

New in / Nouveautés

HEDBIB

International Bibliographic Database on Higher Education

December / Décembre 2017

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

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

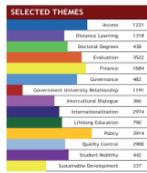
HEDBIB

International Bibliographic Database on Higher Education

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

COLLECTIONS	
Monographs	14479
Periodicals	54
Periodical Articles	18982
TOTAL	35440

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



Presentation

Welcome to the December 2017 edition of *New in HEDBIB*.

New in HEDBIB provides references of monographs, documents, reports and periodical articles entered recently into HEDBIB, the International Bibliographic Database on Higher Education (<http://hedbib.iau-aiu.net>). HEDBIB has been managed by the International Association of Universities (IAU) since 1988, and receives contributions from UNESCO Headquarters and UNESCO International Institute for Educational Planning (IIEP); 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: Information and Communication Technologies; Internationalization, Sustainable Development; and Values-Based Leadership. These references are further grouped by region. The second part of *New in HEDBIB* comprises all other references headed by their main keyword.

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

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

New in HEDBIB is produced five times a year. The next edition of *New in HEDBIB* will be released in February 2018.

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

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

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

SELECTED THEMES	
Access	1221
Distance Learning	1218
Distance Program	488
Education	2022
Finance	1084
Government	467
Government Strategy/Policy	1181
Internationalization	306
Internationalization	2074
Quality Education	798
Quality	2014
Quality Control	2000
Quality Institute	42
Sustainable Development	337

Summary

We recommend	4
IAU Themes	5
Information and Communication Technologies (ICTs)	5
Africa	6
Asia and the Pacific	6
Europe and North America	6
Latin America and the Caribbean	7
Internationalization	8
Arab States	9
Asia and the Pacific	9
Europe and North America	10
Latin America and the Caribbean	14
Sustainable Development	16
Africa	16
Asia and the Pacific	16
Europe and North America	17
Values-based Leadership	20
Africa	20
Asia and the Pacific	21
Europe and North America	21
Other themes	23

SELECTED THEMES	
Accountability	1221
Distance Learning	1318
Education Inequalities	148
Education Quality	2022
Finance	1884
Governance	482
Government University Relationships	1195
International Education	366
Internationalization	2974
Learning Education	706
Policy	3014
Quality Control	2900
Student Mobility	482
Sustainable Development	127

We recommend

Global Education Monitoring Report 2017 / 2018: accountability in education / UNESCO. Paris : UNESCO, 2017.

486 p.

ISBN 978-92-3-100239-7

Abstract : The report investigates accountability in education, analysing how all stakeholders can provide education more effectively, efficiently and equitably. It examines different accountability mechanisms that are used for inclusive, equitable and quality education. It also assesses progress towards the Sustainable Development Goal on education (SDG4), as well as other related education targets in the SDG agenda.

URL : <http://unesdoc.unesco.org/images/0025/002593/259338e.pdf>

Quality management in higher education : developments and drivers : results from an international survey /

Michaela Martin, Shreya Parikh / UNESCO International Institute for Educational Planning [IIEP] . - Paris : IIEP, 2017 . -

99 p.

Abstract : This report maps recent developments, drivers, and obstacles in quality management of higher education. Data from an online survey – prepared and administered by the UNESCO International Institute for Educational Planning (IIEP) and the International Association of Universities (IAU) – is analysed to understand the dynamics of quality management within higher education institutions, as well as its various actors, structures, tools, and instruments, external drivers and internal factors, and the obstacles that the institutions face in setting up and implementing quality management policy.

<http://unesdoc.unesco.org/images/0026/002602/260226e.pdf>

Good Practice Catalogue on welcoming refugees in higher education / Higher Education Supporting Refugees in Europe [inHERE] . - inHERE, 2017 . - 14 p.

Abstract : The good practice case studies in this report have been selected among around 300 worldwide initiatives. The case studies are arranged under 11 topical categories and have been selected on the basis of a set of criteria, focusing on impact with regard to the integration of refugees into study and social life. Beyond the numbers of refugees reached, criteria for selection have been the potential for upscaling and transferability, response to the actual needs of the refugee populations, collaborative and sustainable initiative structures, and insertion into the university mission.

URL : https://www.inhereproject.eu/wp-content/uploads/2017/08/inHERE-GPC_en.PDF.pdf

SELECTED THEMES	
Access	1221
Distance Learning	1318
Distance Program	436
Education	3922
Finance	1684
Governance	487
Government Strategy/Measurement	1192
International Dialogue	366
Internationalization	2974
Learning Education	796
Policy	1614
Quality Control	2900
Quality Indicators	442
Quality Measurement	137

IAU Themes

Information and Communication Technologies (ICTs)

Futures for ICT and higher education : changes due to the use of open content / UNESCO Institute for Information Technologies in Education [IITE][Russian Federation] . - Moscow : IITE, 2016 . - 86 p.

ISBN 978-5-90538519-3

Abstract : Focusing particularly on the challenges and opportunities brought by the use of ICT and open content (OER and MOOCs), this report presents the outcomes of the activities undertaken with the project entitled Access, Equity and Quality: Envisioning the Future of Higher Education in a Digital Age, implemented from 2014 to 2016.

URL : <http://iite.unesco.org/pics/publications/en/files/3214745.pdf>

Open Educational Resources: Global Report 2017 . - Vancouver : COL, 2017 . - 77 p.

ISBN 978-1-894975-92-6

Abstract : This comprehensive report reviews the status of open educational resources (OER) worldwide. It is the result of two global surveys and six regional consultations, organised in collaboration with UNESCO and the Government of Slovenia.

URL : http://oasis.col.org/bitstream/handle/11599/2788/2017_COL_OER-Global-Report.pdf?sequence=1&isAllowed=y

Open universities in the Commonwealth : at a glance / Commonwealth of Learning. - Vancouver : COL, 2017. - 52 p.

ISBN 978-1-894975-89-6

Abstract : This report presents the results of a survey of 27 open universities worldwide. It provides data on a number of indicators such as teaching and learning systems, learner support, gender distribution in student enrolment, research and governance.

URL : http://oasis.col.org/bitstream/handle/11599/2786/2017_Mishra_Open-Universities-in-the-Commonwealth_.pdf?sequence=3&isAllowed=y

Second World OER Congress Ljubljana Action Plan 2017 / UNESCO . - 2017 . - 7 p.

Abstract : This Action Plan addresses concrete action in five strategic areas to support the mainstreaming of OER to achieve SDG 4 on Quality Education. It is the outcome document of the 2nd World OER Congress which took place in September 2017 in Ljubljana, Slovenia and was organised by UNESCO and the Government of Slovenia.

URL : https://en.unesco.org/sites/default/files/ljubljana_oer_action_plan_2017.pdf

Learning challenges in higher education: an analysis of contradictions within Open Educational Practice / Heli

Kaatrakoski, Allison Littlejohn, Nina Hood . - In: Higher Education, v. 74, no. 4, pp. 599-615, October 2017

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

Abstract : This paper forms part of a larger study focusing on higher education educators' learning from and through their engagement with OER. The first part of the study was a quantitative survey investigating educators' learning behaviour when they learned to use OER in their practice. The second part of the study explored qualitatively how educators engaged with OER and how they conceptualised their learning. Data were gathered through interviews with 30 higher education educators. This paper reports the analysis of these interviews. The analysis draws on the theory of self-regulated learning and cultural-historical activity theory to explore the challenges adult education practitioners encounter when changing their practice. The study tests the application of a framework that traces the discursive manifestations of contradictions, exploring how this framework can be used to examine different aspects of self-regulated learning as educators learn how to use OER. The authors identified three distinct tensions in higher education educators' practice:

tensions between the emerging needs of the individual (as he or she adopts new forms of practice) and organisational policies; between the transfer of responsibilities from educators to students as new practice is embedded and institutional accountability; and between cost efficiency and learning objectives.

Africa

MOOC Afrique : analyse des besoins, étude de faisabilité et recommandations / Nicolas Roland, Marie Stavroulakis, Nathalie Francois, Philippe Emplit . - Brussels : Université Libre de Bruxelles, 2017 . - 114 p.

Abstract : This report examines the extent to which MOOCs can provide a relevant response to educational needs in Africa and provides recommendations on how they can contribute to African universities has been published. The research was carried out by IAU Member Université Libre de Bruxelles and supported by the Agence Universitaire de la Francophonie (AUF).

URL : <http://difusion.ulb.ac.be/vufind/Record/ULB-DIPOT:oai:dipot.ulb.ac.be:2013/254265/Holdings>

Asia and the Pacific

Blended learning for quality higher education : selected case studies on implementation from Asia-Pacific / UNESCO Asia and Pacific Regional Bureau for Education [UNESCO Bangkok] . - Paris, Bangkok : UNESCO, 2017 . - 296 p.

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

Abstract : This report by UNESCO Bangkok and the Education University of Hong Kong explores the potential of blended learning - the fusion of online and face-to-face contact time between teaching staff and students - in a region with growing demands for more flexible pathways to accessing quality higher education. It is a compilation of case studies from a range of experienced higher education institutions in the Asia-Pacific region where they showcase promising practices and lessons learned.

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

Broadening participation not border protection : how universities can support women in computer science / Dee Mitchell, Anna Szorenyi, Katrina Falkner, Szabo Claudia / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - In: Journal of Higher Education Policy and Management, v. 39, no. 4, pp. 406-422, August 2017

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

Abstract : Computer science, like technology in general, is seen as a masculine field and the under-representation of women an intransigent problem. In this paper, we argue that the cultural belief in Australia that computer science is a domain for men results in many girls and women being chased away from that field as part of a border protection campaign by some males – secondary school teachers, boys and men playing games online and young men on campus at university. We draw on American feminist philosopher, Iris Marion Young's analysis of the 'five faces' of oppression to suggest strategies whereby Australian universities could support women in computer science and educate men about respectful behaviour and gender equity.

Europe and North America

Higher education and Silicon Valley : connected but conflicted / Peter Scott, Michael W. Kirst . - Baltimore : John Hopkins University Press, 2017 . - 282p.

ISBN 978-1-4214-2308-1

Abstract : Higher education institutions are increasingly seen as vital in the economies of regions where they are located. These dynamics are explored in the context of the high-tech industries of Silicon Valley based in the San Francisco bay area. As the seat of an innovation economy, the success of the region is dependent on the knowledge and training of a highly-skilled workforce. This book shows that while higher education and the technology sector and are similar in some ways and interdependent, they are also mismatched in many ways. The approach of the book is not restricted to the role of research universities. Based on a longitudinal study over four decades, the research covers more than 350 higher education institutions and examines the roles that they have played in developing and sustaining the technology sector in Silicon Valley. The book also explores the challenges faced by institutions from reduced state resources and rapid population growth, and the subsequent increased demand for enrolment. It details strategies pursued by institutions as

they have attempted to both uphold academic standards, while responding to the demands of a rapidly changing market economy.

Classmark : US-13 SCO

Towards full open access in 2020: aims and recommendations for university leaders and National Rectors' Conferences / European University Association [EUA] . - Brussels : EUA, 2017 . - 5 p.

Abstract : This report contains recommendations on open access and aims to assist European universities in the transition towards a more open scholarly communication system.

URL : <http://www.eua.be/Libraries/publications-homepage-list/towards-full-open-access-in-2020-aims-and-recommendations-for-university-leaders-and-national-rectors-conferences>

Formación musical universitaria en un contexto de enseñanza blended-learning : University music training in a blended learning environment / Susana Toboso Ontoria, Inmaculada Tello Díaz-Maroto, Francisco José Álvarez García / Instituto Europeo de Iniciativas Educativas [IEIE][Spain] . - **In:** Revista española de pedagogía, v. 75, no. 268, pp. 497-515, septiembre-diciembre 2017
ISSN 0034-9461

Abstract : This research study analyses the teaching of music through a blended-learning approach in a primary teaching degree programme offered by a faculty of education. A multi-method approach with qualitative and quantitative tools was used. These tools enabled us to analyse the effectiveness of the training and the variables that affect how students rate the training they receive. The results were satisfactory with the training meeting the expectations of students and teachers alike. The results illustrate the need to offer students technical assistance, the importance of the role of the teacher, and the fundamental need to carry out face-to-face sessions. The authors conclude that there is a need in society for continuing education which is difficult to combine with work life. Therefore, it is essential to change how we understand and experience universities; they should provide greater flexibility and be more closely connected with the real world.

Este estudio expone una investigación sobre la enseñanza de la música en una Facultad de Educación que imparte formación en modalidad blended-learning en el Grado de Maestro en Educación Primaria. Se ha desarrollado un estudio multimetódico, utilizando herramientas cualitativas y cuantitativas. A través de ellas, se ha analizado la efectividad de la formación y las variables que influyen en la valoración que realizan los estudiantes sobre la formación recibida. Los resultados han sido satisfactorios, y la formación recibida ha cumplido con las expectativas de alumnos y profesores. Los resultados exponen la necesidad de ofrecer ayuda técnica a los estudiantes, la importancia de la función del profesor y la obligatoriedad de realizar sesiones presenciales. Concluimos que la sociedad tiene una necesidad de formación permanente difícil de compaginar con la vida laboral, por lo que se hace necesario un cambio en la forma de entender y vivir el entorno universitario que debe aportar flexibilidad y estar en conexión con el mundo actual.

Latin America and the Caribbean

Nuevos presentes y múltiples futuros de una educación sin distancia [Special issue] / Union de Universidades de América Latina y Caribe [UDUAL] . - **In:** Universidades, v. 66, no. 70, 91 p., octubre-diciembre 2016
ISSN 0041-8935

Abstract : En éste número, se aborda el tema de la educación a distancia.

This special issue examines the theme of distance education.

Contents: Educación a distancia sin distancias (Selín Carrasco, Silvia Baldivieso); La fase actual de expansión de la educación en línea o virtual en América Latina (Claudio Rama); Cursos masivos abiertos en línea: oportunidad o amenaza (Ricardo Mercado del Collado); Tendencias en la personalización de los entornos de aprendizaje Experiencias y modelos de personalización en instituciones de educación superior mexicanas (María Elena Chan Núñez, Minerva Gastelum Parra).

URL : <https://www.udual.org/pdf/universidades/Universidades70.pdf>

Internationalization

Communicating successfully across differences / Darla K. Deardorff / DUZ, International Association of Universities [IAU] . - In: Internationalisation of Higher Education, no. 3, pp. 27-36, 2017
ISSN 2199-5125

Abstract : International educators, as part of their work, must navigate communication challenges inherent in intercultural relationships and situations. This article highlights key intercultural issues for international educators regarding communication, summarised from intercultural research as well as personal experience. Specifically, this article addresses intercultural communication barriers and issues, followed by action steps, strategies and an application.

