. Lavey . - **In:** International Journal of Sustainability in Higher Education, v. 20, no. 1, pp. 39 - 56, 2019
ISSN 1467-6370

Abstract : Most USA university programme lack courses covering the rising deaths and illnesses from climate change. Consequently, graduates in health and other disciplines are underprepared for providing services in a world affected by climate change. They also lack the training to communicate this transformative development effectively. Universities should fill this gap and this paper aims to provide guidance on approaches to teaching climate-related health effects (CRHE). Three analyses guide university coursework on CRHE. First, consider what current practitioners observe about the challenges they face and capability of trainees. Second, identify gaps in accreditation standards for university programs regarding these competencies. Third, draw lessons from innovative courses at a major American university. The findings show that leading associations of practitioners in healthcare services, public health, social work, urban planning, civil engineering, law and other professions call for training students on CRHE. In contrast, accreditation bodies for most university programs fail to specify such curricula and competencies. Four offerings at a major American public university in 2016-2017 developed knowledge of CRHE, skills to improve professional services, appreciation of professional responsibilities and communication competencies. (Abstract from publisher)

Views on education for sustainable development (ESD) among lecturers in UK MSc taught courses : personal, institutional and disciplinary factors / Gavin Melles . - **In:** International Journal of Sustainability in Higher Education, v. 20, no. 1, pp. 115 - 138, 2019
ISSN 1467-6370

Abstract : In the new Sustainability 2.0 era of education for sustainable development (ESD) transforming, curriculum remains a high interest topic, including in the UK. Among influential factors for progress, lecturer views on sustainable development and ESD in curriculum are important. In particular, the relationship between espoused views on sustainability and development and these views institutionalized into the curriculum require further investigation. Existing qualitative interview studies of lecturers identify a range of views about sustainable development but rarely focus on postgraduate environments nor use thematic discourse analysis. This active interview study enrolled a cohort of academics (n = 21) teaching in ten postgraduate UK taught masters degrees. Using active interviews and thematic discourse analysis, this study focused lecturer accounts of translating sustainable development into ESD, student attitudes and characteristics and course nature and content in relation to institutional, disciplinary, personal and other drivers and discourses. Thematic discourse analysis and NVivo 12 the study identified themes and discourses arising from the interview accounts. In addition to identifying echoes of previously identified themes, this study focuses on the influence of interviewer–interviewee interaction and the interrelated nature of themes developed from 972 substantive codes. These themes identify the key influences as institutional, personal and disciplinary perspectives, institutional contrasts and tensions; pragmatic and passionate student characteristics; flexible sustainability principles and definitions; and social and personal ethics, ideology and equity, as key factors. Despite varying in length and depth, interviewees all show a deep appreciation for the challenges of defining and teaching sustainable development in complex institutional circumstances.

Values-based Leadership

Asia and the Pacific

Sponsorship : creating career opportunities for women in higher education / Universities Australia . - Canberra : Universities Australia, 2018 . - 49 p.

Abstract : This report outlines how senior leaders can actively create opportunities to develop the skills and careers of their staff and provides strategic advice and practical tips to tackle the under-representation of women in senior university leadership.

URL :

<https://www.universitiesaustralia.edu.au/ArticleDocuments/637/UAEW%20Sponsorship%20Guide.pdf.aspx?Embed=Y>

Leadership and management in quality assurance : insights from the context of Khulna University, Bangladesh / Afroza Parvin . - In: Higher Education, v. 77, no. 4, pp. 739-756, April 2019
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : This article examines the challenges in quality assurance in higher education in the context of Bangladesh through the lens of “managerial leadership.” The public universities of Bangladesh have remained outside any internal/external assessment or accreditation process until the government initiated a nationwide quality assurance programme in 2015. This is attributed largely to the culture of ignorance of accountability among the academics that has created a landscape of mutually indemnified systems of inefficient management at all levels: university, school, and discipline. To this end, this study investigates the role of stakeholders in realising the fullest potential of existing constitutional responsibilities, developing necessary policies and regulations accordingly, and ensuring proper implementation and monitoring of the policies. The article reports the research outcomes through triangulation of findings from reflections of former vice-chancellors, deans, and heads on their own managerial-leadership experiences. The paper unveils how lack of effective leadership has led to “lack of accountability,” that in turn, has created “inefficient management” in public universities in Bangladesh.

Higher education, bridging capital, and developmental leadership in the Philippines : learning to be a crossover reformer / Michele Schweisfurth, Lynn Davies, Lorraine Pe Symaco, Oscar Valiente . - In: International Journal of Educational Development, v. 59

Abstract : The article presents findings from a research project which explored how experiences of higher education supported – or not – the emergence of developmental leadership and the formation of networks among leaders of three political and social movements in the Philippines in the post-Marcos era. Based on life history interviews with key leaders, the study points to the importance of different forms of social capital, especially bridging capital, in navigating a stratified system within this oligarchical democracy. Experiences of higher education were important for leaders' development, but not necessarily in predictable ways.

Patterns of recruitment of academic leaders to Australian universities and implications for the future of higher education / Susan L. Loomes, Alison Owens, Grace McCarthy / 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. 41, no. 2, pp. 137-152, April 2019
ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : This paper reports on research conducted to understand key factors impacting the recruitment and selection of senior academic leaders in Australian universities. A key finding emerging from this research was an increasing reliance on executive search firms when recruiting senior academic leaders. This reliance is driven by a range of factors including an ageing and contracting pool of potential academic leaders, growing competition domestically and internationally and the declining attractiveness of academia as a sustainable career in the context of increased casualisation of the academic workforce. Concurrently, workforce planning and succession planning have not been a high priority for many universities. As a result, Australian universities are finding it increasingly difficult to recruit senior academic leaders without the use of executive search firms. These findings

have significant implications for the higher education sector in Australia and warrant further research.

Europe and North America

Academic leadership and university reform-guided management changes in Finland / Vuokko Kohtamäki / 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. 41, no. 1, pp 70-85, February 2019

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

Abstract : This article analyses how academic mid-level leaders in Finnish universities respond to their changing post-reform management environments. The 2010 university reform and subsequent university-specific management reforms have created new positions and roles for academic leaders. By identifying critical resources, academic leaders recognise essential uncertainties and dependencies and design actions to ensure the continuity of their units' academic functions. Mid-level academic leaders perceive internal and external uncertainties requiring different actions, reflecting their dual status and role. They use their new powers and respect academic values, while promoting their new management roles and competitive behaviour in academic functions. Academic leaders are intra-organisationally influential resource-dependent players. From the viewpoint of university reform implementation, therefore, it is important to know what they emphasise in their leadership role.

An institutional North Star : the role of values in presidential communication and decision-making / Jon McNaughtan, Sarah Louis, Hugo A. García, 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. 41, no. 2, pp. 153-171, April 2019

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

Abstract : Using three distinct data sources, this study analyses the perceptions of university presidents in the United States on the role of mission statements in deciding when and how to communicate. The authors then compare the espoused values of university mission statements to the statements university presidents made following the 2016 US presidential election. Findings indicate presidents view mission statements as central to their decision to communicate and the analysis reveals some congruence between mission statements and public statements.

Balancing the moods : quality managers' perceptions and actions against resistance / Florian Reith, Markus Seyfried / International Association of Universities [IAU] . - **In:** Higher Education Policy, v. 32, no. 1, pp. 71-91, March 2019

ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : Quality management (QM) in teaching and learning is a result but also a cause of organizational change in higher education institutions. Hence, quality managers are confronted with different responses from academia (e.g., resistance) to institutional processes caused by QM in teaching and learning. The article investigates how and with which actions quality managers respond to academics' resistance. For this purpose, the authors used a theoretical framework suggested by Oliver (Acad Manag Rev 16(1):145–179, 1991), who distinguishes between different strategies and tactics. The research focuses particularly on the strategy of compromising, which seems to be dominant and constitutive for quality managers as members of an emerging higher education profession. The results show that quality managers take different actions that are related to tactics like balancing, pacifying and bargaining.

URL : <https://link.springer.com/article/10.1057/s41307-018-0124-6>

Open access to Higher Education Policy articles via HEDBIB for IAU Members using login code

Other themes

Academic freedom

Improving free inquiry, transparency, and accountability at colleges and universities / Donald Trump . - Washington D.C : Office of the President of the United States of America, 2019 . - 7 p.

Abstract : This Executive Order, issued on 21 March 2019 by the United States President would hold higher education institutions that receive federal research funding accountable for protecting free speech. The Executive Order directs 12 federal grant-making agencies to certify that institutions receiving federal research funds comply with existing law and regulations involving free academic inquiry.

URL :

http://www.insidehighered.com/sites/default/server_files/media/White%20House%20Executive%20Order.pdf

Report of the Independent Review of Freedom of Speech in Australian Higher Education providers / Australian Government . - Canberra : Australian Government, 2019 . - 300 p.

Abstract : The report details the outcomes of an independent review to assess the effectiveness of university policies and practices on freedom of expression.

URL :

https://docs.education.gov.au/system/files/doc/other/report_of_the_independent_review_of_freedom_of_speech_in_australian_higher_education_providers_march_2019.pdf

The future of academic freedom / Henry Reichman . - Baltimore : John Hopkins University Press, 2019 . - 357 p.

ISBN 978-1-4214-2858-1

Abstract : This book explores the history and contemporary practice of academic freedom in the United States. The author combines theory with practical examples of how the definition of academic freedom and the justifications offered in support of academic freedom are often disputed. Particular attention is paid to how curriculum and university governance can be influenced by political and business interests; the role of online education; the rights of student activists and outside speakers; and the impact of 'corporatisation' on research and teaching. The author links these challenges to changes that have undermined the status and influence of higher education in the United States, notably funding cuts and job insecurity for faculty. In the wake of the 2016 US presidential election, challenges to academic freedom have intensified and issues of free speech on campus have grown increasingly controversial. New concerns have emerged, such as academics' use of social media; and "trigger warnings" for students, which have led to censorship and attack.

Classmark : US-21 REI

Academic teaching personnel

Female Arab faculty staff in the Israeli academy : challenges and coping strategies / Khalid Arar . - In: International Journal of Educational Development, v. 62

Bibl.

Abstract : This paper traced the paths of 14 Arab women who have managed to forge their way to senior teaching and administrative posts in the "ivory tower" of academic institutions; women who serve as models to empower future generations of Arab society in Israel. Qualitative methodology was used to elicit testimony from female Arab academics concerning their socio-cultural experiences on their path towards and in their academic faculty posts. A deep observation of the challenges that these women encounter, reveals that although blocks to a career are encountered by more women in developing societies with a patriarchal structure, Arab women in Israel are excluded from academic career building in three dimensions: as women in Arab society, which restricts their appearance and advancement to senior posts in the public space, as members of a minority society largely excluded from the institutions of the majority society and as Arab minority women attempting to gain posts in

Israeli academic institutions, which see themselves as serving the Jewish nation building project often to the detriment of Arab scholars. Thus "breaking the glass ceiling" involves a complicated and difficult struggle for Arab women who wish to gain academic posts in Israel. Those who succeed are able to reinforce their personal, professional and gender identity and empower their leadership and commitment to improving the status of Arab women, while often creating a hybrid identity.

The re-production process of gender bias: a case of ICT professors through recruitment in a gender-neutral country / Tarja Tiainen, Eleni Berki / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 44, no. 1, pp. 170-184, January - February 2019
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : Women's under-representation in the fields of science and technology is strong; both in software houses and academic posts. The authors focus on the academic field by gender sensitive analysis of Information and Communication Technology (ICT) academics in Finland. The general picture given by statistics' meta-analyses illustrates male dominance even in Finland, which is often presented as a country which values gender equality high. For achieving deeper understanding about the process of gender bias reproduction, the authors focus on one university and its selection of ICT professors. Although every professorship fulfilling is a situated process, they all together shape a homogeneous male-dominant picture.

Undergraduate teaching faculty : the HERI faculty survey 2016-2017 / University of California [USA]. Higher Education Research Institute . - Los Angeles : HERI, 2019 . - 111 p.

Abstract : This research paper provides the results of a national survey of university and HE academic staff in the USA. It explores academic staff perspectives on the fair treatment of female academics and academics of colour, analyses satisfaction with the equity of salary and job benefits and faculty readiness to deal with diversity-related conflict in teaching.