Chinese Ph.D. students on exchange in European Union countries : experiences and benefits / Wen-Qin Shen, Dong Liu, Hongjie Chen . - In: European Journal of Higher Education, v. 7, no. 3, pp. 322-335, September 2017
ISSN 2156-8235

Abstract : In the past decade, thousands of Chinese doctoral students received funding from the China Scholarship Council (CSC) to start a 1–2-year exchange study in European universities. Do these Chinese doctoral students significantly improve their academic skills and publications through such an overseas experience? What are the influencing factors for them to receive such benefits? Through a large-scale investigation, we confirmed the expectation that Chinese doctoral students received benefits from these study abroad experiences in Europe, and identified several critical factors such as advisor and institution ranking for them to receive such benefits. These results confirmed the authors expectations that the advisor is the most important factor contributing to a successful abroad studying experience. The authors suggest that more attention should be paid to take into account exchange Ph.D. students' collaborative supervisor and his/her research team.

Internationalization for a uncertain future : tensions, paradoxes, and possibilities / Sharon Stein / Association for the study of higher education [ASHE][USA] . - In: The Review of Higher Education, v. 41, no. 1, pp. 3-32, Fall 2017
ISSN 0162-5748 . - Online ISSN 1090-7009

Abstract : Emphasizing higher education as a space for critically-informed, socially accountable, and open-ended conversations about alternative futures, in this paper the author reframes common approaches to complexity, uncertainty, and critique by offering a social cartography of three critical approaches to internationalization: soft, radical, and liminal.

Partner positioning : examining international higher education partnerships through a mutuality lens / Chrystal A. George Mwangi / Association for the study of higher education [ASHE][USA] . - In: The Review of Higher Education, v. 41, no. 1, pp. 33-60, Fall 2017
ISSN 0162-5748 . - Online ISSN 1090-7009

Abstract : This study uses qualitative inquiry to examine 60 international higher education partnerships through the lens of mutuality in order to emphasize how partners negotiate and navigate power. Partnerships were comprised of a university in the U.S. and in the 'Majority World' with the goal of addressing international development challenges. Findings emphasize the process of partnership creation, navigating cross-cultural contexts, partner positioning and partnership dynamics, and stakeholder engagement. [Abstract from publisher]

Perception of European and Chinese stakeholders on doctoral education in China and Europe / Chang Shu, Yuzhuo Cai, Karen François . - In: European Journal of Higher Education, v. 7, no. 3, pp. 227-242, September 2017
ISSN 2156-8235

Abstract : This study investigates perceptions of European and Chinese stakeholders on doctoral education (DE) in China and Europe, particularly the cooperation between the two sides. Data were collected through online and paper survey from both European and Chinese stakeholders (N = 946). The results provide insights for policy-makers, university administrators, doctoral students and their supervisors when planning and engaging in DE in collaboration between European and Chinese higher education institutions (HEIs). Various cooperation models are currently implemented between Chinese and European HEIs. European respondents reported a higher awareness level of cooperation issues compared to the Chinese respondents. Significant differences were found between the Chinese and European respondents regarding their perceptions, perceived advantages and challenges, as well as expectations on cooperation in DE.

Social responsibility of scholarship programmes : the case of the Ford Foundation International Fellowships Program – IFP / Evelyn Anyal Musa-Oito / DUZ, International Association of Universities [IAU] . - In: Internationalisation of Higher Education, no. 3, pp. 37-54, 2017
ISSN 2199-5125

Abstract : The focus of this article is on scholarships and mobility programmes that address social justice and inclusion, using the Ford Foundation International Fellowships Program (IFP) as a case study. The author begins by reviewing the themes that are common to various types of scholarship programmes. She then examines the strategies that IFP deployed to effectively reach, inform and attract its target groups, the selection and placement processes and fellows' monitoring. Finally, the author reviews the programme's outcomes, considering the beneficiaries' marginalised backgrounds, recruitment process and various supports provided to them. The article concludes by highlighting the programme's impact.

Towards an analytical framework for understanding the development of a quality assurance system in an international joint programme / Gaoming Zheng, Yuzhuo Cai, Shaozhuang Ma . - In: European Journal of Higher Education, v. 7, no. 3, pp. 243-260, September 2017
ISSN 2156-8235

Abstract : This paper construct an analytical framework for understanding quality assurance in international joint programmes and test it in a case analysis of a Portuguese–Chinese joint doctoral degree programme. The framework examines changes in institutional logics underlying the quality assurance system, and factors facilitating/impeding the changes in the institutionalization logics process. The authors found that while developing a system accommodating the traditions and needs of both sides is not an easy task, several factors, specifically profitability, compatibility and the agency of institutional entrepreneurs, may facilitate the process.

Arab States

Sustainability of Western branch campuses in the Gulf Region : students' perspectives of service quality / Shahid N. Bhuian . - In: International Journal of Educational Development, 49, pp. 314-323, 2016
Bibl.

Abstract : This study examines the discrepancies between students' expectations and perceptions regarding the service quality dimensions of tangibility, reliability, responsiveness, assurance and empathy in the context of Western branch campuses in Qatar. Even though the Gulf Cooperation Council (GCC) region has become a leading international education hub by establishing over 60 branch campuses of Western institutions, most of these are operating under capacity because of their inability to attract adequate number of students, which is becoming a rising threat for the sustainability of these branch campuses. Regarding the issue of quality, branch campuses in the Gulf region are mostly focused on the traditional means of accreditation, course review, and students' feedback on course delivery. Analysing a sample of over two hundred students representing branch campuses in Qatar, this study finds that students' experiences of all salient dimensions of service quality are lower than their expectations. More specifically, branch campuses could not meet, let alone exceed, the service quality expectations of students in any of the significant dimensions of the service quality-service processes, interpersonal contacts, and physical aspects. It appears that the mere transplantation of Western models of education in this culturally distinct host country is not enough. The authors suggest that branch campuses in the Gulf region will be better off if they strive to align their service offerings as per students' expectations and values. Theoretical and practical implications are discussed.

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

Asia and the Pacific

National code of practice for providers of education and training to overseas students 2018 / Australian Government . - Canberra : Australian Government, 2017 . - 32 p.

Abstract : This code of practice strengthens Australia's protections for international students. It details nine standards for providers of education to international students. These include student recruitment; enrolment; use of education agents; overseas student support services; and visa requirements.

URL : <https://www.legislation.gov.au/Details/F2017L01182>

Cost economies in the provision of higher education for international students : Australian evidence / Liang-Cheng Zhang, Andrew C. Worthington, Mingyan Hu . - In: Higher Education, v. 74, no. 4, pp. 717–734, October 2017
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : This article offers a comprehensive analysis of the cost economies underlying higher education provision for international students using a sample of 37 Australian public universities over the period from 2003 to 2012. The findings suggest that it is appealing to enrol additional overseas students given their lower average and marginal costs and the significant economies of scale prevailing in higher education generally. Further, while the authors found evidence of economies of scope for overseas students only in smaller institutions, there is no evidence of diseconomies of scope, implying the current number of overseas students and their joint production with domestic students at the least does not lead to unnecessarily higher overall costs. [Abstract adapted from publisher]

Higher education, migration and policy design of the Philippine Nursing Act of 2002 / Exequiel Cabanda / International Association of Universities [IAU] . - In: Higher Education Policy, v. 30, no. 4, pp. 555-575, December 2017
IAU Members benefit from open access to the electronic version of this article. . - ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : In examining the nexus between higher education and migration policy, scholars explore the institutional level (i.e. how universities compete for students) and individual migrants' perspectives (i.e., motivations to pursue higher education and emigrate), but little is known on the role of states in creating a policy environment for these actors to operate. From the policy design of the Philippine Nursing Act of 2002, this study accounts the state's role in promoting emigration by designing nursing policy that educates Filipino nurses for foreign employment. By identifying and accounting for the competing motivations of policy actors inside and outside the domain of higher education, it concludes that in the design of nursing policy these policy actors integrate nursing education to the overarching state policy on labor export for economic development.

URL : <https://link.springer.com/article/10.1057/s41307-017-0038-8>

Ideologies, strategies and higher education development : a comparison of China's university partnerships with the Soviet Union and Africa over space and time / Jun Li . - In: Comparative education, v. 53, no. 2, pp. 245-264, 2017

Abstract : University partnerships have been a key dimension of higher education development. Based on documentary analysis and empirical data, this study compares two distinctive models of university partnership experienced by China, first as a recipient with the Soviet Union in the 1950s and later as a provider with African countries in the 2000s. The different modalities of China's university partnerships are analysed in the changing contexts of a shift from the political ideology of socialism to the current global context of neo-liberalism. The article looks critically at how Chinese universities have utilised their earlier experience of development under Soviet influence in their current approach to internationalisation, taking China's on-going 20+20 University Partnership Scheme with less developed countries in Africa since 2010 as an example. The intention of this article is to reflect deeply on the policy implications of China's experience in transforming its position from a recipient into a provider of university partnerships. Finally, the article also looks at the Confucian mission of the Chinese University 3.0 and the possibility of fostering multilateral university partnerships for international development in the context of globalisation.

URL : <http://www.tandfonline.com/toc/cced20/current>

Europe and North America

Brexit: the challenges and opportunities for the higher education and research sector / British Irish Chamber of Commerce . - Dublin : British Irish Chamber of Commerce, 2017 . - 18 p;

Abstract : This policy paper states that the Irish higher education system will lose out on opportunities presented by Brexit unless underfunding is addressed. It also recommends that, regardless of the Brexit outcome, the Irish Government not impose non-EU fees on UK citizens; the establishment of a UK-Ireland research fund and a north-south research centre.

URL : <http://www.britishirishchamber.com/wp-content/uploads/2017/09/Higher-Education-and-Research-Policy-Paper-web-Sep2017.pdf>

Globalizing university research : innovation, collaboration, and competition / Karen Holbrooke, Kiki Caruson / Institute for International Education [IIE][USA] . - New York : IIE, 2017 . - 268 p. (Global Education Research Reports, 10)
ISBN 978-0--87206-385-3

Abstract : This book examines the many ways in which universities can support international research, equip researchers and faculty with tools for international collaboration, engage students, and create institutional partnerships to facilitate research that reflects our globalised world. Recognising challenges such as time, language, and cultural differences in project management, the book offers a critical reflection into the internationalization and globalization of institutional research. Although having a US focus, the book features examples of research collaboration and partnerships around the world, details best practices and provides practical information such as funding opportunities and programmes. The book provides a useful roadmap in creating an institution that reflects the realities of today's interconnected world.

Classmark : INT-6 IIE

Legal obstacles on Master's admissions in Europe / Associacio Catalan d'Universitats Publiques [ACUP][Spain] . - Barcelona : ACUP . - 57 p.

Abstract : This report addresses one of the main problems affecting admissions in Europe today: the perception by Master's programme coordinators and admission staff that some important admission requirements restricting a diverse international classroom are set by national laws. It is an output of the Mastermind project in Europe and is based on the nine countries of the Mastermind Consortium (Austria, Belgium, Finland, Germany, Italy, Lithuania, Slovenia, Spain and the Netherlands). It tries to answer the question: is the perception that there are legal obstacles grounded in real facts? A description of the laws and regulations on admission of the nine countries is given and put in the context of each country's university system. The evidence obtained in this report has shown that the only legal requirement for Master admission found in laws from the countries analysed is a valid Bachelor degree, and that the main obstacle for student admission is the process of requesting a visa/student permit, which is cumbersome and time consuming and affects only students from outside of the EU. It is usually accompanied by the parallel process of degree recognition, which in some countries presents several difficulties for the student.

URL : http://www.acup.cat/sites/default/files/2017-06/Legal-obstacles-report_v22-May-FINAL.pdf

Research Ethics Education in Graduate International Collaborations / Council of Graduate Schools [USA] . - Washington, DC : CGS, 2017 . - vi-54 p.

ISBN 978193304280

Abstract : The report provides recommendations for preparing STEM researchers to navigate ethical challenges in international research collaborations. It represents the culmination of three years of collaborative research, funded by the National Science Foundation.

URL : http://cgsnet.org/publication-pdf/4553/CGS_ResearchEthics_Pub_web.pdf

Women in global science : advancing academic careers through international collaboration / Kathryn Zippel . - Stanford : Stanford University Press - 244 p.

ISBN 978-1-5036-0149-9

Abstract : This book considers international collaborative work alongside women's participation in academic science, technology, engineering and mathematics fields. The author explores how gender shapes the opportunities and obstacles for researchers internationally, and whether the globalisation of academia helps or hinders the advancement of women. The book is based on survey, interview, and focus group data of STEM academic staff involved in international collaborative research in 38 research universities in the United States. The author identifies two factors which impact women researchers when working internationally. The first, termed the 'edu bonus', refers to a status boost that United States faculty benefit from when working internationally. For women this can override the marginalisation they experience in the US, making their experience abroad professionally rewarding and expanding their collaborative opportunities. However, STEM women also face barriers, or 'Glass fences' when working internationally. The author illustrates how gender is embedded in international collaboration practices of nation-states, funding agencies and universities and examines in particular the implications for women's access to and opportunities to participate in international conferences, research sites, and fieldwork.

Classmark : US-711.2 ZIP

A PhD Programme at the Centre for Internationalisation of Education (CIE) / Robert Coelen / DUZ, International Association of Universities [IAU] . - In: Internationalisation of Higher Education, no. 3, pp. 15-25, 2017

Abstract : This article describes the establishment of a joint centre focused on research into Internationalisation of Education founded by two universities in the Netherlands.

Academic socialization of Chinese doctoral students in Germany : identification, interaction and motivation / Rui Wu . - In: European Journal of Higher Education, v. 7, no. 3, pp. 276-290, September 2017

ISSN 2156-8235

Abstract : This research examines the academic socialisation of 53 Chinese doctoral students in Germany selected from 8 universities across 7 federal states. A combination of quantitative and qualitative methods was applied. Findings show that the academic socialisation takes place in three aspects of students' life: the identification of their doctoral status, the interaction with supervisor and their motivation of doing research. Based on that, the clearness of identification, effectiveness of interaction and steadiness of motivation are displayed as necessary conditions for a comparatively high level of academic socialisation in German academic field.

Celebrating 30 years of the Erasmus programme / Hywel Ceri Jones - In: European Journal of Education, v. 52, no. 4, pp. 558–562, December 2017

ISSN 0141-8211 - Online ISSN 1465 3435

Abstract : This is an edited version of 2 speeches given by the author during 2017 which constitutes the story of the birth and development of the Erasmus programme to its present status as Erasmus +. In this text the place of education and training in the political and legal context of the development of the EU is highlighted. This presentation coincides with the widespread celebration of the thirtieth official anniversary of the Erasmus programme and with the growing political support for its expansion as key part of the EU's post 2020 strategy of development.

Chinese students' social integration into the university community: hearing the students' voices / Helen Spencer-Oatey, Daniel Dauber, Jing Jing, Wang Lifei . - In: Higher Education, v. 74, no. 5, pp. 739-756, November 2017

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

Abstract : This paper examines Chinese students' integration within a UK university. Using a sequential mixed-method study, it addresses two research questions: (a) Chinese students' level of satisfaction with their social integration into the university community and (b) the barriers that Chinese students' perceive in becoming more socially integrated into the university student community. The research finds that many Chinese students are dissatisfied with their range of friendships and that they find it more challenging to socialise with students of other nationalities than other students do. They point out a number of barriers to integration, with cultural distance playing a major role, but also argue for the impact of individual factors. The paper concludes by considering the implications for universities and suggestions for further research.