Classmark : z

URL : <https://heri.ucla.edu/monographs/HERI-FAC2017-monograph.pdf>

Access and success in Higher Education

All around the world : higher education equity policies across the globe / Jamil Salmi / Lumina Foundation [USA] . - Indianapolis, USA : Lumina Foundation, 2018 . - 59 p.

Abstract : This report, based on a global survey of 71 countries, finds that although for most countries, equity is a priority theme in the higher education agenda, a number of countries do not have clear equity promotion strategies or mobilise sufficient resources for access.

URL : <https://worldaccesshe.com/wp-content/uploads/2018/11/All-around-the-world-Higher-education-equity-policies-across-the-globe-.pdf>

Black, Asian and Minority Ethnic student attainment at UK universities: #ClosingtheGap / Universities UK . - London : UUK, 2019 . - 82 p.
ISBN 978-1-84036-421-7

Abstract : The report, which is based on findings from 99 universities and student unions and six regional roundtable evidence sessions, shows that although progress has been made in widening university access for underrepresented students, substantial inequalities persist between students of different socio-economic and ethnic backgrounds. This is seen notably in the disparity between the proportion of 'top degrees' achieved by white and BAME students. The report identifies five steps for universities to improve BAME student outcomes.

URL : <https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2019/bame-student-attainment-uk-universities-closing-the-gap.pdf>

Born to win, schooled to lose : why equally talented students don't get equal chances to be all they can be / Anthony P. Carnevale, Megan L. Fasules, Michael C. Quinn, Kathryn Peltier Campbell . - Georgetown, USA : Georgetown University Center on Education and the Workforce, 2019 . - 51 p.

Abstract : This research conducted in the United States traces children's journeys through and beyond the educational system, from their academic performance in childhood to their early career outcomes as young adults. It reveals that at all levels of education, income and connections often play a more important role than talent. Relatively advantaged children with below-median test scores are twice as likely as disadvantaged children with above-median test scores to earn a degree as young adults.

URL : [https://1gyhog479ufd3yna29x7ubjn-wpengine.netdna-ssl.com/wp-content/uploads/Born to Win Schooled to Lose.pdf](https://1gyhog479ufd3yna29x7ubjn-wpengine.netdna-ssl.com/wp-content/uploads/Born%20to%20Win%20Schooled%20to%20Lose.pdf)

Gender differences in higher education from a life course perspective / Markus Lörz, Kai Mühleck . - In: Higher Education, v. 77, no. 3, pp. 381–402, March 2019
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : The authors investigated gender differences in Germany at five educational stages between graduation from upper-secondary education and the first post-doc position. A longitudinal dataset which covers a large part of individual educational and academic careers of a cohort of students, beginning at the age of 20 years and extending up to the age of 40 years was used. The results show that gender differences are more pronounced at the beginning of the academic career and tend to fade out at later stages. In particular, gender differences occur most strongly at transitions to the next educational stage rather than being caused by different graduation rates. These differences can be explained only to a very minor extent by performance. Separated analysis shows that men and women differ in their reasons to start or stop an academic career, with family circumstances in particular having different consequences.

How does socio-economic status influence entry into tertiary education? / Organisation for Economic Cooperation and Development [OECD] . - Paris : OECD Publishing, 2019 . - 6 p. (Education Indicators In Focus, 69)

Abstract : This data overview shows that across OECD countries with available data, individuals whose parents are not tertiary educated are considerably less likely to enter higher education. The data reveals that inequalities may accumulate as students progress from upper secondary to higher education.

URL : <https://www.oecd-ilibrary.org/docserver/b541bfcd-en.pdf?expires=1558436718&id=id&accname=ocid195767&checksum=760E6678DFE5B55AECD9B55F0F9348A7>

Integrating asylum seekers and refugees into higher education in Europe : national policies and measures / European Commission. EURYDICE . - Luxembourg : Publications office of the European Union, 2019 . - 32 p.
ISBN 978-92-9492-916-7

Abstract : This report presents indicators on migratory flows which provide the context and offers an overview of policies, strategies and measures that exist across European countries.

URL : https://www.esu-online.org/wp-content/uploads/2019/02/232_en_migrants_he-1.pdf

Racisme, antisémitisme : comment agir dans l'enseignement supérieur / France. Ministère de l'enseignement supérieur, de la recherche et de l'innovation; Conférence des Présidents d'Université [CPU][France]; Conférence des grandes écoles [France] . - Paris : MESRI, 2019 . - 7 p.

Abstract : This report aims to contribute to dealing with and preventing racist, antisemitic et discriminatory occurrences on campus.

URL : http://cache.media.enseignementsup-recherche.gouv.fr/file/Egalite_et_discrimination/70/9/Racisme_Antisemitisme_Comment_agir_1110709.pdf

Redefining access to postsecondary education / F., Kaufman, A. Deller, R. Tamburri / Higher Education Quality Council of Ontario [Canada] . - Toronto : HEQCO, 2019 . - 18 p.

Abstract : The report details how despite a dramatic rise in enrolment at Ontario's higher education over the past two decades, there has been little progress in equitable access. It argues that a new approach to access is needed, focusing on helping underrepresented students rather than continuing to expand overall enrolment.

Classmark : d

URL : <http://www.heqco.ca/SiteCollectionDocuments/Formatted-Access%20Paper.pdf>

Vers l'égalité femmes - hommes? Chiffres clés / France. Ministère de l'enseignement supérieur, de la recherche et de l'innovation . - Paris : MESRI, 2019 . - 73 p.

ISBN 978-2-11-152543-6

Abstract : This publication provides a 2019 update on gender equity in access, graduate employment, research and academic positions in several European countries.

URL : http://cache.media.enseignementsup-recherche.gouv.fr/file/Egalite_et_discrimination/52/9/parite2019_1087529.pdf

What a waste : Ensure migrants and refugees' qualifications and prior learning are recognized = Quel gâchis : assurer la reconnaissance des qualifications et des acquis antérieurs des réfugiés et des migrants / UNESCO . - Paris : UNESCO, 2019 . - 16 p.

Abstract : This publication reviews global progress towards the recognition of qualifications and of prior learning and identifies examples where countries have made special provisions for migrants and refugees.

URL : <https://unesdoc.unesco.org/ark:/48223/pf0000366312>

<https://unesdoc.unesco.org/ark:/48223/pf0000366312>

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

Abstract. Bibl.

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.

Differential pathways of South African students through higher education / Michael Cossier . - **In**:

International Journal of Educational Development, v. 59, pp. 100-109

Bibl.

Abstract : This paper reports on a six-year study (2005–2010) tracking a cohort of students from secondary school (Grade 12) into and through the South African higher education system. The study sought to ascertain how the pathways of students from different socioeconomic backgrounds differed. Key findings were that socioeconomic status is a differentiating feature in student progression through and retention within HE and in completion of HE programmes.

Inequality of opportunity in higher education in the Middle East and North Africa / Caroline Krafft, Halimat Alawode . - **In**: International Journal of Educational Development, v. 62

Bibl.

Abstract : Struggles with inequality have been prominent in the Middle East and North Africa in the aftermath of the Arab Spring. This paper examines the extent and drivers of inequality of opportunity in attaining higher education in Egypt, Jordan, and Tunisia. We find that inequality is similarly high in Egypt and Tunisia, but moderate in Jordan. Background characteristics affect attainment even after accounting for test scores, which are themselves influenced by background. Particularly in Egypt and Tunisia, where higher education is free of charge, public spending on higher education is regressive. Thus, a theoretically meritocratic and equitable system perpetuates inequality.

Predictors of first year retention rates at the university of the West Indies, Jamaica / Nicola D. Patterson . - **In:** International Journal of Educational Development, v. 55, pp. 63 - 68

Bibl.

Abstract : This study examines first year retention rates of First degree entrants in the academic year 2014-15. Level of academic preparation was operationalised as pass/failure on the English Language Proficiency Test (ELPT) and matriculation status (normal/lower entry). Variables that were strong predictors of retention were scholarship status and matriculation status. Residential status proved to be statistically significant, while sex, total courses passed in high school, and English Language Proficiency status were statistically non-significant. Future studies need to examine retention of non-traditional students and predictor variables reflective of attribution theory and locus of control.

The challenges and societal consequences of increased female participation at Ethiopian public universities / Paul O'Keefe . - **In:** International Journal of Educational Development, v. 53

Bibl.

Abstract : Ethiopia, while one of the world's poorest countries, has one of the world's fastest developing economies. In the last two decades the government has imparted on a public university development programme which has seen 29 new universities built all over the country. This rapid development is often criticised for sacrificing quality for quantity, but has had a notable success in bringing many more Ethiopian women into higher education. The traditional patriarchal nature of Ethiopian society has sometimes struggled to cope with the changes and challenges that are being brought about by an increasingly educated female population. Through key informant analysis of the opinions of 14 experts on Ethiopian development and education this article looks at some of the major changes and challenges that universities are bringing about for female Ethiopians and asks what are the emerging consequences of increased university participation for the lives of Ethiopian women.

Accreditation

Institutional accreditation manual for open universities / National Assessment and Accreditation Council [NAAC][India] . - Bengaluru : NAAC, 2019 . - 175 p.

Abstract : This report presents the NAAC framework for Assessment and Accreditation and key indicators for open universities in India.

URL : http://www.naac.gov.in/images/docs/Manuals/ODL-Manual-22_04_2019.pdf

Accreditation on the edge : challenging quality assurance in higher education / Susan D. Phillips, Kevin Kinser, Eds. . - Baltimore : John Hopkins University Press, 2018 . - 283 p.
ISBN 978-1-4214-2544-0

Abstract : This book brings together the expertise of different stakeholders to illustrate the complexities of the accreditation system in the US context and to map the critical issues that must be navigated going forward. Accreditation can be seen both as an invaluable resource and as a barrier to needed reform. Presenting an array of different perspectives, from accreditors and institutions to policymakers and consumers, the book offers nuanced views on accreditation's importance to higher education and on the potential impact of proposed reforms. The contributors reveal that accreditation is currently on the edge of a policy precipice, as the needs of

higher education and the interests of the many stakeholders may well outstrip its ability to perform. But, they argue, accreditation is also on the cutting edge of the transformation of higher education in the twenty-first century.

Classmark : US-421.1 PHI

Accreditation of X qualities Instead of quality X : a normative analysis of criteria of the German higher education accreditation regime / Christian Schneijderberg, Isabel Steinhardt / International Association of Universities [IAU] . - In: Higher Education Policy, v. 32, no. 1, pp. 5-28, March 2019

ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : This article examines the normative roots of criteria used for the accreditation of study programs in German higher education based on the orders of worth framework by Boltanski and Thévenot (On justification. Economies of worth, Princeton University Press, Princeton, 2006). From 1999 to 2017, the criteria have been subject to continuous efforts of legitimation, especially by the German Länder, which are in charge of public higher education in Germany. The empirical analysis shows that industrial (e.g., 'standardization'), civic (e.g., 'gender justice and equal opportunities'), and civic-industrial (e.g., 'employability') codings are the core of accreditation criteria. The normativity of these criteria constitutes accreditation as a technical arrangement running (a) a structural program (e.g., qualifications of academic teachers, modularization of study programs, and quality management) and (b) a political program (e.g., diversity of students and system of studies). Based on the empirical analysis, it is concluded that X does not stand for the accreditation of quality X. X stands for the accreditation of X qualities for specific normative purposes via the higher education accreditation regime.

URL : <https://link.springer.com/article/10.1057/s41307-018-0111-y>

Open access to Higher Education Policy articles via HEDBIB for IAU Members using login code

Debated legitimacy : accreditation in German higher education / Janosch Baumann, Georg Krücken / International Association of Universities [IAU] . - In: Higher Education Policy, v. 32, no. 1, pp. 29-48, March 2019

ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : The authors analyse the debated legitimacy of formal accreditation procedures in Germany and give reasons for why accreditation as compared to other higher education reforms has not gained legitimacy over time. Conceptually, they combine two perspectives that put the issue of legitimacy at the forefront of analysis: sociology's new institutionalism and Luhmann's work on the legitimacy of procedures. Using the first approach, it is clear that in particular the external, macro-legitimacy is debated. Following Luhmann, it becomes obvious that the requirements for legitimacy of procedures at the internal, micro-level requirements are hardly met. For the two approaches, we give reasons why this is the case. After a brief overview of the German accreditation system, the authors illustrate the contested legitimacy by reconstructing the perspectives of professors who are members of the academic profession and central individual actors in the accreditation system. Empirically, they draw on collective statements in the broader accreditation discourse, participant observations of different procedures, expert interviews with professors and a survey with more than 1900 professors who acted as peers in accreditation processes.

URL : <https://link.springer.com/article/10.1057/s41307-018-0120-x>

Open access to Higher Education Policy articles via HEDBIB for IAU Members using login code

Impacts of higher education quality accreditation: a case study in Vietnam / Huong Thi Pham . - In: Quality in Higher Education, v. 24, no. 2, pp. 168-185

Including abstract, bibl.

Abstract : As of May 2018, 80 higher education institutions in Vietnam have officially been evaluated and recognised using the national quality standards. This study examined the impact of institutional accreditation on the evaluated university. The qualitative research evaluates the impact of external quality assurance from the perspective of managers of the university. The self-assessment phase helped the university assemble evidence of activities carried out at the university and the status of being recognised was believed to increase its prestige. The process, on the other hand, was also believed to be burdensome, time and cost consuming, which led to no significant changes at the institution. Lack of institutional autonomy and competence of the review team were barriers to any attempts to improve quality of higher education in Vietnam.

Community engagement

Mapping and critical synthesis of current state-of-the-art on community engagement in higher education / Paul Benneworth, Bojana Čulum, Thomas Farnell, Frans Kaiser, Marco Seeber, Ninoslav Šćukanec, Hans Vossensteyn, Don Westerheijden . - Zagreb : Institute for the Development of Education, 2019 . - 146 p. ISBN 978-953-7901-30-1

Abstract : This report is the first publication of the Erasmus + project 'Towards a European Framework for Community Engagement in Higher Education (TEFCE)', led by the Institute for the Development of Education (Croatia) and the Technische Universität Dresden (Germany) and with ACUP (the Catalan Association of Public Universities).

URL : <https://drive.google.com/file/d/1Fw65Z-zccE6cWGR-83A1nZQqL2n2dImG/view>

Doctoral education

Doctoral education in Europe today / European University Association [EUA] . - Brussels : EUA, 2019 . - 35 p.

Abstract : This report presents the results of research gathered from more than 300 institutions across Europe, and provides an overview of the deep transformation that has taken place in doctoral education over the past ten years.

URL : <https://eua.eu/downloads/publications/online%20eua%20cde%20survey%2016.01.2019.pdf>

National barriers to the completion of doctoral programs at Russian universities / Natalia Maloshonok, Evgeniy Terentev . - In: Higher Education, v. 77, no. 2, pp. 195–211, February 2019
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : Currently, Russia is at the beginning of a doctoral education transformation to structured programs according to needs of knowledge-based economies. This paper aims to identify national-level barriers to PhD completion in Russian doctoral education. The data from the empirical study in highly selective Russian universities that participate in a special government program were employed. About 40% of all doctoral students participated in the Russian Federation study at these universities. The following problems were revealed and discussed in the research: (1) problems of transition to a structured model of doctoral education, (2) diffusion of doctoral education's goals, (3) unpreparedness of Russian universities for the massive expansion of PhD education, (4) ineffective mechanisms of doctoral student selection, (5) a lack of funding and a need for doctoral students to have paid work, (6) excessive dependence on supervisors and (7) insufficient study time and skills for meeting the requirement for publications before the date of defence. Some problems correlate with the global challenges, but some are unique to the Russian institutional context. The relevance of the Russian case to understanding the worldwide transformation of the doctorate is discussed.

Reforming doctoral education for the knowledge society : a competency development perspective / Jung Cheol Shin / Hiroshima University. Research Institute for Higher Education . - In: Higher Education Forum, v. 16, pp. 27 - 43, March 2019
ISSN 2432-9614

Abstract : This article proposes conceptual frameworks for reforming doctoral education to better train research and development (R&D) professionals ("knowledge professionals"), while also training for the academic profession. Knowledge professionals represent personnel who are involved in R&D activities, including researchers, support staff, and others. Doctoral education is experiencing rapid changes, both structurally as well as within academic programs, and recent reform initiatives emphasize competency-based doctoral education as a response to the societal demands of the knowledge society. This paper briefly overviews the competencies for doctoral students, and proposes how to implement the concept of competency in doctoral education practice.

URL : http://ir.lib.hiroshima-u.ac.jp/files/public/4/47548/20190514110509955593/HigherEducationForum_16_27.pdf

Economics of education

Key financial metrics on Australia's higher education sector / Australia. Tertiary Education Quality and Standards Agency . - Canberra : TEQSA, 2018 . - 44 p.

Abstract : This report provides a snapshot of selected key financial metrics across the Australian HE sector with a special focus on dual sector providers - higher education providers that deliver both higher education and vocational education and training.

URL : https://www.teqsa.gov.au/sites/default/files/key-financial-metrics-dec-2018_0.pdf?v=1544561601

South Africa Economic Update : Enrollments in tertiary education must rise / World Bank . - Washington D.C. : World Bank, 2019 . - 62 p.

Abstract : This report asserts that the recent South African policy, which offers free higher education to 90% of academically eligible students in order to increase access and enrolments, will put a strain on the national budget and examines how it can be achieved without compromising education quality and fiscal sustainability.

URL : <http://documents.worldbank.org/curated/en/173091547659025030/pdf/133785-revised-jan22.pdf>

The economic role of universities / Universities UK . - London : UUK, 2015 . - 44 p.

ISBN 978-1-84036-341-8

Abstract : This report illustrates the wide variety of ways in which universities add value to the UK economy, and helping it seize the opportunities and address the challenges that may impact its growth potential in the long term. By considering their market benefits and the non-market ones that nonetheless indirectly impact economic growth, it has shown how these contribute to creating prosperity in their local areas through contributing to regional growth, jobs, infrastructure, investment and community wellbeing.

URL : <https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2015/the-economic-role-of-uk-universities.pdf>

Tuition fee policies in the higher education sector / Hong Kong. University Grants Committee [UGC] . - Hong Kong : UGC, 2016 . - 124 p.

Abstract : This study reviews a variety of approaches adopted by different jurisdictions - Singapore, England, Australia, USA, Germany, Ireland, Chile, Norway - to finance undergraduate education and share costs between government and students.

URL : https://www.ugc.edu.hk/doc/eng/ugc/publication/report/report20181212/tuition_fee_report.pdf

Recent changes of financing higher education in Germany and their intended and unintended consequences / Ulrich Teichler . - In: International Journal of Educational Development, v. 58, pp. 17 - 46

Abstract : Since the late 1990s, substantial changes of financing higher education occurred in Germany. The total amount of public funding kept pace with inflation and growing student enrolment, whereby the share of Länder funding decreased and that of Federal funding increased. Additionally, higher education institutions generated more funds from other sources, but higher education in Germany remained among the economically countries with the highest proportion of expenditures covered by public funds. Efforts to introduce tuition fees were given up after a while. Substantial shifts were visible in terms of reduced basic funding, increased public funding through pluri-annual contracts and growing incentive-based funding. Some changes of funding mechanisms were linked to general higher education policies, e.g. strengthening the role of research and supporting the emergence of a distinct sector of "excellent" universities. Altogether, the public discourse as regards the benefits and risks involved of the changing funding policies remained controversial.

URL : <http://isiarticles.com/bundles/Article/pre/pdf/99182.pdf>

The role of university education in selecting active strategies for coping with the 2007 global crisis in 28 transitional countries / Nazim Habibov, Alex Cheung . - In: International Journal of Educational Development, v. 57, pp. 65-72, November 2017

Bibl.

Abstract : This study uses data from a cross-sectional survey of 28 transitional countries after the 2007 global crisis to investigate the effects of having a university education on the selection of active strategies to deal with the impacts of the crisis. We use instrumental variable 2SLS and biprobit regressions to reduce omitted variable bias and highlight the causal association between university education and active coping strategies. Our main finding is that having a university education has a positive causal association with the use of active coping strategies. Overall, the findings of our study suggest that university education is an important tool for the increased use of active coping strategies in times of economic crisis in transitional countries,

Education and development

Anchored in place : rethinking the university and development in South Africa / Leslie Bank, Nico Cloete, Francois Van Schalkwyk . - Cape Town : African Minds, 2018 . - 241 p.

ISBN 978-1-928331-75-9

Abstract : This volume engages with the place-based developmental role of universities. In the international literature and policy there has been an increasing integration of the university with place-based development, especially in cities. This volume weighs in on the debate by drawing attention to the place-based roles and agency of South African universities in their local towns and cities. It acknowledges that universities were given specific development roles in regions, homelands and towns under apartheid, and comments on why sub-national, place-based development has not been a key theme in post-apartheid, higher education planning. Given the developmental crisis in the country, universities could be expected to play a more constructive and meaningful role in the development of their own precincts, cities and regions. But what should that role be? Is there evidence that this is already occurring in South Africa, despite the lack of a national policy framework? What plans and programmes are in place, and what is needed to expand the development agency of universities at the local level? Who and what might be involved? Where should the focus lie, and who might benefit most, and why? Is there a need perhaps to approach the challenges of college towns, secondary cities and metropolitan centers differently? This book poses some of these questions as it considers the experiences of a number of South African universities, including Wits, Pretoria, Nelson Mandela University and especially Fort Hare as one of its post-centenary challenges.

Classmark : ZA-13 BAN

URL : <http://www.africanminds.co.za/wp-content/uploads/2017/12/AMT-Anchored-in-Place-WEB.pdf>

Unequal partners : American foundations and higher education development in Africa / Fabrice Jaumont . - Basingstoke, New York : Palgrave Macmillan, 2016 . - 170 p. (Philanthropy and Education)

ISBN 978-1-137-59347-4

Abstract : his book offers a nuanced analysis of a US-led foundation initiative of uncommon ambition, featuring seven foundations with a shared commitment to strengthen capacity in higher education in Sub-Saharan African universities. The book examines the conditions under which philanthropy can be effective, the impediments that foundations often face, and the novel context in which philanthropy operates today. This study therefore assesses the shifting grounds on which higher education globally is positioned and the role of global philanthropy within these changing contexts. This is especially important in a moment where higher education is once again recognized as a driver of development and income growth, where knowledge economies requiring additional levels of education are displacing economies predicated on manufacturing, and in a context where higher education itself appears increasingly precarious and under dramatic pressures to adapt to new conditions.

Classmark : AFR-13 JAU

Education and employment

Higher Education in Mexico : Labour Market Relevance and Outcomes / Organisation for Economic Cooperation and Development [OECD] . - Paris : OECD Publishing, 2019 . - 224 p.
ISBN 978-92-64-30940-1

Abstract : This report finds that the Mexican higher education system needs to be better aligned with the labour market to help students develop the skills employers seek. Students need better support to succeed in their higher education studies and develop labour market relevant skills, which will help facilitate their achievement of good outcomes in the workforce. This calls for a comprehensive whole-of-government approach and the involvement of all higher education stakeholders. The report proposes a set of policy recommendations to address these issues and help Mexican higher education graduates achieve better outcomes in the labour market. The report was developed as part of the OECD Enhancing Higher Education System Performance project and is a companion to the report, The Future of Mexican Higher Education: Promoting Quality and Equity.

URL : <https://www.oecd-ilibrary.org/docserver/9789264309432-en.pdf?expires=1558452572&id=id&accname=ocid195767&checksum=655FC5FA02BDC521C8C4C47D544295F0>

Solving future skills challenges in Wales / Universities Wales . - Cardiff : Universities Wales, 2019 . - 29 p.

Abstract : This report highlights the importance of lifelong learning and higher education in adapting to the challenges of advances in technology and demographic changes.

URL : <http://uniswales.ac.uk/media/Solving-Future-Skills-Challenges-in-Wales.pdf>

Game of blames : higher education stakeholders' perceptions of causes of Vietnamese graduates' skills gap / Huu Nghia Tran Le . - In: International Journal of Educational Development, v. 62

Abstract : This article reports a mixed-method study that explored higher education stakeholders' perceptions of the causes of Vietnamese graduates' skills gap. Email interviews with 38 stakeholders and a survey with the participation of 475 final-year students, graduates, academics, and employers revealed 27 factors perceived to have caused the skills gap. Among them, factors related to impractical university curriculum, constant changes in the labor market, and students' passivity in planning and developing their career were perceived to be the most influential. The study also revealed that stakeholder groups were blaming each other for who should be responsible for the skills gap.