URL : <https://link.springer.com/article/10.1007/s10734-016-0074-0>

Creating equal playing fields : how to foster international competitiveness through better gender balance in research and higher education / Beate Scholz / DUZ, International Association of Universities [IAU] . - In:

Internationalisation of Higher Education, no. 3, pp. 55-90, 2017

ISSN 2199-5125

Abstract : Creating equal playing fields for men and women in research and higher education institutions can be seen as a major trigger for research and higher education institutions around the world in different respects, such as the global race for talents, international acquisition of research funding as well as for the improvement of research outcomes and impacts. This article outlines what is actually at stake when we talk about the participation of women in international research and higher education and related careers. It also explores how more women could be retained in research and to what extent appraisal and recruitment procedures need to be altered in order to comply with international standards and thereby to better acknowledge individual achievements, circumstances and experiences. Another focal point concerns measures and structures allowing for a better reconciliation of work and private life, an aspect of increasing importance for research and higher education institutions aiming at attracting the best potentials worldwide. Eventually, the question concerning which mechanisms could sustainably induce institutional and cultural change to improve the career opportunities for women will be raised.

'Empty signifiers' and 'dreamy ideals ': perceptions of the 'international university' among higher education students and staff at a British university / Alina Schartner, Yoonjoo Cho . - In: Higher Education, v. 74, no. 3, pp. 455-472, September 2017

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

Abstract : This paper reports on a mixed-methods case study investigating how higher education staff and students understand, experience and envision the 'international university'. Quantitative and qualitative data were collected at one British university through focus groups (N = 19) and through an online survey (n = 148). Findings revealed a conventional

mobility-focused understanding of the international university among students and staff, and a great deal of cynicism as regards 'internationalisation at home' and 'global citizenship'. The authors discuss implications for practice and a research agenda.

Examining student immobility : a study of Irish undergraduate students / Mairéad Finn, Merike Darmody / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - **In:** Journal of Higher Education Policy and Management, v. 39, no. 4, pp. 423-434, August 2017
ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : This paper explores student mobility among Irish higher education students. It specifically focuses on the profile of 'stayers', that is, students who have no plans to study abroad, thus addressing an underexplored topic in existing literature on student mobility. The article aims to identify factors that impact on students' decisions not to pursue study abroad. Drawing on a national survey of students, Eurostudent V, the findings demonstrate that immobility is predicted by mother's level of education and family income, showing the salience of socio-economic factors. Age and language proficiency are also visible factors, with the main obstacles to mobility being finances, language barriers and not wanting to separate from family and friends. Trends are also visible in the education institution a student is enrolled in, with those in institutes of technology more likely to be immobile than those in universities.

Market ordering as a device for market-making : the case of the emerging students' recruitment industry / Janja Komljenovic . - **In:** Globalisation, Societies and Education, v. 15, no. 3, pp. 367-380, June 2017
ISSN 1476-7724 . - Online ISSN 1476-7732

Abstract : This paper focuses on market-making in the higher education sector and particularly on the role of the market ordering processes. The entry point to examine relations between market ordering and market-making is a private company from Germany (ICEF) engaged in selling particular kinds of education services, delivered by orchestrating market encounters between education institutions and international student recruitment agents. The novelty of ICEF's approach to making markets is that it draws on two existing markets in order to be able to monetise the particular market encounters. The first market is the higher education sector as an export industry, which ICEF both promotes and also legitimates. The second market concerns international student recruitment agents, in which ICEF actively constructs market ordering mechanisms. In doing so, ICEF is expanding their own opportunities for making profits at the same time as expanding higher education markets more broadly. [Abstract from publisher]

Professional development in international education : the example of the Boston College MA in International Higher Education / Hans De Wit, Laura E. Rumbley / DUZ, International Association of Universities [IAU] . - **In:** Internationalisation of Higher Education, no. 3, pp. 1 - 14, 2017
ISSN 2199-5125

Abstract : The evolution of internationalisation in higher education, from ad hoc, marginal and fragmented to comprehensive and complex, demands different professional skills and experiences than in the past. Professional development has been and continues to be short-term and primarily offered by professional associations. This article makes an appeal for a more comprehensive approach to professional development, including doctoral and master programmes in internationalisation of higher education. The Master's in International Higher Education at Boston College is described as an example of such a programme. The authors state that given the fact that internationalisation has moved from the margins of higher education research, policy and practice, the professional development needs of those tasked to advance the cause of internationalisation in order to enhance the quality and relevance of higher education, locally and globally.

Soft power as a policy rationale for international education in the UK : a critical analysis / Sylvie Lomer . - **In:** Higher Education, v. 74, no. 4, pp. 581-598, October 2017
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : This article presents the results of a textual analysis conducted on policy discourses on international students in the UK between 1999 and 2013. A number of rationales for and against increasing their numbers have been made, which have largely remained consistent over changing political administrations. One key rationale is that international students enhance the UK's global political influence through its soft power. Critical analysis indicates that a number of unsubstantiated assumptions are made, representing international higher education and students in an outdated power relation predicated on Cold War politics. Key assumptions are that international students change their political attitudes and identify with the host country as a result of positive experiences. Later they are supposed to return home and reach positions of influence, which they exert in favour of the UK. They are represented to feel the same whether on

scholarship or self-funded; and behave in predictable, similar ways. These representations of students as social subjects have disciplinary implications, which should be a topic for critical debate and potentially resistance in pedagogical contexts.

The implementation of internationalisation in Israeli teacher training colleges / Miri Yemini, Julie Hermoni, Vered Holzmann, Liron Shokty, Wurud Jayusi, Nazeh Natur . - **In:** European Journal of Education, v. 52, no. 4, pp. 546-557, December 2017

ISSN 0141-8211 . - Online ISSN 1465 3435

Abstract : This article analyses the implementation of internationalisation in three second-tier higher education institutions specialising in teacher training programmes in Israel under an EU-funded TEMPUS (Trans-European Mobility Programme for University Studies) project. The authors show how internationalisation is implemented at these institutions, where diverse motivations, power relations, and ideas intervene. They discuss the main themes that emerged through semi-structured interviews with the colleges' leadership, supporting our findings with a content analysis of the colleges' strategic plans. This study provides new insights, revealing how the EU internationalisation agenda is interpreted locally in such settings, thereby highlighting the importance of the particular context in this process.

Latin America and the Caribbean

Institutional and regulatory foundations for the establishment of the European, Latin American and Caribbean Area for Higher Education, Science, Technology and Innovation. / Francisco Sánchez, Rosana Hernández Nieto / European Union - Latin America and Caribbean Foundation [EU-LAC Foundation] - Hamburg, Germany : EU-LAC Foundation, 2017 . - 257 p.

ISBN 978-84-697-3125-3

Abstract : This report is result of the collaboration efforts between the EU-LAC Foundation, FLACSO Spain and the University of Salamanca, supported by the Government of Spain, with the aim of systemising empirical evidence about factors that favoured the integration of a bi-regional space for Higher Education, Research, Science and Technology. The study, structured into ten chapters, comprises Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, Ecuador, El Salvador, Guatemala, Haiti, Honduras, Jamaica, Mexico, Nicaragua, Panama, Paraguay, Peru, the Dominican Republic, Trinidad and Tobago, Uruguay and Venezuela. Furthermore, there is a special segment dedicated to the same elements in the European Higher Education Area (EHEA).

URL : https://eulacfoundation.org/en/system/files/highereducation_institbases_en.pdf

Determinants of successful internationalisation processes in business schools / Henry Bradford, Alexander Guzmán, María-Andrea Trujillo / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - **In:** Journal of Higher Education Policy and Management, v. 39, no. 4, pp. 435-452, August 2017

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

Abstract : The authors analyse the internationalisation process in business schools as a response to the globalisation and argue that environmental pressures, isomorphic forces, the pool of internal resources and the alignment of the process with the institution's general strategic plan are the main determinants of a successful internationalisation process. The authors discuss four propositions that explain the implementation of an appropriate internationalisation process for a business school. This paper highlights the main factors that should be taken into account by school deans, university provosts, university boards and educational policymakers in guiding internationalisation process at institutional and national/sector levels.

URL : <http://www.tandfonline.com/doi/full/10.1080/1360080X.2017.1330798>

Geopolítica de la internacionalización universitaria : asignaturas pendientes [Special issue] / Union de Universidades de América Latina y Caribe [UDUAL] . - **In:** Universidades, v. 66, no. 69, 92 p., julio-septiembre 2016
ISSN 0041-8935

Abstract : En éste número, se aborda el tema de la internacionalización de la educación.

This special edition examines the theme of internationalization of education.

Contents: Presentación (Antonio Ibarra); Geopolítica de la internacionalización universitaria: asignaturas pendientes (Sylvie Didou Aupetit); Iniciativas institucionales latinoamericanas para generar conocimiento sobre Asia (Juan José Ramírez Bonilla); Dilemas y tensiones alrededor de la Plataforma de Movilidad Académica y Estudiantil de la Alianza del Pacífico (Juan Jesús Morales Martín y Consuelo Manosalba); Una política para la incorporación de jóvenes

investigadores: el programa de “Cátedras Conacyt” (Rosalba Ramírez García); Acordos bilateral de cooperação acadêmica entre Brasil e Portugal: internacionalização ou (pós)colonização universitária? (Thais Franca y Beatriz Padilla); La (re) orientación de la política de educación superior, investigación e innovación en el contexto del buen vivir (Yolanda Alfaro).

URL : <http://publicaciones.udual.org/pdf/Universidades69.pdf>

Sustainable Development

A decade of progress on Education for Sustainable Development : reflections from the UNESCO Chairs Programme / G. Michelsen and P. J. Wells , Editors / UNESCO - Paris : UNESCO Publishing, 2017 . - 134 p.

Abstract : This focuses on the activities undertaken by UNESCO Chairs within the context of the UN Decade of ESD. The case studies are detailed in Mexico, France, Italy, Canada, Cameroon, the Netherlands, Germany, Uzbekistan, Greece, Spain, Armenia, and the Russian Federation. These detail good practices, applied research and curricula innovations pioneered by the individual UNESCO Chairs, as well as highlighting the challenges and lessons learned both for the new follow-up Global Action Programme (GAP) on ESD and the wider Education 2030 Agenda.

URL : <http://unesdoc.unesco.org/images/0025/002523/252319e.pdf>

Higher education in the sustainable development goals framework / Taya Louise Owens . - In: European Journal of Education, v. 52, no. 4, pp. 414-420, December 2017

ISSN 0141-8211 . - Online ISSN 1465 3435

Abstract : Whilst the Millennial Development Goals focused attention on universal primary attainment, the Sustainable Development Goals introduce tertiary education into the global development agenda. Higher education was an important consideration in the 2000 Dakar framework, but it was not included as a target. Instead, it appeared indirectly as a supportive pathway to other goals such as youth skills or quality teacher. Now, higher education plays a key role as a means to achieving Goal 4 on education: inclusive, equitable and quality education for all. This article evaluates the introduction of higher education into the development agenda and the introduction of the SDGs into the parallel but fragmented multilateral and university agendas. It concludes by specifying two factors that are essential if higher education is to play a revitalised role in the sustainable development framework: publicly-funded research and regional higher education partnerships. (Abstract from publisher)

Africa

Africa 2030 : How Africa can achieve the Sustainable Development Goals / Sustainable Development Goals Center for Africa [SDGC/A][Rwanda] . - Kigali : SDGC/A, 2017 . - 138 p.

ISSN 2077-5091

Abstract : This report looks at the performance of African countries on the achievement of the Millennium Development Goals. It examines the reasons that hindered their complete achievement, as well as recognising best practices to move forward in line with the 2030 Agenda for Sustainable Development.

URL : <http://sdgcafrica.org/wp-content/uploads/2017/03/sdgca-africa-2030-report.pdf>

Asia and the Pacific

A critical review of education for sustainable development (ESD) in Japan : beyond the practice of pouring new wine into old bottles / Yoshiyuki Nagata . - In: Educational Studies in Japan : International Yearbook, no. 11, pp. 29 - 41, March 2017

ISSN 1881-4832

Abstract : In Japan, ESD has been incorporated as mainstream policy. However, looking back on the UN Decade of Education for Sustainable Development (UNDESD), ESD has not brought about the transformation in Japan expected, despite the support at the policy level. The cause may be that pouring the "new wine" of ESD into the "old bottle" of the traditional educational system has diluted the dynamic contained in ESD. This article describes the differences between "shallow ESD" and "deep ESD". The former stems mainly from widely shared interpretations of ESD that emphasise the overlap and connections with the existing curriculum and types of education. The latter is needed to avoid this loss of dynamism and to gain access to the full potential of ESD. Holistic educational approaches that replace conventional ones, as well as system-level transformation, are indispensable to release "deep ESD". (Abstract from publisher)

Exploring the living learning laboratory : an approach to strengthen campus sustainability initiatives by using sustainability science approach / Irina Safitri Zen . - In: International Journal of Sustainability in Higher Education, v. 18, no. 6, pp. 939 - 955, 2017

ISSN 1467-6370

Abstract : The paper analyses the potential of a campus living learning laboratory (LLL) as an integrated mechanism to provide the innovative and creative teaching and learning experiences, robust research output and strengthening the campus sustainability initiatives. It explores the adoption of sustainability in institutions of higher education in Malaysia over the past decade and the application of the living learning laboratories in several universities.

Europe and North America

I'Educació pel desenvolupament a l'educació superior / Rita Villà Taberner, Nadja Gmelch, Estel Peix Feliu, Jordi Prat Fernández / Associació Catalana d'Universitats Públiques [ACUP][Spain]; Fundació Autònoma Solidària [Spain] . - Barcelona : ACUP, 2017 . - 60 p.

Abstract : This report presents trends of education for sustainable development internationally in a wide range of higher education organisations, including the IAU, and presents examples of initiatives and implementation in the Catalonia region.

URL : [http://www.acup.cat/sites/default/files/2017-](http://www.acup.cat/sites/default/files/2017-09/INFORME_L%2527Educaci%C3%B3%20pel%20Desenvolupament%20a%20l%2527Educaci%C3%B3%20Superior.pdf)

[09/INFORME_L%2527Educaci%C3%B3%20pel%20Desenvolupament%20a%20l%2527Educaci%C3%B3%20Superior.pdf](http://www.acup.cat/sites/default/files/2017-09/INFORME_L%2527Educaci%C3%B3%20pel%20Desenvolupament%20a%20l%2527Educaci%C3%B3%20Superior.pdf) (Catalan language)

A collaborative action research project towards embedding ESD within the higher education curriculum / Gisela Cebrián . - **In:** International Journal of Sustainability in Higher Education, v. 18, no. 6, pp. 857 - 876, 2017
ISSN 1467-6370

Abstract : This paper presents a collaborative action research project conducted at the University of Southampton in the UK with the aim to promote curriculum and professional development in education for sustainable development (ESD) and learn from everyday practices of academics. An action research approach guided by participatory and emancipatory approaches was used. An interdisciplinary group of five academic staff members from different subject areas (education; archaeology; electronics and computer sciences; biology; and health sciences) was created with the aim to support the group's critical reflection and action towards embedding ESD in their teaching practice.