Between academia and labour market : the occupational outcomes of PhD graduates in a period of academic reforms and economic crisis / Giampiero Passaretta, Paolo Trivellato, Moris Triventi . - In: Higher Education, v. 77, no. 3, pp. 541-559, March 2019
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : The article examines the mid-term occupational outcomes of two cohorts of PhDs graduated in 2004 and 2008 in Italy. This comparison allows the authors to explore changing PhD's occupational prospects after recent academic reforms (e.g. cuts to public funding, introduction of fixed-term positions for assistant professors) and the economic crisis. Population data from the 'Istat Survey on the Occupational Outcomes of PhD graduates' is used to analyse PhD's employability, international mobility, type of contract and occupation 5 years after obtaining a doctoral degree. Empirical results show that academic reforms and the economic crisis coincided with decreasing employment in academia and increasing chances of having a fixed-term contract, being employed abroad and working in research-related occupations outside academia. Moreover, PhD graduates from hard disciplines, such as engineering, are generally better off compared to PhD graduates in soft fields, such as sociology. Finally, the results suggest that the academic reforms reduced the chances to work in academia more in soft rather than in hard academic disciplines.

Educational indicators

Higher education in facts and figures 2018 / Universities UK . - London : Universities UK, 2018 . - 30 p.
ISBN 978-1-84036-413-2

Abstract : This publication provides an overview of universities' research activity, student employability, and information on international students and staff in 2016-17. It also finds that 14% of undergraduate students, 35% of postgraduate students and 30% of academic staff in UK universities were from outside the UK.

URL : <https://www.universitiesuk.ac.uk/facts-and-stats/data-and-analysis/Documents/higher-education-in-facts-and-figures-2018.pdf>

Indicadors de formació i docència de les universitats públiques catalanes informe 2018 = Indicadores de formación y docencia de las universidades públicas catalanas informe 2018 = Education and teaching indicators in Catalan public universities 2018 report / Associació Catalana d'Universitats Públiques [ACUP][Spain] . - Barcelona : ACUP, 2019 . - 200 p.

Abstract : This trilingual report (in Catalan, Spanish and English) provides data on teaching in universities, taking into account all contributing factors, from the students themselves and the teaching and research staff to the educational courses, their quality accreditation, as well as the infrastructure, international mobility, and the options for lifelong education.

URL : http://www.indicadorsuniversitats.cat/docencia/documents/2018/informe_2018.pdf

Key facts and figures : Higher education 2017/18 / Higher Education Authority [Ireland] . - Dublin : HEA, 2019 . - 44 p.

Abstract : This report details statistics on enrolments, qualifications, finance and graduates. The data shows that the trend of increasing enrolments to the higher education system continues in 2017-18.

URL : <https://hea.ie/assets/uploads/2019/01/Higher-Education-Authority-Key-Facts-Figures-2017-18.pdf>

La universidad española en cifras 2016/2017 / Universidades Españolas [CRUE][Spain] . - Madrid : CRUE, 2018 . - 164 p.

Abstract : This report includes the latest statistics on the Spanish university system, access and demand, research and development, finance, and student and academic mobility.

URL :

<http://www.crue.org/Documentos%20compartidos/Publicaciones/Universidad%20Espa%C3%B1ola%20en%20cifras/2018.12.12-Informe%20La%20Universidad%20Espa%C3%B1ola%20en%20Cifras.pdf>

Structural indicators for monitoring education and training systems in Europe / European Commission. EURYDICE . - Luxembourg : Publications office of the European Union, 2019

Abstract : Covering all levels of education, this report includes indicators and targets for higher education and graduate employability.

URL : [https://publications.europa.eu/en/related-](https://publications.europa.eu/en/related-publications?p_p_id=portal2012searchExecutor_WAR_portal2012portlet_INSTANCE_AOrXQXg7DLjE&p_p_lifecycle=1&p_p_state=normal&p_p_col_id=maincontentarea&p_p_col_count=3&portal2012documentDetail_WAR_portal2012portlet_cellarId=a965c2f5-1492-11e9-81b4-01aa75ed71a1&portal2012documentDetail_WAR_portal2012portlet_language=en&domain=EUPub&domain=EUlex&domain=EUWebPage&domain=EUsummariesoflegislation&facet.issn=2599-8846&p_p_parallel=0)

[publications?p_p_id=portal2012searchExecutor_WAR_portal2012portlet_INSTANCE_AOrXQXg7DLjE&p_p_lifecycle=1&p_p_state=normal&p_p_col_id=maincontentarea&p_p_col_count=3&portal2012documentDetail_WAR_portal2012portlet_cellarId=a965c2f5-1492-11e9-81b4-01aa75ed71a1&portal2012documentDetail_WAR_portal2012portlet_language=en&domain=EUPub&domain=EUlex&domain=EUWebPage&domain=EUsummariesoflegislation&facet.issn=2599-8846&p_p_parallel=0](https://publications.europa.eu/en/related-publications?p_p_id=portal2012searchExecutor_WAR_portal2012portlet_INSTANCE_AOrXQXg7DLjE&p_p_lifecycle=1&p_p_state=normal&p_p_col_id=maincontentarea&p_p_col_count=3&portal2012documentDetail_WAR_portal2012portlet_cellarId=a965c2f5-1492-11e9-81b4-01aa75ed71a1&portal2012documentDetail_WAR_portal2012portlet_language=en&domain=EUPub&domain=EUlex&domain=EUWebPage&domain=EUsummariesoflegislation&facet.issn=2599-8846&p_p_parallel=0)

Educational personnel

Universities' pursuit of inclusion and its effects on professional staff : the case of the United Kingdom / Roxana-Diana Baltaru . - In: Higher Education, v. 77, no. 4, pp. 641-656, April 2019

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

Abstract : This paper explores the proliferation of non-academic professionals as a cultural response to universities' mission of inclusion. Using yearly longitudinal data on 109 UK universities from 2003 to 2011, the author shows that universities increase their professional staff in relation to demographic inclusion in terms of ethnicity and disability.

Workforce diversity in Kenyan public universities : an analysis of workforce representativeness and heterogeneity by employee gender and ethnic group / Lynette G. Kisaka, Ellen P. W. A. Jansen, Adriaan W. H. Hofman / 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. 41, no. 1, pp. 35-51, February 2019

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

Abstract : Workforce diversity is considered an indicator of successful diversity and equal employment opportunity initiatives. In Kenya, it is a legal requirement for all public establishments to seek to represent the diversity of the population in employment of staff. This study analyses ethnic and gender representativeness and heterogeneity of the workforce in public universities. The results show over-representation of certain ethnic groups and non-compliance with diversity requirements in most universities. Variations between universities with regard to workforce heterogeneity are not statistically significant. However, the link between workforce heterogeneity and degree of urbanisation of university location is statistically significant. The conclusion is that compliance with legal requirements does not necessarily translate into representativeness and heterogeneity of the workforce. A shift from legal compliance to planned increase in numbers of under-represented gender and ethnic groups through diversity initiatives that identify and address barriers to equal employment and discriminatory employment practices is recommended.

Educational policy

Assessment and curricular policies of higher education in Brazil : enhancing both performance and cultural diversity? / Ana Ivenicki / Hiroshima University. Research Institute for Higher Education . - In: Higher Education Forum, v. 16, pp. 85 - 96, March 2019

ISSN 2432-9614

Abstract : This paper posits that in culturally diverse societies such as Brazil the value of cultural diversity within higher education institutions, faculties, and students has begun to gain momentum as a relevant dimension in the assessment of quality, performance, and productivity. In order to develop this argument, it first reviews the supporting literature, offering an overview of the institutional structures of higher education in Brazil and its quality assessment practices. It then analyses how multicultural aims may or may not have been articulated in the assessment of performance and productivity in Brazilian higher education policies, as gleaned from the National Plan for Education (2014), and recent debates around curriculum reform. It discusses the extent to which higher education policies in Brazil have tried to tackle the twin objectives of enhancing performance while also valuing cultural diversity and inclusion in their quality control strategies. The study may have global implications; as international mobility increases societies around the globe should be prepared to value both performance and diversity in their assessment exercises and curricular policies.

URL : [http://ir.lib.hiroshima-](http://ir.lib.hiroshima-u.ac.jp/files/public/4/47551/20190508102719570240/HigherEducationForum_16_85.pdf)

[u.ac.jp/files/public/4/47551/20190508102719570240/HigherEducationForum_16_85.pdf](http://ir.lib.hiroshima-u.ac.jp/files/public/4/47551/20190508102719570240/HigherEducationForum_16_85.pdf)

Negotiating the marketization of higher education in East Africa : a comparative analysis of Tanzania and Kenya / Olivier Provini . - In: Higher Education, v. 77, no. 2, pp. 323-342, February 2019

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

Abstract : This article sheds light on the determining role of domestic actors in the (re)negotiation of policy processes in Tanzania and Kenya, especially administrative and academic staff and students. Rather than evaluating the success or the failure of the reforms, this paper aims to highlight the power plays between a various set of domestic actors who reshape the outcomes of higher education policies. The paper crosses the experiences from the reform processes of the University of Dar es Salaam in Tanzania and the University of Nairobi in Kenya.

The role of mass media in education policies : a Chinese case study / Shuiyun Liu, Liangliang Cai, Xia Zhao / 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. 41, no. 2, pp. 186-203, April 2019

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

Abstract : This study uses the higher education quality assurance policies issued in China at the beginning of this century to explore the roles played by mass media in the creation and implementation of education policies. According to the authors, mass media's current influence on Chinese education policies mainly includes promoting policy agenda setting, enhancing policy legitimacy and monitoring the process of policy implementation.

Educational qualifications

Recognition of prior vocational and informal learning at the University of Oldenburg : policies and practices / Anja Eilers-Schoof, Wolfgang Müskens, Olaf Zawacki-Richter / International Association of Universities [IAU] . - **In:** Internationalisation of Higher Education, no. 1, pp. 43-62, 2019

ISSN 2199-5125

Abstract : Recognition of prior vocational and informal learning ('awarding credit') has become increasingly important at German universities over the past ten years. Previously acquired skills and competencies can now be credited towards study modules and can replace up to the half of a bachelor's or master's programme. At the Carl von Ossietzky University of Oldenburg, two (complimentary) methods of recognition are practised: individual recognition according to the PLAR approach (Prior Learning Assessment and Recognition) and blanket recognition based on systematic equivalence checks. This article describes the existing credit granting procedures and their implementation. Furthermore, the quality criteria are presented on which the procedures are based.

URL : <https://www.handbook-internationalisation.com/en/handbuch/gliederung/#/Beitragsdetailansicht/173/2576/Teaching-Europe-vs-Building-Europe---An-Exploration-Into-Higher-Education-and-the-Construction-of-National-and-Regional-Identity>

Educational quality

African standards and guidelines for quality assurance (ASG-QA) of higher education / HAQAA Initiative . - HAQAA Initiative, 2019 . - 42 p.

Abstract : These Guidelines are result of an initiative implemented by a consortium including the Association of African Universities (AAU) and the European University Association (EUA). The aim was to promote and facilitate a harmonized HE system in Africa, as well as to promote mobility. The Guidelines will be submitted to the African Union this year for a more formal endorsement.

URL : https://haqaa.aau.org/wp-content/uploads/2018/12/ASG-QA_Manual_en_09.pdf

Quality and Employability in Higher Education : Viewing Internal Quality Assurance as a Lever for Change / Michaela Martín, Ed. / UNESCO International Institute for Educational Planning [IIEP] . - Paris : IIEP, 2018 . - 103 p. (New Trends in Higher Education)

ISBN 978-92-803-1421-2

Abstract : This report discusses the role Internal Quality Assurance (IQA) plays in improving student learning, boosting employability, its necessary integration to HEIs' strategic management and how it should support the development of a quality culture. Recommendations for both national and institutional policy-makers on IQA management and implementation are also included.

URL : <https://unesdoc.unesco.org/ark:/48223/pf0000366688/PDF/366688eng.pdf.multi>

Quality culture in higher education : Report to the Storting (White Paper) / Norway. Ministry of Education and Research . - Oslo : Ministry of Education and Reserch, 2019 . - 26 p.

Abstract : The White Paper details expectations of higher education institutions on raising quality, and the measures that the Government will implement in order to realise these expectations.

URL : <https://www.regjeringen.no/contentassets/aee30e4b7d3241d5bd89db69fe38f7ba/en-gb/pdfs/stm201620170016000engpdfs.pdf>

Research handbook on quality, performance and accountability in higher education / Ellen Hazelkorn, Hamish Coates, Alexander C. McCormick, Eds. . - Cheltenham, UK, Northampton, USA : Edward Elgar Publishing, 2018 . - 590 p.

ISBN 978-1-785-36974-2

Abstract : This research handbook is a comprehensive reference for many issues related to the quality of higher education as well as how to assess, measure and assure performance and accountability. It combines current empirical research in the field with original contributions from international researchers and specialists. The book discusses the shift from academically-based to government-driven quality assessment; the increasing role of both private and transnational higher education and the challenges they pose for quality; and the assumptions of performance-based funding. The growing use of indicators and rankings and their impact is analysed, as well as the development of global learning indicators and outcomes. A diverse series of case studies from around the globe are presented. These include developing systems to assess research and innovation in South Africa and Uganda; accountability models in China, Japan and Korea; national performance assessments in Australia; the move from institution-based quality assurance to the government Teaching Excellence Framework in the UK; the impact of political changes in Central and Eastern European higher education; quality reforms in Chile; and the move to outputs and outcomes in Canada. The book concludes with new developments, such as whether it is possible to develop a performance framework that values institutional diversity, and the challenge of identifying ways to assess higher education's civic and economic contributions.

Classmark : INT-42 HAZ

Academic identity as a discursive resource for resistance : the case of quality management in German higher education institutions / Michael Lust, Christian Huber, Jaromir Junne / International Association of Universities [IAU] . - In: Higher Education Policy, v. 32, no. 1, pp. 49-69, March 2019

ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : The authors present the findings of a qualitative research project about the impact of the implementation of quality management in German higher education. The findings of the study show that academics, especially full professors, counter quality management with a repertoire of discursive resistance, often drawing on identity claims. The article identifies three main types of identity claims that are used as resources for discursive forms of micro-resistance: professional autonomy, expertise for teaching quality and specificities of academic disciplines. These findings add to the debate about the dynamics of identity during organizational and institutional changes in higher education by empirically illustrating how identity can be mobilized as a means to resist. The authors conclude that the study has the implication for quality management that its relations to academic identities are decisive for the everyday discourses and micro-practices of resistance it provokes.

URL : <https://link.springer.com/article/10.1057/s41307-018-0116-6>

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A framework for enhancing regulatory cooperation in external quality assurance in Southern Africa /

Raphael Jingura, Reckson Kamusoko . - **In:** Quality in Higher Education, v. 24, no. 2

Abstract : Cross-border higher education (CBHE) has taken centre stage in the Southern Africa Development Community (SADC). There has been increased trade in higher education services among member states of the SADC. This has necessitated regional regulatory cooperation in quality assurance and accreditation. SADC has established the Southern African Quality Assurance Network as a regional network of external quality assurance agencies. This paper presents a framework that can be used to enhance regulatory cooperation within the Network on quality assurance in higher education with special focus on CBHE. The paper identifies the main areas of focus as people mobility, institutional and programme mobility, accreditation and registration and recognition of academic credentials. Proposed mechanisms for regulatory cooperation include regional credit accumulation and transfer system, regional qualifications framework, framework for accreditation and registration of foreign providers and framework for recognition of academic credentials.

Affiliation policy rhetoric and reality in the Ghanaian higher education context /

Francis Ansah, Patrick Swanzy / 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. 41, no. 2, pp. 204-218, April 2019

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

Abstract : The present affiliation policy regime of Ghana's higher education system has existed for more than two decades. However, empirical studies to examine the policy rhetoric and reality with regard to building quality assurance capacity in mentored institutions appear non-existent. This paper is based on an illustrative qualitative case study undertaken to examine the achievements and challenges of implementing the policy to build internal quality assurance capacities in mentored institutions. The study was guided by Institutional Theory using 12 key informant in-depth interviews and document reviews as data collection sources. The findings indicate a minimal achievement of the policy intent on internal quality assurance capacity building due to key implementation challenges such as a tripartite relationship structure; increasing cost on mentored institutions and increasing workload on mentor institutions. The study concludes that the gap between the policy rhetoric and reality in the studied mentored institutions appears undesirable and requires stakeholders' attention.

Governing quality : the shifting role of the academic profession in decisions of academic quality and standards /

Glen A. Jones / Hiroshima University. Research Institute for Higher Education . - **In:** Higher Education Forum, v. 16, pp. 15 - 26, March 2019

ISSN 2432-9614

Abstract : This paper discusses recent reforms to university governance and international trends in terms of changes to the academic profession to illuminate how both of these shifts are decreasing the role of the professoriate in academic decision-making. The author argues that there is a need to maintain the relative autonomy of public research universities in order to ensure that those with the appropriate expertise continue to be responsible for governing quality in higher education. The paper concludes with a discussion of the challenges to academic governance in public research universities and identifies a number of possible approaches to maintaining and strengthening academic self-governance.

URL : [http://ir.lib.hiroshima-](http://ir.lib.hiroshima-u.ac.jp/files/public/4/47547/20190508100408794874/HigherEducationForum_16_15.pdf)

[u.ac.jp/files/public/4/47547/20190508100408794874/HigherEducationForum_16_15.pdf](http://ir.lib.hiroshima-u.ac.jp/files/public/4/47547/20190508100408794874/HigherEducationForum_16_15.pdf)

Limited legitimacy among academics of centrally driven approaches to internal quality assurance in

Vietnam / Huong Thi Pham / 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. 41, no. 2, pp. 172-185, April 2019

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

Abstract : For more than 15 years, Vietnam has worked to develop a quality assurance (QA) system as part of its effort to reform higher education. The government's effort seeks to respond to widespread criticism over the quality of training in higher education. The appropriation of western QA mechanisms and the effectiveness of the

QA system as it has been implemented, however, is still viewed with scepticism. This paper reports on a study of academics and QA practitioners' perceptions of quality assurance. Documentation and in-depth interviews were used in the study. The findings show that QA remains a new concept in the country, which appears to have promoted a compliance-driven approach to mandated policies rather than a system that promotes academics' engagement in continuous improvement. Moreover, the appropriated mechanism may be seen as contradictory to the values respected by academics and rooted in a Confucian society.

Taking account of 20 years of quality assurance in German higher education : Special issue / International Association of Universities [IAU] . - In: Higher Education Policy, v. 32, no. 1, pp. 1-148, March 2019
ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : This special edition examines Quality Assurance in German Higher Education. Papers look at accreditation, quality assurance, and resistance to quality management. Other papers look at barriers to university-industry partnerships, the appointment of industry practitioners as professors in Sweden and perceived benefits, and what is higher education, post-massification?

Contents: Editorial: Research Concerning Quality Assurance as Research on the Consequences of Political Reforms (Christian Schneijderberg); Accreditation of X Qualities Instead of Quality X: A Normative Analysis of Criteria of the German Higher Education Accreditation Regime ; (Christian Schneijderberg, Isabel Steinhardt); Debated Legitimacy: Accreditation in German Higher Education (Janosch Baumann, Georg Krücken); Academic Identity as a Discursive Resource for Resistance: The Case of Quality Management in German Higher Education Institutions (Michael Lust, Christian Huber, Jaromir Junne); Balancing the Moods: Quality Managers' Perceptions and Actions Against Resistance (Florian Reith, Markus Seyfried); Mass Higher Education and Massification (Malcolm Tight); Senior Industry Practitioners as Part-Time Visiting Professors: The Various Benefits of Collaboration (Malin Henningsson, Lars Geschwind); A Lewinian Approach to Managing Barriers to University-Industry Collaboration (Cecilia Bjursell, Annika Engström).

URL : <https://link.springer.com/journal/41307/32/1>

Open access to Higher Education Policy articles via HEDBIB for IAU Members using login code

Educational role

Generous thinking : a radical approach to saving the university / Kathleen Fitzpatrick . - Baltimore : John Hopkins University Press, 2019 . - 260 p.
ISBN 978-1-4214-2946-5

Abstract : This book asserts that it is imperative that we re-center the mission of the university to rebuild lost trust in universities. Set in the context of the United States higher education, the author roots this crisis in the work of scholars. In an age characterized by anti-intellectualism, the author charges the academy with thinking constructively rather than competitively, building new ideas rather than tearing old ones down. The author calls for a change in the way humanities is taught and to refocus attention on the very human ends - the desire for community and connection - that the humanities can best serve. One key aspect of that transformation involves fostering "generous thinking," a mode of engagement that emphasises listening over speaking, community over individualism, and collaboration over competition. She encourages interested stakeholders to listen to and engage openly with one another's concerns by reading and exploring ideas together; by creating collective projects focused around common interests; and by ensuring that our institutions of higher education are structured to support and promote work toward the public good. [Abstract adapted from publisher]

Classmark : US-2 FIT

Between a rock and a hard place : dilemmas regarding the purpose of public universities in South Africa / Rebecca Swartz, Mariya Ivancheva, Laura Czerniewicz, Neil P. Morris . - In: Higher Education, v. 77, no. 4, pp. 567-583, April 2019
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : This paper examines the idea of 'core business' in contemporary South African public universities. South Africa's public higher education system has global ambitions, but is also highly internally stratified. Drawing

on new data from interviews with higher education leaders and government policymakers across a number of South African institutions, the authors show that while the rhetoric of 'core business' of the university has been adopted by higher education leaders, the question of what constitutes the purpose of the university, in South Africa and arguably beyond, is subject to ongoing debate and negotiation. The multiplicity of conflicting but coexisting narratives about what universities should do in South African society—producing excellent research, preparing a labour force, or addressing societal inequalities - exposes a persisting tension surrounding the purpose of a public university. And while this tension has historical origins, the article describes how responses to addressing these various roles of the institution are not developed organically and in a neutral context. They emerge under conflicts over limited state funding and attendant and opportune market pressure put on public universities in times of crisis, that shape profoundly their framing and outcomes, and the future of the universities.

Educational sociology

Cross-field effect and institutional habitus formation : self-reinforcing inequality in Chinese higher education system / Xiao Han . - In: Journal of Education Policy, v. 34, no. 2, pp. 267-294

Abstract : Bourdieu's concept of field offers an alternative explanation for the inevitable gap between policy initiative and implementation. Adopting cross-field effects as the theoretical base and applying Bourdieu's conceptual triad as a whole, rather than considering habitus, practice, or field separately, this study examines Chinese transnational higher education (TNHE) policy enactment by subnational authorities, aiming to: first, contextualize Bourdieu's theoretical and empirical approaches in various political/economic systems while consider the policy practice at meso-level; second, demonstrate the essentiality of conversation rate and standard of capitals in field analysis; and third, based on these analyses, explore the formation of institutional habitus as a way of explaining the perennial inequality in the Chinese higher education (HE) system. The paper concludes with a theoretical reflection that Bourdieu's ever-developing definition of habitus and the criticism of his unavoidable relapse to objectivism result from the indiscriminate use of individual and institutional habitus. [Abstract adapted from publisher]

Educational systems

Comparing post-socialist transformations : purposes, policies, and practices in education / Maia Chankseliani, Iveta Silova . - Oxford : Symposium Books, 2018 . - 206 p. (Oxford Studies in Comparative Education)

ISBN 978-1-910744-03-1

Abstract : Spanning diverse geopolitical settings that range from Southeast and Central Europe to the Caucasus and Central Asia, the chapters in this volume offer analyses of education policies and practices that the countries in this region have pursued since the fall of the Berlin Wall and the dissolution of the Soviet Union. The majority of the chapters examine the countries of the former USSR (Armenia, Estonia, Georgia, Kazakhstan, Kyrgyzstan, Latvia, Russia, Ukraine). It explores three interrelated questions. First, it seeks to capture complex reconfigurations of education purposes during post-socialist transformations, noting the emergence of neoliberal education imaginaries in post-socialist spaces and their effects on policy discussions about education quality and equity across the region. Second, it examines the ongoing tensions inherent in post-socialist transformations, suggesting that beneath the surface of dominant neoliberal narratives there are always powerful countercurrents – ranging from the persisting socialist legacies to other alternative conceptualizations of education futures – highlighting the diverse trajectories of post-socialist education transformations. And finally, the book engages with the question of “comparison,” prompting both the contributing authors and our readers to reflect on how research on post-socialist education transformations can contribute to rethinking comparative methods in education across space and time.