The main outcomes of delivery of sustainability teaching achieved through the project and evidences of the impact of the facilitator role are outlined. The facilitator role has enabled reflection and action, together with the identification of specific needs of academics and the factors influencing their engagement and action.

Austerity-privacy and fossil fuel divestment activism at Canadian universities / Robert McGray, Jonathan Turcotte-Summers . - **In:** Australian Universities Review, v. 59, no. 2, pp. 36-49, 2017
ISSN 0818-8068

Abstract : In this essay, the authors examine how what we term as austerity-privacy has enabled formal education - specifically Canadian universities - to withdraw from critical public discourses. They argue that austerity-privacy was a necessary step for postsecondary education institutions to speed their neoliberal march. To illustrate this phenomenon, the authors examine the fossil fuel divestment movement in Canadian universities, specifically focusing on campaigns to diversify the endowment and pension funds in Canadian higher education institutions from the fossil fuel industry. They also examine the ways in which divestment can democratise the economy of university life.

Campus sustainability tours : exploring an uncharted tool / Ellen R. Trahan, Leslie A. North, Margaret M. Gripshover, Jeanine M. Huss . - **In:** International Journal of Sustainability in Higher Education, v. 18, no. 6, pp. 908 - 922, 2017
ISSN 1467-6370

Abstract : This paper explores the development narrative and usage of environmental sustainability tours available at universities. Sustainability tours aim to increase awareness of knowledge of sustainability while demonstrating environmental sustainability in action in the campus environment. It uses as a case study the Western Kentucky University (WKU) Green Tour, a university in the United States. Questionnaires and interviews were conducted with sustainability leaders involved in tours at their university to discover how they were developed and used. An assessment of the WKU Green Tour used surveys and pre- and post-tests to determine the reach of the tour to the campus population, student learning and faculty use. The results show that there is a lack of data on sustainability tours, making it difficult to design new tours and validate their status as an essential tool. In the case of the university studies, the need for data was confirmed, as current practices that were assumed to be effective proved ineffective. Multiple suggestions for improved tours are provided.

Climate change and the Canadian higher education system: an institutional policy analysis - In: Canadian Journal of Higher Education, v. 47, no. 1, pp. 1-26, 2017

Abstract: This paper reports on how Canadian postsecondary educational institutions have engaged with climate change through policy actions. The authors used descriptive quantitative methods to analyse climate change-specific policies from a representative sample of 50 institutions across Canada and found that nearly half had some form of climate policy. Existing policies were then qualitatively analysed. They found that the most common form of response focused on the built campus environment, with underdeveloped secondary responses focused on research, curriculum, community outreach, and governance policies. The authors consider the motivations for such institutional action and end with implications for policy makers and future research.

URL: <http://journals.sfu.ca/cjhe/index.php/cjhe/article/viewFile/187451/pdf>

Education for sustainable development : an exploratory study in a Portuguese University / Ricardo Torres, Rui Marques Vieira, Ana V. Rodrigues, Patrícia Sá, Gillian Moreira . - In: International Journal of Sustainability in Higher Education, v. 18, no. 6, pp. 956 - 970, 2017

ISSN 1467-6370

Abstract: The research presented here, in Portuguese higher education institutions, was part of the European 'University Educators for Sustainable Development' project. This article examines whether Education for sustainable development was included in the teacher training master programmes in a particular institution.

ESD principles in higher education from a perspective of Central and Eastern European countries / Jana Dlouhá, Katja Vintar Mally, Jiří Dlouhý . - In: International Journal of Sustainability in Higher Education, v. 18, no. 6, pp. 822-840, 2017

ISSN 1467-6370

Abstract : This paper reflects on education for sustainable development (ESD) principles and their manifestation in higher education (HE) in Central and Eastern European (CEE) countries. Observations from comprehensive mapping of ESD in professional development of university educators in CEE within the University Educators for Sustainable Development project provided the initial input for this research. The research was based a questionnaire-based survey distributed among informed experts in ESD and assessed qualitatively. ESD success factors were identified to support the interpretation of the results within the overall HE policy context. The results showed that opportunities for educators' competence development are lower and less diverse in the CEE region than in other parts of Europe. Historical reasons and the policy context may contribute to this situation; the most important factor being the underfinanced HE sector which is currently undergoing profound structural transformation.

ESD professional development of university educators in Serbia, Croatia and Macedonia: a comparative analysis / Vesna Nikolic, Slobodan Milutinovic, Pece Nedanovski, Kornelija Mrnjaus . - In: International Journal of Sustainability in Higher Education, v. 18, no. 6, pp. 923 - 938, 2017

ISSN 1467-6370

Abstract : The paper examines the education for sustainable development (ESD) competences of university educators. It provides a comparative analysis of opportunities for the development of ESD competences in higher education (HE) institutions in Serbia, Croatia and Macedonia. Internet and desktop research was carried out, which was then followed by interviews with key respondents and experts in HE. In addition, information collected from the interviews was compared with both data found in the literature and official documents. The comparative analysis indicated how specific institutional and cultural contexts affect the development of ESD competences in HE in the region. There were differences but also common opportunities for developing the ESD competences of university educators in the countries analysed. For each country, the drivers and barriers, as well as their relevance, were manifested differently and specific key constructs were identified to explain the implementation process for developing ESD competences of university educators.

Learning for and about sustainability in higher education: a regional perspective based on experiences from the Baltic and the Mediterranean / Michael Scoullou, Vicky Malotidi, Paula Lindroos, Sinikka Suomalainen - In: International Journal of Sustainability in Higher Education, v. 18, no. 6, pp. 877-893, 2017

ISSN 1467-6370

Abstract: The paper presents and compares collective efforts of higher education institutions working through two regional networks in introducing and promoting education for sustainable development (ESD) and environmental education (EE); Both regions, the Baltic and the Mediterranean, have multiple needs and high potential for more efficient linking of SD with higher education. Early on it was realised that regional networking could stimulate countries and

universities towards this task. Two networks were set up: the Baltic University Programme (starting in 1991) and the Mediterranean Universities Network for SD focusing on ESD (starting in 2007). The authors present the driving forces for the establishment of these two networks, reviews their main activities together with lessons learned and gives directions for their future operations.

Pedagogical content knowledge of sustainability / Mandy Singer-Brodowski - In: International Journal of Sustainability in Higher Education, v. 18, no. 6, pp. 841-856, 2017
ISSN 1467-6370

Abstract : This paper's describes students' learning processes in a project-based and self-organised seminar on sustainability, part of an interdisciplinary module at a German university open to all its students. A Data were collected from student interviews, group discussions and observations of students' planning and organization meetings. The results of the case study show that students' learning processes vary depending on their pre-seminar sustainability experiences. Two types were established: sustainability newcomers and sustainability experts. Furthermore, the results indicate the importance of emotions in the involvement with sustainability.

Reorienting higher education pedagogical and professional development curricula toward sustainability: a Romanian perspective / Daniela Elena Dumitru . - In: International Journal of Sustainability in Higher Education, v. 18, no. 6, pp. 894 - 907, 2017
ISSN 1467-6370

Abstract : This paper proposes a pedagogical training program within the Romanian mandatory curriculum for higher education (HE) teachers, integrating education for sustainable development (ESD) competencies (UNECE, 2012). It shows how new ESD competencies can be implemented and integrated into existent curricular formulations. A qualitative research design was used using desk research, content analysis, case study and structured interviews with key experts. An assessment of the quality of the Romanian HE pedagogical training programme is presented based on teaching quality assessments from international rankings. The findings suggest that while the Romanian teacher training curriculum does not nurture ESD competencies, it is possible to integrate ESD competencies into the present curriculum without many costs.

Values-based Leadership

Higher education leadership and governance in the development of the creative and cultural industries in Kenya

/ Emily Akuno, Donald Otoyondieki, Peter L. Barasa, Simon P. Otieno, Charity M. Wamuyu, Maurice O. Amateshe / Council for the Development of Economic and Social Research in Africa [CODESRIA] . - Dakar : CODESRIA, 2017 . - 212 p.

ISBN 978-2-86978-717-9

Abstract : The role of higher education in establishing structures and procedures in society and industry is clearly articulated in scholarly discussions. The narrative has recently taken a new momentum in Kenya with acknowledgement of the creative industry involves many youth, as an area that impacts on the economy. In unravelling the link between higher education and industry, the authors focus on leadership and governance in higher education and its expected and perceived contribution to the shaping of the creative industry. Through analysis of cases, the authors interrogate the processes and structures that govern the teaching and practice of the creative subjects, noting how these affect the creative industry in Kenya. This book approaches the creative disciplines from the perspectives of the students, lecturers and university administrators. The three voices provide a balanced view of what higher creative arts education in Kenya is. The book further provides a balanced account of the development of these disciplines in higher education, and their growth in industry.

URL : <http://www.codesria.org/spip.php?article2812&lang=en>

Employability, managerialism, and performativity in higher education: a relational perspective / Senia Kalfa, Lucy

Taksa . - In: Higher Education, v. 74, no. 4, pp 687–699, October 2017

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

Abstract : This article combines Bourdieu's concepts of field, habitus and cultural capital with Lyotard's account of performativity to construct a three-tiered framework in order to explore how managerialism has affected the academic habitus. Specifically, this article examines the adoption of group assignments as a means of developing teamwork skills in one Australian case study organisation. On a macro level, by viewing the employability imperative as one manifestation of managerialism in the higher education field, the authors argue that managerialism has created a performative culture in the case study organisation evidenced by an increasing emphasis on performance indicators. On a meso level, by examining how academics use group assessments to respond to demands made by governments and employers for 'employable graduates', the authors highlight the continuity of academic habitus. Finally, on a micro level by drawing on alumni reflections regarding their experiences of group assessments at university, the authors are able to shed some light on their evaluation of this pedagogical tool.

Representation and conflict of interest among students on higher education governing boards / Jon Lozano,

Rodney Hughes / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - In: Journal of Higher Education Policy and Management, v. 39, no. 5, pp. 607-624, December 2017

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

Abstract : Student participation can take many forms, but one prevalent form is through the inclusion of students as members of institutional governing boards, commonly called student trustees. This practice is not without critique with governance scholars often cautioning against student board membership. They cite the potential for student members to engage in representative behaviour, which may lead them to focus primarily on student issues or cast votes which may be in the best interest of themselves or their fellow students as the primary objection to student board members. This study of student trustees in the United States examines the extent to which these individuals engage in such behaviours, examining interactions between student board members and students at their institutions for signs of whether these oft states concerns have a basis in practice.

Africa

Managing and transforming an African university / John Pancras, Mukasa Ssebuwufu / Council for the Development

of Social Science Research in Africa [CODESRIA] . - Dakar : CODESRIA, 2017 . - 808 p.

Online document . - ISBN 978-2-86978-716-2

Abstract : This book focuses on the history of Makerere university, in Uganda, one of the oldest and most enduring African educational institutions. It chronicles the experience of Makerere University's eighth Vice Chancellor; a former student and one of the institution's longest-serving members of staff. It provides a vivid account of his stewardship, over a period

of three decades from 1973 to 2004, and highlights the challenges of managing an African university. The book is a rich historical document and a valuable educational material.

URL : <http://newwebsite.codesria.org/spip.php?article2723>

La Gouvernance universitaire : une expérience africaine / Abdou Salam Sall / Council for the Development of Social Science Research in Africa [CODESRIA] . - Dakar : CODESRIA, 2017 . - 216 p.

ISBN 978-2-86978-722-3

Abstract : Cet ouvrage présente différentes problématiques de gouvernance universitaire en Afrique avec un accent spécifique sur les dynamiques en cours. Il permet de mieux comprendre les mutations aux niveaux des structures de gouvernance des établissements d'enseignement supérieur avec le nouveau management public et les périmètres de responsabilités des dirigeants tant sur le plan du financement, de la formation, que des modes et canaux de délivrance des enseignements et de l'organisation de la recherche.

This book presents various issues of university governance in Africa with a specific focus on current dynamics. It provides a better understanding of the changes in the governance structures of higher education institutions with New Public Management and the scope of responsibilities of leaders in terms of funding, training, delivery modes and channels, teaching and organisation of research.

URL : <http://newwebsite.codesria.org/spip.php?article2805>

Asia and the Pacific

The influence of organisational features in high-ranked universities : the case of Australia / Baris Uslu / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - In: Journal of Higher Education Policy and Management, v. 39, no. 5, pp. 471-486, October 2017
ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : This article examines the influence of major institutional components, academic support mechanisms and organisational climate on scholarly productivity in high-ranked universities. Qualitative data were collected from senior academics working in high-ranked Australian universities. The data were examined using thematic descriptive and content analysis techniques. The results indicate that academic support practices help save time by providing excellent knowledge related to new pedagogies and research preparation and by offering project management support. Results also show that a participatory work environment and fair institutional policies and practices generate intrinsic and extrinsic incentives to enhance academic role performance. Accordingly, to promote their institutional prestige, university managers should operate selective financial and human resource investment strategies. To elevate the ranking of their institutions, they need to establish essential academic support structures and institute multi-directional communication networks with less bureaucracy, simplified hierarchical structures, effective reward systems, well-designed career planning and informative performance reviews.

Europe and North America

Higher education institutional staff profiles by gender / Higher Education Authority [Ireland] - Dublin : HEA, 2017 . - 32 p.

Abstract : This report examines the gender-breakdown of leadership, governance, management and staffing in Irish higher education institutions. The data shows only marginal improvements since 2015 in addressing the under-representation of women at senior levels and in the governance and management of institutions.

URL : <http://hea.ie/assets/uploads/2017/07/HEA-Institutional-Staff-Profiles-Gender-July-2017-003.pdf>

Arbiters of effectiveness and efficiency : the frames and strategies of management consulting firms in US higher education reform / Kevin R. McClure / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - In: Journal of Higher Education Policy and Management, v. 39, no. 5, pp. 575-589, October 2017
ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : The purpose of this paper is to explore the frames and strategies of consultants in US public higher education reform efforts. Drawing upon a range of documentary evidence, the paper examines four large management consulting firms and their perspectives on higher education reform. The paper analyses the consultative process with two public

universities and two state higher education systems to determine possible avenues by which consultants exert influence. Through reference to theory on academic capitalism and new institutionalism, the paper reveals the ways in which consultants circulate crisis narratives and diffuse private sector management ideas among public colleges and universities that are seeking both financial solvency and legitimacy.