Classmark : EUR-33 CHA

Higher education pathways : South African undergraduate education and the public good / Paul Ashwin, Jennifer Case, Eds. . - Cape Town : African Minds, 2018 . - 307 p. (African Higher Education Dynamics, v. 4)

ISBN 978-1-928331-90-2

Abstract : This book looks at how undergraduate education in South Africa has a transformative impact on people and societies. It is the outcome of a three year collaborative project between South African and international researchers and examines recent studies of South African undergraduate students' access to and experiences of higher education, as well as the economic and social contributions made by university graduates. The book highlights a number of tensions in how higher education and its effects are understood. For example, in South Africa, higher education is expected to play a key role in alleviating the inequalities inherited from the apartheid era. Yet research shows that much of the attraction of a degree is the 'graduate premium' it confers on individuals in the job market, which is often related to its role in reproducing existing inequalities in society. The authors conclude that if South African undergraduate education is to play a key role in enhancing the public good, as envisaged in policy, then this will require significant changes to current practices that support access to, student experiences of, and outcomes from undergraduate education.

Classmark : ZA-13 ASH

URL : http://www.africanminds.co.za/wp-content/uploads/2018/11/Higher_Education_Pathways_9781928331902.pdf

Japanese National Universities / Japan Association of National Universities [JANU] . - Tokyo : JANU, 2019 . - 92 p.

Abstract : The booklet briefly introduces the Association's member universities, which consists of all 86 Japanese national universities. It also contains basic information on each member university, such as study areas, student numbers and contact information.

URL : https://www.janu.jp/eng/files/japanese_national_universities2019.pdf

The future of Mexican higher education : promoting quality and equity / Organisation for Economic Cooperation and Development [OECD] . - Paris : OECD Publishing, 2019 . - 202 p. (Reviews of National Policies for Education)

ISBN 978-92-64-30936-4 (English)

Abstract : This review of higher education policy in Mexico was requested by the Mexican Ministry of Education to take stock of progress since the last OECD review of the higher education system in Mexico, published in 2008, and to support development of the new government's National Development Plan and Sectoral Education Programme. The report examines the state of the higher education sector in Mexico and analyses key policies implemented by the federal and state governments. It assesses national governance and co-operation structures that help to guide the higher education system, and the relevance of existing national strategies. It also looks at public funding of higher education institutions, how the quality of higher education programmes is assured; and the extent to which the higher education system contributes to equity. The report concludes by exploring two key sectors of higher education: teacher education colleges and professional and technical institutions.

URL : <https://www.oecd-ilibrary.org/docserver/9789264309371-en.pdf?expires=1558451302&id=id&accname=ocid195767&checksum=C0EF77F1F2969F725CFDB9EC6439AA31>

The OECD Review of higher education, research and innovation: Portugal / Organisation for Economic Cooperation and Development [OECD] . - Paris : OECD Publishing, 2019 . - 268 p.

ISBN 978-92-64-31208-1 . - Online ISBN 978-92-64-30813-8

Abstract : Portugal aims to ensure that its higher education and public research system contributes to the growth of a more innovative and productive economy. Progress towards this goal, achieved through growing investment and research performance, was halted by the global recession. As a consequence of the 2011-14 Economic Adjustment Programme for Portugal, sharp reductions were made to public investments in knowledge and innovation. Private investment fell as well. With the resumption of sustained economic growth, Portugal has set its sights on further development of the nation's higher education, research and innovation system as a catalyst for economic growth and social inclusion. Further public investment in higher education, research, and innovation can be most effectively used with attention to several challenges which are detailed in the report.

URL : <https://www.oecd-ilibrary.org/docserver/9789264308138-en.pdf?expires=1558450713&id=id&accname=ocid195767&checksum=FFDA42BECA92CABFBA3F18A60647F0A1>

Mass higher education and massification / Malcolm Tight / International Association of Universities [IAU] . - In: Higher Education Policy, v. 32, no. 1, pp. 93-108, March 2019
ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : Mass higher education and massification, the process by which it is achieved, are now common throughout the developed and developing worlds and have thus been the subject of much debate amongst both policy-makers and higher education researchers. This article — based on a systematic review of the published research literature — discusses the origins and meanings of the terms, examines their application and practice in the literature and considers the various issues and critiques which have been raised. It concludes that the elite/mass/universal typology may finally have outlived its usefulness and that there is a pressing need to reconsider what higher education means in the post-massification era.

URL : <https://link.springer.com/article/10.1057/s41307-017-0075-3>

Universitarios en el marco de la emergencia humanitaria compleja venezolana / Aula Abierta Venezuela . - AulaAbierta, 2018 . - 37 p.

Abstract : This report on Universities in the Context of the Complex Humanitarian Emergency in Venezuela details how a combination of political instability, conflict, social inequalities and poverty has permeated the Venezuelan university community, affecting its performance. Student desertion, according to the report, is between 30% and 40% in the main universities of the country. The main causes are related to the lack of student scholarships and the economic crisis in Venezuela. The report was prepared by the NGO AulaAbierta, together with the Human Rights Commission of the Faculty of Legal and Political Sciences of the University of Zulia, the Observatory of Human Rights of the University of the Andes, and the Center for Peace and Human Rights at the Central University of Venezuela.

URL : <http://aulaabiirtavenezuela.org/wp-content/uploads/2019/01/La-Universidad-venezolana-en-el-marco-de-la-Emergencia-Humanitaria-Compleja.pdf>

Rethinking higher education in China as a common good / Lin Tian, Nian Cai Liu . - In: Higher Education, v. 77, no. 4, pp. 623-640, April 2019
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : Tendencies to marketisation and privatisation in higher education, along with other factors, have challenged the idea of higher education as a public good in many countries over the years. China has experienced this situation to some extent. During the last 20 years, this has triggered various discussions on higher education and public good(s) in China. Drawing on qualitative data from 24 semi-structured interviews in both government departments and universities, this study defines and explores public and common good(s) in relation to higher education in China. As the first empirical study on this theme in the country, it is argued that this study makes a significant and original contribution to knowledge with international relevance. This paper identifies the complex nature of higher education in China and proposes that it may be better described in relation to common good(s).

To borrow or to mix? A cultural approach to observing Taiwan's higher education / Warangkana Lin, Rui Yang / Hiroshima University. Research Institute for Higher Education . - In: Higher Education Forum, v. 16, pp. 143 - 159, March 2019
ISSN 2432-9614

Abstract : Taiwan's higher education system has intentionally been designed to follow a Western model, and in its higher education development there are observable aspects of policies and practices that echo models from the West. However, traditional values still play a significant role in its social and cultural development. Beneath the surface are various unseen facets that are often less institutionalized, but are nevertheless powerful and reflect

deep-rooted values of Taiwanese society that persist despite the social, political, economic and cultural changes of the past two centuries. This paper investigates the development of the higher education system in Taiwan through a cultural lens. In particular, it examines how culture plays a role in the system's development. Adopting a case study approach, in-depth semi-structured interviews were conducted with selected administrators and academics from two elite universities in Taiwan. The empirical data reflect the tensions inherent in the collision and assimilation of traditional Chinese and Western cultural elements. Three emerging themes fundamental to the process of higher education development in Taiwan were derived from the data analysis: (1) Chinese heritage and cultural conservation, (2) modernity and de-Sinicization, and (3) international visibility.

URL : http://ir.lib.hiroshima-u.ac.jp/files/public/4/47555/20190508104447827683/HigherEducationForum_16_143.pdf

Educational trends

Trends Shaping Education 2019 / Organisation for Economic Cooperation and Development [OECD] . - Paris : OECD Publishing, 2019 . - 105 p.
ISBN 978-92-64-30837-4

Abstract : This report examines major economic, political, social, environmental and technological trends affecting all levels of education. It covers a wide array of topics related to globalisation, democracy, security, and ageing.

URL : https://www.oecd-ilibrary.org/docserver/trends_edu-2019-en.pdf?expires=1553253621&id=id&accname=ocid195767&checksum=F718EDF77ECD2C809C950423A327A96E

Entrepreneurship activities

All that glitters is not gold : the surrogate use of university spin-offs : insights from Italy / Davide Donatiello, Alberto Gherardini / International Association of Universities [IAU] . - In: Higher Education Policy, v. 32, no. 2, pp. 203-226, June 2019
ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : The weak performance of Italian universities in for-profit third mission activities can be explained by taking into account different interrelated factors at national, local and individual level. The purpose of this article is to introduce and develop a specific argument: the low success and the ineffectiveness of universities' third mission may be understandable also looking at the surrogate use through which professors and researchers exploit some third mission tools. In particular, the discussion concerns university spin-off companies, a typical for-profit tool that often can be activated for goals other than the official ones. Through three case studies carried out in three Italian universities, the article aims to shed light on actual reasons behind the engagement in a spin-off and to put the surrogate use of this tool in relation to old problems and constraints of the Italian university system.

URL : <https://link.springer.com/article/10.1057/s41307-017-0079-z>

Open access to Higher Education Policy articles via HEDBIB for IAU Members using login code

Determinants of entrepreneurial university culture under unfavorable conditions : findings from a developing country / Syed Imad Shah, Asad Shahjehan, Bilal Afsar / International Association of Universities [IAU] . - In: Higher Education Policy, v. 32, no. 2, pp. 249-271, June 2019
ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : This qualitative research examines entrepreneurial cultures of private and public sector universities in an apparently hostile economy such as Pakistan, and how it is affected by a nexus of its internal and external environmental factors. The phenomenon is explored through viewpoints and understanding of the social actors who experience it first hand through 32 interviews with faculty members of 4 public and 4 private sector universities. A top-down, government-pull model approach driven by visionary leaders was found more viable and suggested in promoting entrepreneurial culture rather than bottom-up, university-push model approach. Furthermore, to achieve entrepreneurial cultures, private universities are restrained by profit motives, whereas

public ones are inhibited by administrative procedures. The proposed framework offers empirical guidelines for the purposes of contextualizing entrepreneurial university culture and its underlying factors under unfavorable conditions.

URL : <https://link.springer.com/article/10.1057/s41307-018-0083-y>

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Indexing third stream activities in UK universities : exploring the entrepreneurial/enterprising university / Daniel Fuller, Malcolm Beynon, David Pickernell / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 44, no. 1, pp. 86 - 110, January - February 2019
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : Third Stream Activity (TSA) is increasingly important to UK universities and the wider economy, through innovation and entrepreneurship. Using data from the 2009/2010 UK Higher Education Business and Community Interaction Survey, this study investigates UK universities' TSA. Through considering the data in original and logged forms, two interpretations of TSA are investigated, in relation to entrepreneurial and enterprising university concepts. Using principle component analysis (PCA) on both data forms, four factors relating to universities' TSA are identified. A nascent indexing approach is employed to create sub-indexes using the identified factors, weight aggregated to produce final TSA indexes (one for each form of the data). Comparisons are then made between rankings of universities using the two versions of TSA index, and sub-indexes, illustrating differences utilising the entrepreneurial and enterprising university concepts. Important questions are raised for future government policy in terms of promoting interventions that drive towards different TSA types.

University fourth mission, spin-offs and academic entrepreneurship : connecting public policies with new missions and management issues of universities / Stefano Boffo, Augusto Cocorullo / Hiroshima University. Research Institute for Higher Education . - In: Higher Education Forum, v. 16, pp. 125 - 142, March 2019
ISSN 2432-9614

Abstract : In almost 25 years Italian universities have experienced many changes that deeply reshaped their academic institutions. Among other aspects, the need to make an adequate contribution in answer to the demands of society led to an extension and deepening of universities' so-called Fourth Mission (Geiger, 2006; Kretz & Sá, 2013). A multifaceted set of activities were therefore introduced to strengthen the liaison between academia and society. In the past, this role was mainly concerned with granting patents to outsiders, but today universities are also increasingly dedicated to the creation and promotion of spin-off activities. These are instruments designed to respond to social pressures towards accountability and establish a dialogue with the economy through the sharing of academic research findings. In this framework, the main features of each academic institution are an important variable in the spin-offs' development process. Through the use of 4 case studies (University of Messina; Polytechnic of Turin; Scuola Superiore Sant'Anna of Pisa; University of Trento) and the analysis of 40 qualitative interviews with key actors in each spin-off (directly and indirectly involved in the entrepreneurial projects), the paper investigates university spin-offs in Italy from two different perspectives. First, the growing number of spin-offs as related to the present conditions of young Italian academic researchers (increasingly affected by budget constraints), university policies, and new management issues. Second, the identity and self-perception of academic actors involved in the spin-offs' creative process.