Are higher education institutions and their leadership needs unique? The vertical versus horizontal perspective

/ Brent D. Ruben, Ralph A. Gigliotti . - In: Higher Education Review, v. 49, no. 3, pp. 37-52, Summer 2017

ISSN 0018-1609

Abstract : 20 per cent of presidents of higher education institutions in the United States now come from fields outside academia. The 'outsider' phenomenon in both contemporary politics and across higher education comes at a time when leaders confront a myriad of complex challenges. This article considers to what extent these leadership challenges and the competences required to address them are unique, focusing first on whether and how higher education institutions differ from organisations in other sectors. Reviewing the scholarly literature on leadership in higher education, the article examines the implications of this 'uniqueness analysis' for the selection and development of leaders. The authors explore the characteristics that can influence recruitment, development and analysis of Higher education leaders and propose a competency framework. [Abstract adapted from publisher]

Management and leadership in UK universities : exploring the possibilities of change / Matt Waring / Association

for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . -

In: Journal of Higher Education Policy and Management, v. 39, no. 5, pp. 540-558, October 2017

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

Abstract : This paper considers the case for reform of management structures in UK universities and offers proposals for change. The author argues that the model of top-down, performance-led management that characterises many institutions is both outmoded and ill-suited to the challenges of an increasingly turbulent higher education sector. Drawing on the experiences of a university that introduced a new scheme of performance management, the author explores alternative approaches to leadership and management, collaborative or partnership working designed to improve employee voice and the need to re-evaluate approaches to Human Resource Management. The article concludes with a five-point model for change.

New higher education president integration : change and resistance viewed through social power bases and a change model lens / Christopher A. Gearin / Association for Tertiary Education Management [ATEM]; L.H. Martin

Institute for Higher Education Leadership and Management . - **In:** Journal of Higher Education Policy and Management,

v. 39, no. 5, pp. 559-574, October 2017

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

Abstract : This study investigates how new presidents of higher education institutions struggle to understand their organisations, paying special attention to campus resistance, and how new presidents manage institutional dynamics and expectations. A qualitative study using a phenomenological approach was conducted with 11 single-campus presidents of four-year institutions in the United States, all of whom had been in post for less than four years. Lewin's change model, along with French and Raven's bases of power model, provides the conceptual framework for the study. The results show that institutional discord was common and all presidents struggled to navigate the change process. All presidents found their position to be more challenging than expected. Presidents who utilised good data presentation and communication alongside transparent leadership often earned referential or expert power; these presidents were better prepared to influence change efforts and reduce resistance to change initiatives.

When and why do university managers use publication incentive payments? / Niels Opstrup / Association for

Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management - **In:**

Journal of Higher Education Policy and Management, v. 39, no. 5, pp. 524-539, October 2017

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

Abstract : This article examines managerial and organisational features of university departments in Denmark that use publication incentive payments. Most often it is used when heads of department outside the humanities think it is a good idea to reward scholars financially for publications. In-depth analysis of the cases reveals, however, that department heads cannot simply be divided between 'believers' and 'non-believers'. Almost half expressed confidence in that publication incentive payments motivate researchers to perform better, not because of the monetary reward, but because of the positive feedback signaled by the pay supplement.

Other themes

Academic libraries

A library response to the massification of higher education: the case of the University of Zambia library /

Christine Wamunyima Kanyengo / International Association of Universities [IAU] - In: Higher Education Policy, v. 22, no. 3, pp. 373-387, September 2009

ISSN 0952-8733 - Online ISSN 1740-3863

Abstract : This paper looks at the challenges that libraries in Africa face in responding to massification of higher education by discussing the University of Zambia library's response in library and information resources provision. As a result of massification of higher education, libraries have been forced not only to employ new and different strategies to meet the increased demand for information resources but also to balance the increased demand for services with dwindling human and financial resources. In doing so, the library's response to massification needs to take cognizance of the different levels of information literacy skills in order to afford every student an equitable opportunity to effectively use the information resources available.

URL : <https://link.springer.com/article/10.1057/hep.2009.6>

Academic teaching personnel

Baromètre égalité femmes - hommes 2017 / Conférence des grandes écoles [France] . - Paris : CGE, 2017 . - 31 p.

Abstract : This document shows that a rise in the number of women in governance structures as well as an increase in actions taken by institutions for gender equity. However gender-related wage inequalities remain persistent amongst higher education institution employees and graduates.

URL : <http://www.cge.asso.fr/liste-actualites/le-barometre-egalite-femmes-hommes-vient-de-paraitre/>

A career in activism : a reflective narrative of university governance and unionism / Agnes Bosanquet, Cathy

Rytmeister . - In: Australian Universities Review, v. 59, no. 2, pp. 79-88, 2017

ISSN 0818-8068

Abstract : This paper examines what it means to be an activist and to do activist work in the Australian contemporary university. In a context of globalisation, massification and marketisation, what does academic or scholar activism look like? In a time of political uncertainty about fee deregulation, further cuts to public funding and changes to the income-contingent loans scheme, what does it mean to be an activist or to do activist work? And what happens when activist attention turns to the higher education sector and the operations of the university? This paper examines these broad questions at an intimate level, presenting a reflective narrative of an individual career in academic activism marked by a long-standing scholarly interest in the nature and work of universities, academic and professional roles, teaching experience in multiple disciplines and involvement in union representation. In this paper, the reflections of an individual academic activist, Rosie, are embedded in a contextual discussion of university governance, regulatory and auditing frameworks, the academic workforce, gender inequality, and learning and teaching in higher education in Australia. [Abstract from publisher]

Academic work and performativity / John Kenny . - In: Higher Education, v. 74, no. 5, pp. 897-913, November 2017

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

Abstract : Neoliberal reforms in higher education have resulted in corporate managerial practices in universities and a drive for efficiency and productivity in teaching and research. As a result, there has been an intensification of academic work, increased stress for academics and an emphasis on accountability and performativity in universities. This paper critically examines these developments in institutions and draws on evidence from universities in Australia and a detailed case study in one university to identify the impacts of these changes on academic work. Given its ubiquity and the link of academic productivity to institutional experience, the paper argues that assumptions underpinning academic performance management need to be rethought to recognise the fundamentally intrinsic motivational nature of academic work.

Affirming humanity: a case study of the activism of general/professional staff in the academy / Ann Lawless . - In:

Australian Universities Review, v. 59, no. 2, pp. 50-58, 2017

ISSN 0818-8068

Abstract : General/professional staff occupy a unique place in the labour force of higher education, and may work in a wide range of professions and trades. A case study of activism at an Australian higher education institution is detailed which reveals a number of features of activism in the academy.

https://www.researchgate.net/publication/319953297_Affirming_Humanity_a_case_study_of_the_activism_of_generalprofessional_staff_in_the_academy

"I expect to be engaged as an equal" : collegiality expectations of full-time, non-tenure-track faculty members /

Nathan F. Alleman, Don Haviland . - In: Higher Education, v. 74, no. 3, pp 527–542, September 2017

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

Abstract : In the United States, non-tenure-track faculty (NTTF) represent the new majority. Efforts to move the full-time NTTF role from expendable labor to sustainable professional position have led to improvements in policy and working conditions at many institutions. Still, the profession broadly has just begun to grapple with the implications of this shifting labor market on aspects of the profession traditionally reserved for tenure system faculty, such as collegiality. In this qualitative study the authors use Bess's framework of structure, culture, and behaviour to analyse the collegial expectations of 38 full-time, NTTF members. Participant accounts point to a desire for parity despite differentiation, and highlight the fundamental contradictions of a professional virtue that requires the independence of faculty for it to be fully expressed. [Abstract from publisher]

Redefining 'early career' in academia : a collective narrative approach / Agnes Bosanquet, Alana Mailey, Kelly E.

Matthews, Jason M. Lodge . - In: Higher Education Research and Development, v. 36, no. 5, pp. 890-902, August 2017

ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : With academic work increasingly casualised, experiences of "early career" are changing and definitions in use by institutions and research bodies do not reflect the lived experiences of early career academics (ECAs). This paper presents five collective narratives and a thematic analysis of survey data from 522 ECAs in three Australian universities. The results offer insights into the diverse experiences of the early stages of academic careers and provide an opportunity to reconsider current definitions. The authors argue that the employment context in higher education makes it crucial to consider scholars' self-definitions alongside existing objective indicators to redefine early career in academia.

Responding to university policies and initiatives: the role of reflexivity in the mid-career academic / Angela Brew,

David Boud, Lisa Lucas, Karin Crawford / 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. 49, no. 4, pp. 378-389, August 2017

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

Abstract : How do academics make sense of university policies and strategic initiatives and act on them? Interviews were conducted with 27 mid-career academics in different disciplines, different research-intensive university environments and two countries (England and Australia). Data were analysed iteratively utilising a critical realist perspective. The paper argues that individuals' responses to university policies and initiatives, and to changes in policy and policy conflicts, can at least partially be understood through interrogating the modes of reflexivity they employ.

Role stressors, engagement and work behaviours: a study of higher education professional staff / Tara M.

Curran, David J. Prottas / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher

Education Leadership and Management . - In: Journal of Higher Education Policy and Management, v. 39, no. 6, pp. 642-657, December 2017

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

Abstract : This study used data provided by 349 professional staff employees from 17 different US higher education institutions to assess aspects of their working conditions that could influence their own work engagement and the work-related behaviours of their colleagues. Relationships among three role stressors (role ambiguity, role conflict and role overload), work engagement, organisational citizenship behaviours, and in-role behaviours were examined using correlation, regression and relative weight analyses. The higher participants' perceptions of role ambiguity, conflict and overload, the lower were the levels of their own work engagement and organizational citizenship and in-role behaviours of their colleagues. Work engagement partially mediated the relationships between role ambiguity, conflict and overload

and both organizational citizenship and in-role behaviours. The analysis indicated that role ambiguity had the strongest relationship with work engagement, organisational citizenship and in-role behaviours, followed by role conflict and then by role overload. Practical implications are discussed and managerial interventions suggested.

The proletarianisation of academic labour in Australia / Greg McCarthy, Xianlin Song, Kanishka Jayasuriya . - **In:** Higher Education Research and Development, v. 36, no. 5, pp. 1017-1030, August 2017
ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : This paper, using Australia as its case study, argues that the managerial culture has alienated academics from their labour. This has resulted in them losing control over their skills and thus becoming disassociated from the educational purposes of their work. Higher education has been subjected to systemic regulatory governance that has fundamentally transformed the nature of academic labour. The authors contend that the regulatory state has reached so deep down into the university that academics have effectively become a de-professionalised and proletarianised labour force. [Abstract from publisher]

The university as an infinite game: revitalising activism in the academy / Niki Harre, Barbara M. Grant, Kirsten Locke, Sean Sturm . - **In:** Australian Universities Review, v. 59, no. 2, 2017
ISSN 0818-8068

Abstract : The authors offer a metaphor of the university as an 'infinite game' bringing to life insight, imagination, and radical inclusion; and resist the 'finite games'. They suggest that keeping the infinite game alive within universities is a much-needed form of academic activism. They offer four vignettes that explore this further: responsibility to be 'critic and conscience of society' and how that responsibility must also turn inwards onto our own institution, the dilemmas of being a woman with leadership responsibilities in an institution that proudly shows off its 'top girls', the opportunities teachers have to 'teach the university' and be taught by students, and the contradictions 'activist scholars' face in their relentlessly audited research personas. [Abstract adapted from publisher]

Towards a methodology to determine standard time allocations for academic work / John Kenny, Andrew Edward Fluck / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - **In:** Journal of Higher Education Policy and Management, v. 39, no. 5, pp. 503-523, October 2017
ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : An online survey of workload activities was circulated to academics across Australia seeking estimates for the time to undertake a range of academic-related tasks associated with teaching, research and service. This article summarises the most important findings from the teaching data of the 2059 respondents. The findings showing that most academics work more than 50 hours per week are consistent with previous studies. Although the estimates of the individuals varied greatly, statistical inquiry indicated the median time required does not vary by experience and online teaching generally requires more preparation time than on-campus teaching. The paper proposes this methodology as a credible means to derive realistic time-based standards for other aspects of academic work and will assist university managers by providing an external benchmark upon which to develop local academic workload models.

What might 'bad feelings' be good for?: Some queer-feminist thoughts on academic activism / James Burford . - **In:** Australian Universities Review, v. 59, no. 2, pp. 70-78, 2017
ISSN 0818-8068

Abstract : The article begins with a proposition that higher education scholarship reproduces certain habits of thinking about affective practices and their political utility. Often 'strong' feelings such as hope, anger, and frustration are associated with political agency, whereas 'weak' feelings such as depression, numbness and anxiety tend to be written off as political liabilities. The author draws upon queer and feminist debates on affect in order to disrupt these habits of thought. Rather than rushing to pathologise 'bad feelings' as politically useless, this article lingers with them, in order that they might teach us something about the complexity of political practice in the contemporary university. By interrogating affective-political norms, this article hopes to expand the pool of affective resources that may be available for academic activism in the present. [Abstract adapted from publisher]

Access and success in Higher Education

Access to higher education: understanding global inequalities / Graeme Atherton, Ed. - London: Palgrave Macmillan, 2017 - 224 p. (Palgrave Teaching and Learning)
ISBN 978-1-137-41189-1

Abstract : The global educational challenge of the 21st century is, according to this book, extending access to higher education. Higher education experts and researchers in 12 countries throughout the world detail how access is being addressed. Collectively, they paint a picture characterised by contrast and commonality, but highlighting the importance of socio-economic structures, national identity and cultural context as a framework for understanding access. The book spans countries where efforts to improve participation and retention have been ongoing for decades, such as Canada and the United States. In Europe, three countries are examined. In the United Kingdom, where there has been investment in widening access since the early 2000s, there are divergences in access across the four UK nations. In Germany, despite the divide between academic and technical education which has created some barriers, there has been significant activity to overcome inequalities. Even in countries renowned for being relatively highly equitable, such as Finland, access to higher education is not the preserve of all. In Asia, two very contrasting cases are examined. In Malaysia, internationalization interacts with the particular ethnic dynamics of the country to produce distinctive equity issues, while in India the expansion of its higher education system to meet the demand of a fast-growing economy continue to encounter deep-rooted divisions in society. In Africa, even though countries such as Ghana have showed commitment to access, the capacity and infrastructure are insufficient to meet student demand. Finally, in Australia, where there has been government commitment to student access, recent reforms threaten to undo previous advances.

Classmark : INT-35 ATH

CMEC Reference framework for successful student transitions / Canada. Council of Ministers of Education . - Toronto : CMEC, 2017 . - 16 p.

Abstract : This framework includes a series of benchmarks intended to support and promote good practices in student transitions from secondary school to higher education and from education into career pathways.

URL : <https://www.cmec.ca/Publications/Lists/Publications/Attachments/372/CMEC-Reference-Framework-for-Successful-Student-Transitions-EN.pdf>

Higher education access in the Asia-Pacific : privilege or human right? / Christopher S. Collins, Prompilai Buasuwan . - Basingstoke, New York : Palgrave Macmillan, 2017 . - 166 p.
ISBN 978-3-319-58669-4

Abstract : This book offers empirical, evaluative, and philosophical perspectives on the question of higher education as a human right in the Asia Pacific. An introduction describing regional features is followed by chapters analysing country-specific developments in South Korea, Timor Leste, North Korea, China, Taiwan, and Vietnam which show the diversity in the development of higher education in the region. They reveal how issues of price, accessibility, mobility, government funding and the quality of higher education shape the views of human rights in higher education. Although the recent expansion of availability of higher education in Asian-Pacific countries has resulted in greater opportunities for access to students from social classes or groups that were previously excluded, this has not guaranteed equal access to higher education. Due to limited public funding to support the increase in higher education institutions, equal access to higher education remains a challenge in most countries.

Classmark : ASI-35 COL

Improving the transparency of higher education admissions : Joint higher education sector and Australian Government implementation plan / Australia. Higher Education Standards Panel . - Canberra : Australian Government, 2017 . - 41 p.
ISBN 978-1-76051-099-2

Abstract : This report was published following extensive consultation with higher education and secondary education stakeholders. It includes 14 recommendations intended to achieve greater transparency in admissions processes; widen the accessibility of information to prospective students about their admissions; and to enhance the accountability of higher education institutions for the information they publish about their admissions policies improve the comparability of information available from institutions.

URL :

https://docs.education.gov.au/system/files/doc/other/admissions_transparency_implementation_plan_june_2017.pdf

The diversity bargain / Natasha K. Warikoo . - Chicago, London : Chicago University Press, 2016 . - 293 p.
ISBN 978-0-226-40014-3

Abstract : Elite universities are widely seen as institutions that demonstrate that meritocracy and equal opportunity exist. In this book, the author outlines how students from minority non-white backgrounds are less likely than white students to gain admission to Oxbridge and other Russell Group institutions in the UK and to Ivy group universities in the United States. Based on her research in both countries, the author explores how such inequalities persist, particularly students' use of 'racial frames' to understand race, meritocracy and inequality. Her research suggests that students who gain a place at elite universities see themselves as members of an elite group who have been chosen by a fair and just process. These students' notions of inclusion typically involve advocacy for symbolic rather than substantive change. While students in the United States generally supported affirmative action policies that enabled African American and Latino students to attend elite universities, they did not necessarily demonstrate a commitment to the representation of minority groups among the student cohort that is equal to their proportion in the population as a whole. By contrast, White British students rejected considerations of both race and class in admissions, maintaining faith in standardised exams and university interviews to select the most deserving students.

Classmark : INT-35 WAR

Enabling environments for equity, access and quality education post-2015 : lessons from South Africa and Tanzania / Merridy Wilson-Strydoma, Mari-Anne Okkolin . - In: International Journal of Educational Development, v. 49, pp. 225-233, 2016

Abstract : This paper seeks to contribute to the post-2015 education agenda by shifting the focus from considerations of what education goals and targets should be to a people-centred exploration of enabling environments, within and beyond education, for equity, access and quality. Theoretically, the paper draws on the capabilities approach. Empirically, the authors present data from two independent qualitative studies conducted in South Africa (n = 40) and Tanzania (n = 10) with university students who accessed higher education despite trends of low participation for their social class and/or gender. The paper highlights the importance of taking account of both instrumental and intrinsic values of education. Enablers in the domains of school, family and community are identified and their contribution to educational well-being and achievement are demonstrated.

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

Equity and access to higher education in China : lessons from Hunan province for university admissions policy / Qiong Jia, David P. Ericson . - In: International Journal of Educational Development, v. 52, pp. 97-110, 2017

Abstract : Using survey data from 1028 secondary school seniors and interview data from 54 participants, this study investigates the status quo regarding equity and access to higher education in China. Findings indicate that students from higher socioeconomic family backgrounds, better secondary schools, and more urban homes are more likely to be admitted into prestigious colleges. The authors conclude that the surface fairness of the Gaokao system that allocates students to different college prestige strata masks an underlying design of deep social inequity. They recommend strategies to reform the admissions process in order to achieve greater fairness in university access in China.

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

Exclusive universities : use and misuse of affirmative action in Sudanese higher education / Elise Tenret / Comparative and International Education Society [CIES][USA] . - In: Comparative Education Review, v. 60, no. 2, pp. 375-402, 2016

Abstract : Although characterised by repeated ethnic conflicts, Sudan has implemented affirmative action at universities since the 1970s for students coming from war zones and remote areas. The implementation of compensatory measures has been promoted - somehow imposed - by the several peace treaties and by the expansion of higher education during the 1990s. The former have led to the creation of "special admission," mainly for students coming from conflict zones; the latter has led to the creation of "state admissions," which favour local recruitment for the newly created universities. However, those measures have proved inefficient for several reasons: first, the lack of consistency of the policy; second, the lack of political will; third, the lack of monitoring. The wider context-the liberalisation of higher education and the independence of South Sudan - has also contributed to diminishing the scope of the policy.

URL : www.press.uchicago.edu/ucp/journals/journal/cer.html

; <http://www.jstor.org/action/showPublication?journalCode=compeducrevi>

Higher education from massification to universal access: a perspective from Japan / Futao Huang . - In: Higher Education, v. 63, no. 2, pp. 257-270, February 2012

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

Abstract : Though Japan has established one the largest higher education systems in Asia much earlier than most of the other Asian countries and some European countries, including the UK, Germany and France, except for a very few Japanese books and articles, little research has been published in Japan on this topic. This article will address the research question: how did Japan's higher education shift from massification, through to post-massification and, now, to near universal access? By examining the changes in the enrollment in Japan's higher education based on quantitative analysis, the article will provide an example of how an Asian country had experienced different stages of the growth in enrollments in higher education. Moreover, it is also argued that the major findings from Japan's case study are not necessarily consistent with the definition of the three-stage linear changes in higher education enrollment by Martin Trow.

Post-secondary scholarships for students from developing countries : establishing a global baseline / Rajika Bhandari . - In: European Journal of Education, v. 52, no. 4, pp. 533–545, December 2017

ISSN 0141-8211 . - Online ISSN 1465 3435

Abstract : With the goal of informing progress towards Sustainable Development Goal target 4.b which focuses on the provision of global scholarships for students from the developing world, this article analyses the current state of global data on scholarships available at the tertiary level for individuals from developing countries. In addition to assessing the status of and gaps in the data, the analysis explores the feasibility of creating a baseline against which future progress towards target 4.b can be monitored at the global level. It reviews a broad range of scholarship programmes that are sponsored by government institutions, non-profit organisations, and corporations in order to inform the analysis, identify challenges, and propose solutions. Data gaps are especially apparent with regard to the national origins and socio-demographic characteristics of scholarship recipients. Despite the severe limitation of the data, a tentative baseline against which the progress of target 4.b can be measured is proposed. This baseline estimates that currently there are approximately 22,487 tertiary students from the developing world who are receiving scholarships from developed and developing countries. This figure accounts for just under 1% of the 2.5 million students from the developing world who are globally mobile. In addition to providing a framework for organising and monitoring global scholarship programmes, the article provides recommendations for the steps that can be put in place in order to ensure better data collection on the provision of scholarships for students from the developing world. (Abstract from publisher)

The role of Women's Colleges and Universities in providing access to postsecondary education / Kristen A. Renn / Association for the study of higher education [ASHE][USA] . - In: The Review of Higher Education, v. 41, no. 1, pp. 91-112, Fall 2017

ISSN 0162-5748 . - Online ISSN 1090-7009

Abstract : Based on a qualitative, comparative, multiple case study of the contributions and status of 21st century women's colleges and universities, this article analyses women's access to postsecondary education in ten countries. Despite decreasing numbers of women-only institutions in some regions (e.g. North America), the sector is growing in others (e.g. South Asia). In all regions, they provide access for women who would not be able to attend postsecondary education, a phenomenon mediated by cultural, religious, and economic factors. The author describes three main mechanisms through which women's institutions provide access: legal, practical (financial and academic), and cultural.

Women rising as half of the sky? An empirical study on women from the one-child generation and their higher education participation in contemporary China / Ye Liu . - In: Higher Education, v. 74, no. 6, pp. 963-978, December 2017

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

Abstract : This article explores the changing dynamics between gender, cultural capital and the state in the context of higher education expansion in contemporary China. With a particular focus on the one-child generation and women's opportunities and aspirations, the author draw upon empirical evidence from a first-hand survey study and in-depth semi-structured interviews with female undergraduates from one-child families in 2007. The findings from the survey study suggest that singleton status might mediate the impact of socioeconomic status and cultural capital on students' academic performance and elite opportunities. The qualitative interview data provide further evidence on how singleton women's aspirations are related to their socioeconomic and cultural backgrounds. The most significant finding is concerned with singleton girls' strategy of applying for Chinese Communist Party membership as a way to minimise their social and gender disadvantages. The author argues that there emerges a bottom-up approach of women empowerment through qualifications and political selection during China's transition. Political selection is dressed up in seemingly meritocratic selection, thus becoming more appealing to female undergraduates who, in turn, take advantage of party membership to add a silver lining of political loyalty to higher education qualifications. (Abstract from publisher)

Community engagement

Universities and their cities : urban higher education in America / Steven J. Diner . - Baltimore : John Hopkins University Press, 2017 . - 170 p.
ISBN 978-1-4214-2241-1

Abstract : Surveying American higher education from the early nineteenth century to the present, this book examines the various ways in which universities have responded to the challenges offered by cities. In the years before the Second World War, municipal institutions endeavored to 'build character' in working class and immigrant students. In the postwar era, universities in cities grappled with massive expansion of enrolment, issues of racial equity, the problem of 'disadvantaged' students, and the role of higher education in addressing the 'urban crisis'. Over the course of the twentieth century, urban higher education institutions greatly increased the use of the city for teaching, research on urban issues, and inculcating civic responsibility in students. In the final decades of the century, and moving into the twenty-first century, university location in urban areas has become increasingly popular with both city-dwelling students and prospective resident students.

Classmark : US-13 DIN

Conflicted Communities, Contested Campuses: A Cross-Case Comparison of Community Engagement at Two African Universities in Conflict / Ane Turner Johnson / Association for the study of higher education [ASHE][USA] . - **In**: The Review of Higher Education, v. 41, no. 1, pp. 61-89, Fall 2017

ISSN 0162-5748 . - Online ISSN 1090-7009

Abstract : Higher education institutions around the world are sites of contestation. Armed groups have targeted universities in efforts to divert valuable resources, destabilise communities, and suppress dissent. Moreover, conflict has engendered poor relations with community members that should be characterized by collaboration between the institution and the local community. Using qualitative case study methods, this work explores the experiences of community engagement at two universities in sub-Saharan Africa in two post-conflict nations, Kenya and Côte d'Ivoire, in order to understand higher education's role in the community and the campus-community connection in building peaceful academic places. (Abstract from publisher)

Curriculum

"Research-based" and "profession-oriented" as prominent knowledge discourses in curriculum restructuring of professional programs / Hilde W. Afdal . - **In**: Higher Education, v. 74, no. 3, pp. 401-418, September 2017

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

Abstract : This article questions what kind of actors become involved and analyses what forms of knowledge are activated, when discourses such as "research-based" and "profession-oriented" become basic preconditions in national curriculum change processes in Norway. A "mapping" is conducted, comprised of actors and ideas, played out in two national curriculum change processes in Norway, namely "the Integrated Master Program in Teacher Education" and "the Bachelor Program in Engineering." The analysis shows that actors and the roles they were able to play may have had an effect on what kind of knowledge forms was prioritized in the curriculum change processes. In both, curriculum process integration of discipline-based/theoretical knowledge and practical and context-specific knowledge are emphasized. However, in the teacher education process, principled knowledge about specific professional problems and theory-based decisions are highlighted as important, while, in the engineering education process, procedural knowledge about how to solve problems and innovative capacity is more emphasized. The analysis shows a relationship between such curriculum change processes and the composite "epistemology" of the wider and contextually developed policy space. It is also demonstrated, in the two cases, that the knowledge base for professional work is subject to negotiations far beyond the academic community and is embedded in a wider set of social, professional, and political institutions and frames.

The impact of mass and universal higher education on curriculum and instruction : case studies of China and Japan / Futao Huang . - **In**: Higher Education, v. 74, no. 3, pp. 507-525, September 2017

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

Abstract : Based on case studies of China and Japan, this study undertakes comparative research on major aspects of university curriculum and instruction-teaching activities of academics, their role in curriculum development, and their perceptions of these activities - between a mass and a universal higher education system. Major findings from the APA (Academic Profession in Asia) surveys administered in the two countries in 2011–2012 with a similar questionnaire

provide hard data. However, the study also explores other contextual factors and drivers which might have affected the teaching activities undertaken by academics, their involvement in curriculum development, and their views of relevant activities. The paper argues that, although differences can be found in some aspects of the curriculum and instruction and academics' participation in these activities during the shift from the mass to universal phase of higher education, seen from the two case studies, it is less clear that the differences show the impact of transforming from mass to universal education. The national contextual factors, especially the origins of higher education and ongoing national policies in both countries, appear to play a significant role in how current academics perceived the curriculum development and instruction, and their participation in these activities.

Doctoral education

Professionals in doctoral education / Lucas Zinner, Ed. . - Vienna : PRIDE, 2016 . - 134 p.
ISBN 978-3-20004-7167

Abstract : Doctoral education has undergone a dramatic change in the last decade in Europe. This handbook, an output of the European Professionals in Doctoral Education (PRIDE) project, presents the results of the PRIDE Survey conducted in universities across Europe. It contains contributions from doctoral professionals based in Belgium, Austria, Croatia, Portugal, Sweden, Spain and the United Kingdom who show how doctoral education has been effected by these changes. The shift from individual (student-supervisor) to institutional responsibility for doctoral education has created a need for a new set of competencies for those managing doctoral education in universities.

Classmark : EUR-522 ZIN

URL : <https://phaidra.univie.ac.at/view/o:454303>

Doctoral education reform in Finland : institutionalized and individualized doctoral studies within European framework / Helena Aittola . - In: European Journal of Higher Education, v. 7, no. 3, pp. 309-321, September 2017
ISSN 2156-8235

Abstract : In Finland, the reform project of doctoral education started vigorously in the mid-1990s which led to the emergence of more structured doctoral training. The starting point for this article was a recent national follow-up evaluation of doctoral education in Finland. The results are based on qualitative analysis of a survey and interview data collected in the evaluation. The results showed that Finnish universities are launching the university-wide graduate school model. Each university is building one or more graduate schools consisting of doctoral programmes compatible with the university's research strategies and profiles. Today, there is an apparent need to increase doctoral students' participation in the reform processes. It can be argued that there is discrepancy between the official statements of the doctoral students' key position in promoting research excellence within the European context and the actual doctoral training practices at institutional level. Therefore, the author suggests the need to explore doctoral students' study conditions from their own perspective, in order to get a better picture of how the new university-wide graduate schools and doctoral programmes promote doctoral graduation in academic, pedagogical and cultural terms.