URL : [http://ir.lib.hiroshima-](http://ir.lib.hiroshima-u.ac.jp/files/public/4/47554/20190508103926316437/HigherEducationForum_16_125.pdf)

[u.ac.jp/files/public/4/47554/20190508103926316437/HigherEducationForum_16_125.pdf](http://ir.lib.hiroshima-u.ac.jp/files/public/4/47554/20190508103926316437/HigherEducationForum_16_125.pdf)

Ethics

Comparison of academic misconduct across disciplines : faculty and student perspectives / Adeel Khalid, Universal Journal of Educational Research, v. 3, no. 4, 2015

Abstract : Academic misconduct by students in higher education is a fact and is a challenge to the integrity of higher education and its reputation. Furthermore such misconduct is counterproductive to the ethics component of higher education. The purpose of this research is to explore, investigate and compile the anecdotal accounts of academic misconduct conducted by students in classes in higher education across disciplines. This research is a

result of the combined efforts of faculty members representing the disciplines of humanities, arts, social sciences, business, languages, music, and various engineering fields. The goal is to bring to light the various methods and strategies that students use to cheat during exams, quizzes, term papers, etc. As a collaborative effort, the authors also investigate techniques faculty can use to prevent academic misconduct in both face-to-face and virtual classrooms. Student viewpoints are also presented as part of this study and are collected through an anonymous survey. Students get a chance to reveal what motivates them to cheat in exams, quizzes and other assessments. They also indicate some of the techniques their peers use in supervised (e.g. tests, quizzes, exams etc.) and un-supervised (e.g. homework, projects, lab reports, online environment etc.) assessments. The survey also reveals whether students are more likely to cheat in the major required courses or non-major elective courses etc. Some of the techniques that deter students from cheating are also discussed. (Abstract from publisher]

Global guidelines : ethics in learning analytics / International Council for Open and Distance Education [ICDE] . - Oslo : ICDE, 2019 . - 16 p.
ISBN 978-82-93172-43-7

Abstract : These guidelines propose a number of Core Issues that are important globally for the use and development of learning analytics which are informed by ethics.

URL :

<https://static1.squarespace.com/static/5b99664675f9eea7a3ecee82/t/5ca37c2a24a694a94e0e515c/1554218087775/Global+guidelines+for+Ethics+in+Learning+Analytics+Web+ready+March+2019.pdf>

Industry and education

A Lewinian approach to managing barriers to university–industry collaboration / International Association of Universities [IAU] . - In: Higher Education Policy, v. 32, no. 1, pp. 129–148, March 2019
ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : Calls are made by governments, university management and industry to increase university–industry (U–I) collaboration to find solutions for societal and economic problems that are too complex to be tackled within one sector alone. Researchers are often expected to realise these ideas, but when it comes to everyday research and knowledge development, individuals may encounter barriers to accomplishing this. The paper presents an empirical study of researchers' view on U–I collaboration. Our focus in the analysis, inspired by the Lewinian field theory, is on the hindering forces that might create barriers to collaboration from a researcher's perspective. Contrary to the previously used approaches taken in force field analysis, we perform a qualitative study, which might be better suited for this framework. In the literature on U–I collaboration, 'orientation-related' and 'transaction-related' barriers have been identified. In our analysis, we discuss hindering forces on the individual, intra- and interorganisational levels. In total, we find 18 key areas to identify possible hindering forces for collaboration and based on a Lewinian perspective, we suggest that removing hindering forces can benefit U–I collaboration. The paper recognises the need to regard universities as equal partners in U–I collaboration for sustainable knowledge production.

URL : <https://link.springer.com/article/10.1057/s41307-017-0074-4>

Open access to Higher Education Policy articles via HEDBIB for IAU Members using login code

Promoting university–industry collaboration in Malaysia: stakeholders' perspectives on expectations and impediments / Norzaini Azman, Morshidi Sirat, Vincent Pang, Yew Meng Lai, Anantha Raman Govindasamy, Wardatul Akmam / 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. 41, no. 1, pp. 86-103, February 2019
ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : University–Industry Collaboration (UIC) has been identified as an essential item on Malaysia's agenda for transforming itself into knowledge and innovation-based economy. However, despite the efforts, most initiatives have had limited results. This paper reports on an explorative study that sought to understand the

contemporary realities of UIC in the Malaysian context. In particular, the study identified the expectations and impediments to UIC, from the perspectives of three groups of stakeholders – the academics, the industry players and policymakers. The findings reveal a number of barriers, including cultural differences, perceived lack of academic expertise and reputation, an inadequacy of institutional policies and regulations, lack of trust, issues of intellectual property rights, and the lack of an appropriate reward system. This paper concludes by proposing policy recommendations and strategies that could be used by the government, university, and the industry to promote further and foster university-industry collaborative opportunities and initiatives.

Senior industry practitioners as part-time visiting Professors : the various benefits of collaboration / Malin Henningson, Lars Geschwind / International Association of Universities [IAU] . - In: Higher Education Policy, v. 32, no. 1, pp. 109-128, March 2019
ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : This study aims to contribute to the understanding of knowledge interactions, particularly personnel mobility, between university and industry. More specifically, this paper studies the appointment of senior industry practitioners as part-time visiting professors at universities, in the role of adjunct professors. The paper relies on qualitative data, documents and 29 interviews, all from two Swedish universities. The findings highlight a distinction between the approaches from top and local management. Top university management has institutionalised an established practice of appointing adjunct professors, but the appointments still rely on personal networks at local level. The paper also shows that benefits generally applied to university–industry engagement, such as learning, access to in-kind resources and access to funding, are applicable. Furthermore, two additional perceived benefits come to the fore. Firstly, adjunct professors are appointed to increase the visibility of the university, and secondly, they undertake an essential part of the workload in some environments.

URL : <https://link.springer.com/article/10.1057/s41307-017-0072-6>

Open access to Higher Education Policy articles via HEDBIB for IAU Members using login code

Interdisciplinarity

Creating interdisciplinary education within monodisciplinary structures : the art of managing interstitiality / Katrine Lindvig, Catherine Lyall, Laura R. Meagher / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 44, no. 2, pp. 347-360, January - February 2019
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : This study explores how interdisciplinary education and teaching emerge and develop within universities that have little or no established infrastructure to support interdisciplinarity. Using qualitative data from a multi-part case study in universities in the UK and Denmark, the authors examine the development of diverse interdisciplinary educational efforts within a traditional faculty-structured university in order to map the ways in which interdisciplinary educational elements have been created, supported, challenged or even strengthened by pre-existing monodisciplinary structures. Drawing on theories from economics, literature studies and sociology of education, The authors conclude that creating interdisciplinary education in such settings demands skills that we define as the 'art of managing interstitiality'.

Lifelong education

La formation continue dans l'enseignement supérieur public en 2016 / France. Ministère de l'enseignement supérieur, de la recherche et de l'innovation . - Paris : MESRI, 2019 . - 5 p.

Abstract : This paper provides the latest statistics on continuous and lifelong education, three quarters of which takes place at public universities in France. Mainly financed by companies and official agencies, nearly 100,000 diplomas were issued to those taking these courses.

Classmark : ,

URL : http://cache.media.enseignementsup-recherche.gouv.fr/file/2019/36/6/NI_2019_formation_continue_2016_1083366.pdf

Mergers

Mergers in European higher education : financial issues and multiple rationales / Vera Rocha, Pedro N. Teixeira, Ricardo Biscaia / International Association of Universities [IAU] . - In: Higher Education Policy, v. 32, no. 2, pp. 185-202, June 2019

ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : In recent years, mergers have been widely used in higher education (HE) to achieve a variety of purposes, ranging from problems of institutional fragmentation to the lack of financial and academic viability, and low institutional efficiency and quality. However, despite a large stream of HE literature addressing those issues, there has been little attention to the link between funding-related problems and merger processes. Moreover, there is very little comparative research among different higher education systems experiencing those processes. In this paper, the authors map and characterise the recent experience of 25 European countries with these processes, aiming at identifying main patterns regarding key drivers and motivations. We also analyze the main difficulties identified, the role of funding and financial incentives and, whenever possible, the main impacts and economic gains associated with those merger processes.

URL : <https://link.springer.com/article/10.1057/s41307-017-0076-2>

Open access to Higher Education Policy articles via HEDBIB for IAU Members using login code

Regional development

Higher education and regional development : tales from Northern and Central Europe / Romulo Pinheiro, Mitchell Young, Karel Šima, Eds. . - Basingstoke : Palgrave Macmillan, 2018 . - 218 p. (Palgrave Studies in Global Higher Education)

ISBN 978-3-319-78642-1

Abstract : This book analyses the role of universities as critical actors in the socio-economic development of peripheral regions in Norway and the Czech Republic. Examining the ambiguities of the traditional mission of a university in comparison to contemporary demands, the editors and contributors move past single-case analyses to adopt an integrated conceptual and analytical framework. The authors question whether universities can indeed 'fix' the conditions of any region they operate in, as is a common assumption, by examining peripheral regions, many of which have been devastated by natural or man-made disasters. Simultaneously acknowledging the complexities at the heart of both higher education institutions and regions, this book brings together a set of critical contributions that shed light on how universities can fulfil their role in peripheral regions rather than knowledge-intensive cities and towns.

Classmark : EUR-13 PIN

The role of universities in regional innovation ecosystems / European University Association [EUA] . - Brussels : EUA, 2019 . - 104 p.

Abstract : Based on research in nine different European regions and universities in Finland, Czech Republic, France, the Netherlands, Germany, the UK, Portugal, Poland and Spain, this study analyses the interactions between universities, companies, governmental agencies and other public organisations.

URL :

https://eua.eu/downloads/publications/eua%20innovation%20ecosystem%20report%202019v1.1_final_digital.pdf

The economic impact of the universities in the state of Baden-Württemberg / Johannes Glückler, Robert Panitz, Christian Wuttke . - In: Geographies of the University . - Cham, Switzerland : Springer International Publishing, 2018 . - pp. 479 - 509 (Geographies of the University. Knowledge and Space, v. 12)

ISBN 978-3-319-75592-2 . - Online ISBN 978-3-319-75593-9

Abstract : The rise of global competition in a knowledge society and budget cuts in public spending have spurred an interest in the effects of universities on their regional economies. In contrast to the legacy of local impact

analysis, this study examines the economic impact of an entire university landscape on a large regional economy: the federal state of Baden-Württemberg in Germany. Its methodology overcomes some of the traditional challenges and develops a differential incidence approach by benchmarking the impacts of universities against alternative public expenditures. Empirically, this study reveals that Baden-Württemberg's nine public universities multiply initial state funding by a factor higher than two in regional impact. They account for an annual aggregate economic impact of €3.7 billion in value-added, 63,000 jobs, and €350 million in tax revenues. The attraction of students and research funding from outside the regional economy are found to be major levers when compared to alternative public expenditures.

URL : https://link.springer.com/chapter/10.1007/978-3-319-75593-9_15

Teaching Europe vs building Europe : an exploration into higher education and the construction of national and regional identity / Liviu Matei / International Association of Universities [IAU] . - In:

Internationalisation of Higher Education, no. 1, 2019

ISSN 2199-5125

Abstract : This exploratory article discusses teaching as an instrument of building a regional (transnational) identity in the context of the European Higher Education Area (EHEA) project. Higher education can be used as a tool of political construction. That can be done by adopting higher education policies that are customised for this purpose, for example by directing the work of higher education institutions towards building particular social identities in support of defined political objectives. The contribution of higher education to building national identity has been studied extensively in conjunction with the role of the university in the emergence of the modern nation state. It is important to observe that such occurrences can also be identified and studied in current times as attempts at building regional as well as national identity in or through higher education policies and activities. One of the most fascinating examples of using higher education to build regional identity is the very project of a EHEA.

URL : [https://www.handbook-](https://www.handbook-internationalisation.com/en/handbuch/gliederung/Beitragsdetailansicht/173/2576/Teaching-Europe-vs-Building-Europe---An-Exploration-Into-Higher-Education-and-the-Construction-of-National-and-Regional-Identity)

[internationalisation.com/en/handbuch/gliederung/Beitragsdetailansicht/173/2576/Teaching-Europe-vs-Building-Europe---An-Exploration-Into-Higher-Education-and-the-Construction-of-National-and-Regional-Identity](https://www.handbook-internationalisation.com/en/handbuch/gliederung/Beitragsdetailansicht/173/2576/Teaching-Europe-vs-Building-Europe---An-Exploration-Into-Higher-Education-and-the-Construction-of-National-and-Regional-Identity)

Research

Guidance to facilitate the implementation of targets to promote gender equality in research and innovation / European Commission . - Luxembourg : Publications office of the European Union, 2018 . - 20 p.