Latest reforms in Finnish doctoral education in light of recent European developments / Jussi Kivistö, Elias Pekkola, Taru Siekkinen . - In: European Journal of Higher Education, v. 7, no. 3, pp. 291-308, September 2017
ISSN 2156-8235

Abstract : This article examines Finnish doctoral education from the steering perspective in a European context. The authors describe the development and steering of Finnish doctoral education, as well as the current doctoral education policies and instruments used to implement it. They analyse the main steering documents of Finnish doctoral education policy and provide insights into the implementation of the European doctoral education agenda through a case study from the University of Jyväskylä. They argue that directing policy in terms of information is the most important instrument for developing doctoral studies. Furthermore, they conclude that the supranational steering directly affects Finnish higher education institutions.

Structuralization of doctoral education in Germany : an interdisciplinary comparison / Lin Qin . - In: European Journal of Higher Education, v. 7, no. 3, pp. 261-275, September 2017
ISSN 2156-8235

Abstract : Taking the establishment of structured doctoral programmes in Germany as an example, this paper focuses on how knowledge production in certain academic fields reshapes their doctoral education in a widely changing policy context. Based on case studies of eight graduate schools in three research fields, namely economics, life sciences, and

literature—cultural studies, this paper illustrates the different components of structured doctoral programmes in the above three fields, and analyses the heterogeneity in the motivation and pathways of doctoral education reform. This paper concludes that the structured doctoral programmes in Germany manifest several characteristics of the new mode of knowledge production. However, these characteristics have very different implications for different academic fields, which should be taken into consideration when making relevant policies.

Economics of education

Productivity in higher education : research insights for universities and governments in Asia / Asian Productivity Organization . - Tokyo : APO, 2017 . - 275 p.

Abstract : This report provides the results of a project to measure productivity in higher education in Asia. Key productivity indicators are used for assessing the productivity levels of academic institutions. This report contains the outcomes of this research and offers foundations for subsequent development. The first chapter introduces and positions the research. The next nine chapters reveal insights into a series of technically aligned national studies of member countries Cambodia, Fiji, India, Indonesia, Malaysia, Pakistan, the Philippines, Sri Lanka, and Thailand. The final chapter synthesises the insights and charts future steps.

URL : http://www.apo-tokyo.org/publications/wp-content/uploads/sites/5/eReport-Productivity_in_Higher_Education_Oct2017.pdf

A fair slice of the pie? Problematizing the dispersal of government funds to Australian universities / Troy A. Heffernan / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - In: Journal of Higher Education Policy and Management, v. 39, no. 5, pp. 658-673, December 2017

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

Abstract : This paper offers an original contribution by using the Australian Federal Government Department of Education and Training's document, Finance 2015: Financial Reports of Higher Education Providers, to problematise the financial assistance individual Australian public universities received from the federal government. The paper acknowledges the factors that can account for some institutions receiving more funding than others but nonetheless highlights the substantial discrepancies concerning government financial contributions that exist between Australia's highest and lowest funded universities. At a time when a performative culture has increasingly become part of higher education, and an institution's research performance is calculable and rankable, it is crucial to Australia's long-term research success that all its universities remain competitive in the race for research and government funding. [Abstract from publisher]

Outsourcing in higher education: the known and unknown about the practice / Caroline Sabina Wekullo / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - In: Journal of Higher Education Policy and Management, v. 39, no. 4, pp. 453-468, August 2017
ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : This study reviews 30 empirical articles to find out whether outsourcing is effective, examines the knowns and unknowns about outsourcing, and the theories often used in outsourcing in higher education. The findings show that the effect of outsourcing varies across the institution, and ranges from the positive, negative, mixed, to no effect. Over time, outsourcing may become expensive for both institutions and students because of the profit factors intrinsic within private enterprises.[Abstract adapted from publisher]

Education and development

Higher education and development in Africa / Pedro Uetela . - Basingstoke, New York : Palgrave Macmillan, 2017 . - 183 p.

ISBN 978-3-319-31140-1

Abstract : This book explores the main debates regarding the connection between economic growth and higher education in Africa. It focuses principally on sub-Saharan African countries, examining the period from their independence during the 1960s and 1970s to the present. Analysing some of the dominant narratives of international agencies such as the World Bank and the International Monetary Fund, the book argues that investing in higher education institutions needs to be prioritised to foster the knowledge generation that is necessary for modernisation and

development. The principal planning and policy reforms undertaken by different countries across the continent are detailed as a means of evaluating efforts to link higher education and development. The book also examines higher education governance across Africa, comparing a range of models and how they affect African states and universities. Finally, an in-depth examination of governance of higher education institutions in Mozambique, based on the author's original research, is provided.

Classmark : AFR-13 UET

Development labs : university knowledge production and global poverty / Christopher S. Collins / Association for the study of higher education [ASHE][USA] . - In: The Review of Higher Education, v. 41, no. 1, 113-139, Fall 2017 ISSN 0162-5748 . - Online ISSN 1090-7009

Abstract : In 2012, the United States Agency for International Development allocated \$137 million to fund seven universities to create development labs to advance social/economic progress and reduce poverty. International economic development has become a booming field and industry but is also highly contested. The function of the university as a development strategy has great potential but can also be subject to criticism. This qualitative study included a visit to all seven universities and generated findings related to a development lab model and mentality, including: the importance of failure, knowledge co-creation, and the role of the academy in constructing culture. [Abstract from publisher]

Education and employment

OECD Skills Strategy Diagnostic Report : Slovenia / Organisation for Economic Cooperation and Development [OECD]] . - Paris : OECD Publishing, 2017 . - 167 p.

Abstract : This report stresses that Slovenia faces two challenges, among others: equipping young people with relevant skills and improving the skills of low-skilled adults.

URL : <http://www.oecd.org/skills/nationalskillsstrategies/Skills-Strategy-Diagnostic-report-Slovenia.pdf>

Determinants of the job satisfaction of PhD holders : an analysis by gender, employment sector, and type of satisfaction in Spain / Josep-Oriol Escardíbul, Sergio Afcha . - In: Higher Education, v. 74, no. 5, pp. 855-875, November 2017

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

Abstract : This article analyses the determinants of job satisfaction of PhD holders in Spain. Using representative data for Spain's PhD population - collected from the Spanish Survey on Human Resources in Science and Technology (2009) - the authors carry out an analysis by gender and institutional sector (university and non-university) in which employees work. The results do not show any significant differences by gender. However, it seems that meeting "basic" needs (following Herzberg's typology of basic motivation including salary and working conditions) is less important for the job satisfaction of PhD holders working in universities. The authors suggest that their results seem reasonable in a Southern European country where the monetary conditions of the labor market are worse than those in other developed countries.

Developing pre-professional identity in undergraduates through work-integrated learning / Denise Jackson . - In: Higher Education, v. 74, no. 5, pp. 833-853, November 2017

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

Abstract : This study investigates the role of Work-Integrated Learning (WIL), more specifically work placements, in developing pre-professional identity among undergraduates. It uses qualitative data, in the form of structured reflections, gathered over two time periods from 105 business students in a Western Australian university. Findings indicate that work placements can offer a valuable platform for fostering identity construction. Students use the experience to make sense of their intended profession through observing, questioning and interacting with seasoned professionals. Appraising and reflecting on their experience, through learning activities and assessment, are highlighted as important elements of placement design and critical for students to question and make sense of what they observed and learned. Strategies are presented for industry and education practitioners to enhance pre-professional identity development among undergraduates. The study underlines the important role of work placements in preparing students for graduate-level employment, beyond the traditional focus on non-technical skill development and the application of disciplinary knowledge.

'Global human resource development' and Japanese university education : 'localism' in actor discussions / Aya Yoshida . - In: Educational Studies in Japan : International Yearbook, no. 11, pp. 83 - 99, March 2017

ISSN 1881-4832

Abstract : This paper analyses the policies in Japan since 2000 on 'Global Human Resource Development' in industry, government and universities, and considers the effect of this discussion on higher education. The results of the analysis are as follows: 1. After 2000, industry started discussions on global human resources in the context of training employees to work overseas. 2. The discussion moved to universities in the late 2000s. 3. MEXT (The Ministry for Education, Culture, Sports, Science and Technology) led the universities through competitive funding. 4. Large universities put an emphasis on study abroad programmes and English language education. 5. Smaller universities also reorganised their faculties and departments focusing on global as the key.

URL : https://www.jstage.jst.go.jp/article/kyoiku/81/2/81_164/article

Equity in higher education and graduate labour market outcomes in Australia / Ian W. Li, Stephane Mahuteau, Alfred M. Dockery, P.N. Junankar, Raja / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - **In:** Journal of Higher Education Policy and Management, v. 39, no. 6, pp. 625-641, December 2017

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

Abstract : The rate of higher education participation in Australia has increased over the past decade for individuals from disadvantaged backgrounds. This study contributes to the knowledge on the outcomes of disadvantaged individuals who complete higher education by looking at the labour market outcomes of university graduates from equity groups. The number of Indigenous graduates and graduates with disabilities was found to be very low, suggesting that more needs to be done to improve higher education completion for these two groups. The labour market outcomes for other equity groups are mixed, with those from low socio-economic status backgrounds and regional and remote Australia performing well in the labour market, while graduates from non-English-speaking backgrounds and female graduates in science, technology, engineering and mathematics fields experience substantial disadvantage in the labour market. The findings suggest that selection processes prior to the graduates' entry into the labour market are important.

Resisting the 'employability' doctrine through anarchist pedagogies and prefiguration / Deanna Grant-Smith, Natalie Osborne . - **In:** Australian Universities Review, v. 59, no. 2, pp. 59-, 2017

ISSN 0818-8068

Abstract : Increasingly those working in higher education are tasked with targeting their teaching approaches and techniques to improve the 'employability' of graduates. However, this approach is promoted with little recognition that enhanced employability does not guarantee employment outcomes or the tensions inherent in pursuing this agenda. The increasing focus on employability seems to suggest that the primary role of contemporary higher education is to produce skilled (yet increasingly un/der paid and precarious) workers. Although graduate employment is undoubtedly an important outcome, we do not consider it our primary purpose or the yardstick by which the quality of education (and our teaching) should be measured. To do so would be to cede ground on what the role of higher education is and can be, potentially impacting negatively on both students and those who teach them. Drawing on anarchist pedagogies and prefigurative politics and the authors' own experiences as educators and researchers in vocationally-oriented disciplines in Australian universities, the authors consider the possibilities for resistance within the academy to the dominant discourses of employability. They highlight the tensions inherent in the neoliberal pursuit of employability, characterising them as fissures through which possibilities for resistance and transformative praxes may take hold and indeed thrive. [Abstract from publisher]

Educational administration

The history of university autonomy in Malaysia / Chang Da Wan / Institute for Democracy and Economic Affairs [IDEAS][Malaysia] . - Kuala Lumpur : IDEAS, 2017 . - 23 p.

Abstract : This report by the Institute for Democracy and Economic Affairs (IDEAS), a nonprofit research institute based in Malaysia, shows that despite attempts to restore autonomy in universities, this has not yet been achieved in both public and private universities in Malaysia.

URL : <http://www.ideas.org.my/wp-content/uploads/2017/06/The-History-of-University-Autonomy-in-Malaysia-.pdf>

Variaciones sobre la autonomía : La reforma universitaria en disputa [Special issue] / Union de Universidades de América Latina y Caribe [UDUAL] . - **In:** Universidades, v. 67, no. 72, 75 p., Abril - junio 2017

ISSN 0041-8935

Abstract : En éste número, se aborda el tema de la autonomía universitaria.
This special issue examines the theme of university autonomy.

Contents: Variaciones sobre la autonomía. La Reforma Universitaria en disputa (Diego Tatián); El problema de la autonomía universitaria en la primera mitad del siglo XX en la República Argentina : Una mirada a partir de la reforma y los reformistas en la Universidad Nacional de Córdoba (Javier Moyano y Pablo Requena); La autonomía universitaria en América Latina a 100 años del movimiento estudiantil de Córdoba: una agenda de investigación desde México (Renate Marsiske); El aparato mayestático. Aproximaciones a la idea de autonomía en Deodoro Roca (Guillermo Vázquez); Plástica : Autonomía universitaria. Una estética intervenida; ¿Una red latinoamericana de archivos sobre la autonomía universitaria? Urgencia e iniciativas (Antonio Ibarra).
URL : <http://publicaciones.udual.org/pdf/Universidades72.pdf>

Educational assessment

Gender differential in self-assessment : a fact neglected in higher education peer and self-assessment techniques / Soledad Torres-Guijarro, Mercedes Bengoechea . - In: Higher Education Research and Development, v. 36, no. 5, pp. 1072-1084, August 2017
ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : This paper analyses student cross-assessment with a gender perspective in three different courses along several academic years in an engineering school in Spain. The aim of this study is to contribute to a wider understanding of the hidden effect of gender in higher education by testing if gender has any effect on the way students assess others and themselves. Previous research has demonstrated sex differences in self-image and self-confidence, which are both closely related to self-esteem and same- and other-sex esteem. It follows that gender effects might be expected in investigations on peer and self-assessment (PSA), as both techniques are closely linked to self-image and self-confidence. But a critical review of the literature on PSA with a gender perspective reveals that findings on this field are inconclusive, thus more research is needed. The analysis of the results of this study reveals that women judge themselves too harshly. Some tentative suggestions are proposed to support PSA with gender-awareness sessions.

Educational indicators

Censo da Educação Superior 2016 / Brazil. Ministerio da Educação; Instituto Nacional de Estudos e Pesquisas Educacionais [Brazil] . - Brasília : Ministerio da Educação, 2017 . - 17 p.

Abstract : The 2016 higher education facts and figures are published by The National Institute for Educational Studies and Research Anísio Teixeira (INEP), the research agency linked to the Brazilian Ministry of Education.

URL :

http://download.inep.gov.br/educacao_superior/censo_superior/documentos/2016/notas_sobre_o_censo_da_educacao_superior_2016.pdf

Education at a Glance 2017 : OECD Indicators / Organisation for Economic Cooperation and Development [OECD] . - Paris : OECD Publishing, 2017 . - 456 p.

Abstract : The 2017 edition presents a new focus on fields of study, investigating both trends in enrolment at upper secondary and tertiary level, student mobility, and labour market outcomes of the qualifications obtained in these fields. The publication also introduces for the first time a full chapter dedicated to the Sustainable Development Goals, providing an assessment of where OECD and partner countries stand on their way to meeting the SDG targets. It covers the 35 OECD countries and partner countries (Argentina, Brazil, China, Colombia, Costa Rica, India, Indonesia, Lithuania, the Russian Federation, Saudi Arabia and South Africa).

URL : http://www.oecd-ilibrary.org/education/education-at-a-glance-2017_eag-2017-en;jsessionid=gkrq3t01kqqgf.x-oecd-live-02

Repères et références statistiques 2017 : enseignements, formation, recherche / France. Ministère de l'enseignement supérieur, de la recherche et de l'innovation . - Paris : MESRI, 2017 . - 392 p.
ISBN 978-2-11-151752-3

Abstract : Cette publication annuelle fournit, en un seul volume, toute l'information statistique disponible sur le fonctionnement et les résultats du système éducatif en France (Métropole et Outre-Mer). Elle comprend également un

aperçu synthétique des principales données sur la recherche française.