Abstract : This report draws on national action plans and practices and provides recommendations to facilitate the implementation of gender equity targets in research institutions and higher education establishments as requested by the Council of the EU.

URL : <https://publications.europa.eu/en/publication-detail/-/publication/2aa2585b-1d03-11e8-ac73-01aa75ed71a1>

Evidencing impact : a case study of UK academic perspectives on evidencing research impact / Clare Wilkinson / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 44, no. 1, pp. 72 - 85, January - February 2019

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

Abstract : The principle that research should demonstrate impact is now a central driver in UK research policy, with some describing the UK as having undergone a 'culture change' in regards to evidencing the value and contribution of academic research (Watermeyer, R. 2012. "From Engagement to Impact? Articulating the Public Value of Academic Research." Tertiary Education and Management 18 (2): 115–30). This article takes a case study approach, examining one university faculty in depth in relation to research impact. Comprising an analysis of 18 Research Excellence Framework impact case studies submitted by the faculty in 2014, alongside a survey of 68 faculty staff and PhD students, and interviews with four research centre or group leaders, the case study explores the perceived benefits and challenges of evidencing research impact amongst a range of disciplines, as well as the 'transferable' skills which researchers utilise in evidence gathering.

Is there a 'magic link' between research activity, professional teaching qualifications and student satisfaction? / Adrian R. Bell, Chris Brooks / International Association of Universities [IAU] . - In: Higher Education Policy, v. 32, no. 2, pp. 227-248, June 2019
ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : The increasing prominence given to student satisfaction at UK Universities as a response to the introduction of fees and the growing stature of league tables has led to a desire to understand the factors that affect the quality of the student experience. Therefore, this paper examines whether students who study at universities in the UK where research is highly rated or where a high proportion of faculty are professionally qualified are more satisfied, measuring satisfaction through data from the National Student Survey. The key results are first that students are happiest at pre-1992 universities outside the Russell group and where the amount of top-rated research is lower. Second, we uncover no link between student contentment and the percentage of faculty holding formal teaching qualifications. The authors conclude that these findings have important implications for university policies regarding the link between research and teaching and for the current drive to 'professionalise' teaching in higher education.

URL : <https://link.springer.com/article/10.1057/s41307-018-0081-0>

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The hurdles to fostering research in Tanzanian universities / Daniel Sidney Fussy . - In: Higher Education, v. 77, no. 2, pp. 283-299, February 2019
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : This study describes the hurdles of developing university research in Tanzania, which directly falls within the wider expectations of developing a research culture in developing countries. The study involved higher education policy makers, senior university leaders and academic staff members who were sourced from four universities and two non-university institutions which oversee the Tanzania's higher education sector. Based on interviews and document analyses, the study established various hurdles, ranging from cultural, political and structural to institutional. The study situates the hurdles and associated debilitating effects in the broader African and developing world context that share similar social, educational, political and economic characteristics to that of Tanzania.

Well-being of early-career researchers : insights from a Swedish survey / Carine Signoret, Elaine Ng, Stéphanie Da Silva, Ayco Tack, Ulrikke Voss, Helga H. Lidö, Cédric Patthey, Madelene Ericsson, Jenny Hadrévi, Chancha Balachandran / International Association of Universities [IAU] . - In: Higher Education Policy, v. 32, no. 2, pp. 273-296, June 2019
ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : Several studies have documented the importance of optimal work situation and the general well-being of early-career researchers (ECRs) for enhancing the academic performance of universities. Yet, most studies focused on specific categories of ECRs, or on specific academic disciplines as well as on specific outcomes. With this study, the authors recognise the need for a broader sample encompassing different categories of ECRs across academic disciplines. In a national survey of Swedish universities, the National Junior Faculty of Sweden (NJF) collected data from ECRs in order to study the influence of work situation and well-being on perceived scientific environment. The authors observed that work situation and well-being are interdependent and jointly influence each other in shaping the conditions for ideal scientific environment. Importantly, the authors employ structural equation model (SEM) analysis to account for the endogenous relationship between work situation and personal well-being in predicting perceived scientific environment. Results from SEM indicate that support from the university, work time management, job clarity, contract length and quality of life satisfaction were related to the perceived possibility of conducting the best science. The research also highlighted individual differences across demographic factors and contract length in the perceived work situation and the possibility of conducting the best science.

URL : <https://link.springer.com/article/10.1057/s41307-018-0080-1>

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Social responsibility

Hacia una definicion Latinoamericana de responsabilidad social universtaria : aproximación a las preferencias conceptuales de los universitarios / François Vallaëys, Juliana Álvarez Rodríguez / Universidad Nacional de Educación a Distancia [UNED][Spain] . - In: Educación XX1, v. 22, no. 1, pp. 93-116, 2019 ISSN 1139-613X

Abstract : La Responsabilidad Social Universitaria (RSU) es una nueva política de gestión universitaria que redefine la tradicional extensión y proyección social solidaria, introduciendo un enfoque global de cuidado de los impactos administrativos y académicos en todos los procesos de la universidad. Exige ser asumida por todos los miembros de la universidad transversalmente en sus actividades, siendo imprescindible que ellos entiendan de qué se trata y estén dispuestos a la corresponsabilidad en sus funciones laborales rutinarias. Este estudio busca responder a la pregunta: ¿Cuánto han avanzado los universitarios latinoamericanos en la comprensión de este nuevo paradigma? La investigación es de corte cuantitativo, exploratorio y muestreo por conveniencia a través de una encuesta aplicada a 740 actores universitarios (alumnos, profesores, administrativos y directivos) de 17 universidades en siete países latinoamericanos, donde se analiza cómo los actores universitarios conciben la RSU, seleccionando una de cinco definiciones propuestas. Los resultados marcan varias tendencias: primero, el enfoque estrictamente asistencial ha disminuido de la mente de los universitarios; segundo, las preferencias apuntan a la perspectiva de participación en el desarrollo local, regional y nacional junto con otros actores del entorno y al enfoque de la guía ISO 26000, que define la responsabilidad social como gestión de los impactos organizacionales. Se concluye que este concepto de gestión de impactos ha empezado a penetrar en la mente de la comunidad universitaria, y que se está superando la visión reductora del compromiso social universitario asumido solamente desde la extensión voluntaria, fuera de la formación curricular y la investigación. Se Propone construir una definición latinoamericana de RSU basada en la participación en el desarrollo territorial y la gestión de impactos administrativos y académicos.

University Social Responsibility (USR) is a new university management policy that redefines the traditional scope and projection of social solidarity, introducing a global care approach for both administrative and academic impact in all university processes. USR demands to be transversely included by all university members in their everyday activities, it is imperative for them to understand what it is about so they are willing to become coresponsible in their day to day activities. This study begins to respond to the question: To what extent has the Latin American university community understood this new paradigm? This is an exploratory - descriptive type research with a quantitative approach making use of the survey technique which was administered to a sample of 740 participants (students, faculty, office personnel and principals) from 17 universities in seven Latin American countries; in order to grasp how university actors conceive USR, by selecting one of five given definitions. Results indicate several tendencies: first, the strictly assistance approach has diminished among the university community; secondly, preferences point directly to the participation perspective in local, regional and national development alongside with other actors and an approach derived from the ISO 26000 standard, which defines Social Responsibility as a management procedure of the organizational impact. It is concluded that this concept of impact management has already been introduced to the mind of the university community and it is overcoming the reductive vision of the social commitment only assumed from the voluntary engagement perspective, left aside from the academic and research curricula. Therefore, it is an invitation to construct a Latin American definition of USR based on the participation of territorial development and the management of administrative and academic impact.

URL : <http://revistas.uned.es/index.php/educacionXX1/article/view/19442>

Social transcultural representations about the concept of university social responsibility / Nelly Ayala-Rodríguez, Idaly Barreto, Germán Rozas Ossandón, Alejandra Castro, Sebastián Moreno / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 44, no. 2, pp. 245-259, January - February 2019 ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : This research focuses on a comparative study of the social representations that students of two higher education institutions in Colombia have on the concept of University social responsibility. From a qualitative methodological perspective, using focus groups and semi-structured interviews as the information collection technique, the narratives of 50 participants were analysed by codifying and prioritizing the categories in accordance with the assumptions of the central core theory for the study of social representations. The results

show that the central core of the representation focuses on prosocial sense. The peripheral elements are associated with social awareness, mutual respect, co-responsibility, social projection, university identity, and comprehensive education and entrepreneurship, among others.

Student attitudes

The impact of generation and socioeconomic status on the value of higher education in the UAE : A longitudinal study / Laura L. Matherly, Nadia Amin, Shamma Sultan Khalifa Al Nahyan . - In: International Journal of Educational Development, v. 55
Bibl.

Abstract : This study explores the differences between student and parents' value orientation for a degree across a large sample in the UAE. The value of obtaining a higher education degree in the UAE is transgenerational. Salient benefits of a college degree can be categorized by economic, social and entrepreneurial factors and a model is set forth based on an intrinsic/extrinsic and self vs. other continuum. Education and income are related to valuing several educational outcomes. The most important factor identified across generations included both self-transcendence and self-enhancement values. From 2011–2015, the importance of higher education's social benefits has increased.

Student welfare

Report to the Minister for Education : Higher education sector response to the issue of sexual assault and sexual harassment / Australia. Tertiary Education Quality and Standards Agency . - Canberra : TEQSA, 2019 . - 28 p.

Abstract : This report presents an analysis of the responses and information from nearly 170 higher education institutions in Australia and details the actions TEQSA is taking to support provider responses to sexual assault and sexual harassment.

URL : <https://www.teqsa.gov.au/sites/default/files/sash-report-march-2019.pdf?v=1552014538>

An analysis of the mental health trajectories of university students compared to their community peers using a national longitudinal survey / Stefan Cvetkovski, Anthony F. Jorm, Andrew J. Mackinnon / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 44, no. 1, pp. 185-200, January - February 2019
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : This study examines the mental health trajectories of future/current undergraduate university students relative to their age-matched community peers from the ages of 15 to 21. It analysed data from the Household, Income and Labour Dynamics in Australia survey. The sample comprised 442 students and 1292 peers. Mental health was assessed with the five-item Mental Health Inventory from the Short Form 36. The results showed that students generally had better mental health than their peers. This was largely associated with better parental mental health and socio-economic position. However, the models also revealed reductions in the mental health of students relative to their peers at ages prior to major transitions in their student careers.

Teaching assessment

Teaching assessment and perceived quality of teaching : a longitudinal study among academics in three European countries / Christine Teelken . - In: European Journal of Higher Education, v. 8, no. 4, pp. 382-399, December 2018
ISSN 2156-8235

Abstract : European institutions of higher education have increasingly sought to improve the accountability and transparency of teaching and research with formal procedures and performance criteria. In a longitudinal analysis conducted in faculties of social sciences and economics at universities in the Netherlands, Sweden and the

United Kingdom, the author examines ways in which academics have experienced the expanded use of teaching assessments and its impact on the perceived quality of teaching. Results revealed that teaching assessments in the three countries have become more institutionalized, as scepticism of their principles have been replaced with resilience and pragmatism in assessment instruments and, among individual instructors, with sharpened focus on the operational side of teaching. Although faculty members acknowledged benefits of teaching assessments, they could not envision how the assessments would improve the quality of teaching. The author offers a theoretical explanation of those trends that extends the development of micro-institutional theory.

URL : <https://www.tandfonline.com/doi/full/10.1080/21568235.2018.1490661>

The Teaching Excellence Framework (TEF) and its impact on academic identity within a research-intensive university / Graham Perkins / International Association of Universities [IAU] . - In: Higher Education

Policy, v. 32, no. 2, pp. 297-319, June 2019

ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : This study explores the impact of the Teaching Excellence Framework (TEF) on academic identity within the context of a UK-based research-intensive higher education institution. TEF is the latest in a series of changes that have impacted upon the UK's HE sector and it is highly likely to have a significant impact upon academic identity. Collecting evidence through sixteen qualitative interviews, findings show that while TEF may not alter the broad substance of what it means to be an academic in terms of engagement with research, education and citizenship activities, it has the potential to have profound implications in terms of exacerbating conflicts within identity. This paper argues that negative work outcomes result where role conflicts, and mismatches between expectation and reward, create difficulties in realising our desired versions of ourselves. Theoretical contributions relevant to debates around identity conflict are discussed, with practical contributions exploring the importance of resource allocations and the need to align expectations and rewards.

URL : <https://link.springer.com/article/10.1057/s41307-018-0082-z>

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