This annual publication collates, in a single volume, all the available statistical information on the functioning and outcomes of the French educational system (for mainland and overseas France). It also contains an overview of the main data on French research.

Classmark : FR-37 MIN

URL : http://cache.media.education.gouv.fr/file/2017/41/8/depp-RERS-2017_824418.pdf

Decision-making in African universities demands rigorous data : evidence from graduation rates at Eduardo Mondlane University in Mozambique / Nelson Casimiro Zavale, Luísa A. Santos, Lourenço Manuel, Maria da Conceição L. Dias, Maida A. Khan, Emilio Tostao, Ana M. Mondjana . - **In:** International Journal of Educational Development, v. 52, pp. 122-134, 2017

Bibl.

Abstract : Graduation rate is often used as indicator of efficiency and accountability of higher education institutions. However, its official and academic use entails pitfalls, particularly in Sub-Saharan Africa (SSA). Based on evidence from Eduardo Mondlane University in Mozambique, this paper contributes to the academic and policy debate on graduation rates in SSA, by using logistic regression analysis to measure and explain this indicator. The paper's findings are twofold: (i) graduation rates at UEM (and eventually in SSA) may be different from what their misleading measurement and usage may portray; (ii) graduation rates are particularly affected by the academic aspects of students and the institution. The paper claims that rigor is needed to produce data (e.g. graduation rates) on African universities to strategically inform decision-making.

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

Educational institutions

Higher education institutions in figures / Hochschulrektorenkonferenz [HRK][Germany] . - Bonn : HRK, 2017 . - 2 p.

Abstract : This brochure contains figures on higher education institutions, studies, students, staff, finance and research in Germany.

Classmark : DE-341 HRK

URL : https://www.hrk.de/fileadmin/redaktion/hrk/02-Dokumente/02-06-Hochschulsystem/Statistik/2017-06-14_Final_Engl._Faltblatt_2017_fuer_Homepage.pdf

An empirical study of the innovative culture in Ireland's higher education institutions / Qiantao Zhang, Charles Larkin, Brian M. Lucey / International Association of Universities [IAU] . - **In:** Higher Education Policy, v. 30, no. 4, pp. 533-553, December 2017

IAU Members benefit from open access to the electronic version of this article. . - ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : This paper investigates the perception amongst insiders of the degree of innovativeness of organisational culture in Ireland's higher education institutions. While the role of higher education institutions has expanded to include being a driver of innovation, the authors suggest that any such body is perhaps best suited to achieve this if it itself is innovative. The authors review of the literature on corporate innovation, discuss a recent metric of innovativeness in culture and present the results of a large-scale survey on said culture within the higher education sector in Ireland. There is a divide between the university and institutes of technology sector, with organisational culture in universities being perceived to be much more innovative than that in institutes, despite these latter being designed to be closer to industry. The authors also find that STEM faculty members see culture as less innovative than others.

URL : <https://link.springer.com/article/10.1057/s41307-017-0039-7>

Case study of a discontinued start-up engineering program : critical challenges and lessons learned / Wilhelm A. Friess . - **In:** Higher Education Review, v. 49, no. 3, pp. 5-26, Summer 2017
ISSN 0018-1609

Abstract : The case study presented in this article analyses the factors that contributed to the failure of a start-up engineering programme launched at an off-campus site of a university in the United States. The attempt to offer an innovative new degree on a newly conceived campus in a area of deprivation. This natural experiment provides an insightful lens into the real-world challenges universities face when moving outside of their 'comfort' zones. While highly-considered by the students and delivered by a committed group of educators, the degree floundered, in part by the

students' desire for a wider and more holistic experience.

Hybrid universities in Malaysia / Molly N.N. Lee, Chang Da Wan, Morshidi Sirat / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 42, no. 10, pp. 1870-1886, October 2017
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : This paper investigates the hybrid characteristics in Malaysian universities resulting from interaction between contemporary external influences and local traditional practices. At the system level, the interaction between external ideology of neoliberalism and local ethnic-based politics has resulted in ethnicised neoliberalism in the higher education system. Hybrid characteristics at the institutional level have been operationalized into the domains of governance and management, programmes and curriculum, teaching and learning, and research and service. Based on three types of universities in Malaysia – mainstream, Islamic and Chinese community-based – the authors argue that Malaysian universities are hybrid universities because many of the policies and practices are distinctively different from the Western academic models. Indigenisation of the Western models had taken place resulting in unique form of university governance and management, Islamization of curriculum and the Asian cultural ethos of the campus in Malaysian universities.

Hybrid university in Taiwan : the prominence of traditional intellectuals / Sheng-Ju Chan, Cheng-Cheng Yang / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 42, no. 10, pp. 1853-1869, October 2017
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : This study explores how hybridity could be formed through interactions between domestic cultures and international influences. Two Taiwanese universities were chosen as case studies to reveal the detailed process and its conceptual implications. The research findings indicate that, in addition to adopting a Western academic structure and system, both universities retain some Confucian or East Asian values and intellectual climates. The combinations of various Western and Eastern features highlight the uniqueness of hybridity. The authors conclude that the evidence proves that a new conceptual model for a hybrid university in Asia might be meaningful and desirable.

Hybridity in Vietnamese universities : an analysis of the interactions between Vietnamese traditions and foreign influences / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 42, no. 10, pp. 1899-1916, October 2017
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : This study analyses the dynamic and complex dimensions of hybridity across two Vietnamese universities. The empirical data show that hybridity is accompanied with some positive changes and reforms in teaching, learning and university governance. However, hybridity happens in largely ad hoc, fragmented and inconsistent manners across different areas of university operations. The research also indicates that the dominant force behind hybridity in the Vietnamese HE system is staff and leaders being educated overseas and exposed to foreign practices and values. It, however, shows the tensions arising from the interactions of the Western, traditional and Communist Party principles during the hybridisation process. The paper concludes by offering some implications for the development of a strategic plan and approaches to deal with potential conflicts between external influences and traditional values and assist staff with the development of their capacity to optimise the potential benefits of hybridity to enrich teaching, learning, governance and university operation. (Abstract from publisher)

Hybridity, the developmental state and globalisation : the case of Singapore's universities / Hoe Yeong Loke, Yeow-Tong Chia, S. Gopinathan / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 42, no. 10, pp. 1887-1898, October 2017
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : Drawing upon documentary evidence and interviews with four key academic staff at the National University of Singapore and Nanyang Technological University, the paper discusses the issues of East–West hybridity in Singapore's higher education. The central contradiction in the Singapore case is that while Singapore has been known for being the progenitor of the Asian Values debate of the 1990s, which drew much from Confucian ideas, Singapore's universities have never drawn inspiration from Confucianism and Asian Values in the same way other Asian universities have. The explanation is that the Asian Values debate was really a political project, rather than that pertaining to a deep-seated cultural identity. In any case, how one reconciles an understanding of this apparent contradiction lies at the root of case of hybridity in Singapore's universities.

Inter- and intra-regional dynamics on the idea of universities in East Asia: perspectives from Japan / Akiyoshi Yonezawa, Akinari Hoshino, Sae Shimauchi / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 42, no. 10, PP. 1839-1852, October 2017
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : The authors analyse the profile and dynamism of the Japanese higher education system in comparison with the higher education systems of other East Asian countries, with special reference to East–West hybrid patterns. The authors reflect on the development and transformation of Japanese higher education, especially its interaction with neighboring higher education systems. The authors argue that the stress of competition and hierarchical recognition in regional higher education settings at the macro level may impede active interaction among various Asian higher education systems and institutions. At the institutional level, however, the linkage and interaction between Japanese universities and other Asian universities have been strengthened and deepened. Now, these institutional initiatives are resulting in the convergence of the Japanese higher education with regional higher education systems in terms of institutional values and identities.

Educational outcomes

Skills, competencies and credentials / Alan Harrison / Higher Education Quality Council of Ontario [Canada] . - Toronto : HEQCO, 2017 . - 22 p.

Abstract : This report argues that while the current system accurately documents students' knowledge of content, it provides neither students nor potential employers with an overview of the skills students have developed while studying.

URL : http://www.heqco.ca/SiteCollectionDocuments/Formatted_Skills%20Competencies%20and%20Credentials.pdf

Investigating the relationships between approaches to learning, learner identities and academic achievement / K. J. Herrmann, A. Bager-Elsborg, Velda McCune . - In: Higher Education, v. 74, no. 3, pp. 385-400, September 2017
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : This paper considers relationships between approaches to learning, learner identities, self-efficacy beliefs and academic achievement in higher education. In addition to already established survey instruments, a new scale, subject area affinity, was developed. The scale explores the extent to which students identify with their area of study and imagine being part of it in future. The new scale showed strong psychometric properties when it was tested on a sample of 4377 students at a research-intensive university in Denmark. The new scale correlated positively with both the deep approach and self-efficacy scales. The new scale also correlated negatively with the surface approach scale. K-means cluster analysis identified seven distinct groups of students who espoused interpretable combinations of approaches, self-efficacy and subject area affinity. Cluster membership was associated with differences in academic achievement.

URL : [http://www.research.ed.ac.uk/portal/en/publications/investigating-the-relationships-between-approaches-to-learning-learner-identities-and-academic-achievement-in-higher-education\(533b0f7e-7eb3-40c8-8b1a-5e8781f9a762\).html](http://www.research.ed.ac.uk/portal/en/publications/investigating-the-relationships-between-approaches-to-learning-learner-identities-and-academic-achievement-in-higher-education(533b0f7e-7eb3-40c8-8b1a-5e8781f9a762).html)

Educational policy

Plan Nacional Decenal de Educación 2016 -2026 : el camino hacia la calidad y la equidad = National education plan 2016-2026 : Paving the way to quality and equity / Colombia. Ministerio de Educación nacional . - Bogota : Ministerio de Educación, 2017 . - 82 p.
ISBN 978-958-5443-47-1

Abstract : The report includes an analysis of the higher education sector and the strategic challenges to be implemented in order to reach the plan's goals.

URL : http://www.plandecenal.edu.co/cms/media/herramientas/PNDE%20FINAL_ISBN%20web.pdf

Educational publishing

The African University Press / Francois Van Schalkwyk, Thierry Luescher . - Cape Town : African Minds, 2017 . - 62 p.

Abstract : This report provides the results of a baseline survey of university presses in Africa and shows that there is a small, active group of university presses. The report looks at opportunities and constraints they face and includes a set of recommendations for universities and funders.

URL : https://zenodo.org/record/889744#.Wh_j1nlFeUn

La producción y diseminación del conocimiento educativo en América Latina y el papel de las revistas en educación [Special issue] / Union de Universidades de América Latina y Caribe [UDUAL] . - In: Universidades, v. 68, no. 73, 56 p., julio-septiembre 2017
ISSN 0041-8935

Abstract : Éste número, de Universidades, está dedicado a mirar en el espejo las revistas especializadas en educación superior, producidas en Iberoamérica e inscritas en los índices internacionales de gestión de información.

This issue of Universities takes a look in the mirror at journals specialised in higher education, produced in Latin America and registered in the international indexes of information management.

URL : <https://www.udual.org/principal/wp-content/uploads/2017/10/Universidades-73-web-1.pdf>

Educational qualifications

FAIR report / Netherlands Organization for International Cooperation in Higher Education and research [NUFFIC] . - The Hague : NUFFIC, 2017 . - 90 p.

Abstract : This report represents the outcomes of the Focus on Automatic Institutional Recognition (FAIR) project, which was implemented between January 2015 and June 2017 on institutional recognition procedures of qualifications in Europe. Focusing on Belgium (Flanders), Croatia, Italy, Germany, the Netherlands and Spain, it contains recommendations to further improve the recognition of foreign qualifications in Europe.

URL : <https://www.nuffic.nl/en/publications/find-a-publication/fair-report.pdf>

Papua New Guinea National Qualifications Framework / Papua New Guinea. Dept. of Higher Education, Research, Science and Technology . - Boroko : Dept. of Higher Education, Research, Science and Technology, 2017 . - 40 p.

Abstract : This revision of the Papua New Guinea National Qualifications Framework better articulates educational system in which industry-based, TVET, and university training are linked and unified with one National Qualifications Framework, providing accessible pathways opportunities to learners participating in lifelong learning.

URL : <http://www.dherst.gov.pg/download/png-national-qualifications-framework-second-edition/>

Educational quality

Defining the quality of higher education around ethics and moral values / Anca Prisacar, Mahsood Shah . - In: Quality in Higher Education, v. 22, no. 2, pp. 152-166, 2016

Abstract : The context of higher education across the world currently presents evidence of university failures. These failures are evident in areas such as governance, financial and risk management, conduct of senior leaders and quality assurance issues surrounding international education. Having this in mind, the present paper argues the need to add a new definition (to what is already known) of quality. The conceptual approach proposed by the authors takes into account ethics and morals as key virtues of the higher education sector. The literature shows that it is still difficult to find agreement on a single definition of the concept. University leaders and quality assurance professionals define quality in many different ways. However, despite the ethical challenges in the current higher education landscape, little has been discussed on the connection between quality, ethics and moral values. Therefore, the authors provide the unexplored relationship between these concepts.

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

Quality assurance and the shift towards private governance in higher education: Europeanisation through the back door? / Eva Hartmann . - In: Globalisation, Societies and Education, v. 15, no. 3, pp. 309-324, June 2017
ISSN 1476-7724 . - Online ISSN 1476-7732

Abstract : This article focuses on quality assurance (QA) agencies in higher education. It develops a theoretical framework that interrelates systems theory with Gramsci's theory of hegemony with a view to situating this new control of universities in the broader context of a further differentiation of society and emerging heterarchical modes of governance. A closer study of the emerging European market of QA agencies highlights the European dimension of this differentiation

and the role of the market in advancing a variable geometry in the context of the European Higher Education Area.

Educational research

Bourdieu and higher education research : a bricolage approach / Andrew Morrison . - In: Higher Education Review, v. 49, no. 3, pp. 53-75, Summer 2017
ISSN 0018-1609

Abstract : In this article the author argues for the continuing relevance of the Bourdieusian theoretical concepts to research on higher education. The paper discusses the use of Bourdieu in two research projects: an analysis of the perceptions of final year undergraduates regarding possible barriers to obtaining employment within primary teaching in the UK; and an examination of educational and occupational decision-making of final year vocational A Level students. Both investigations offered evidence of classed inequalities which shaped the 'horizons of action' of the student samples. The author argues that Bourdieu offers a means of making visible such inequalities, although his concepts may sometimes be employed to best effect in concert with other theoretical approaches.

Educational role

New languages and landscapes of higher education / Peter Scott, Jim Gallagher, Gareth Parry . - Oxford : Oxford University Press, 2017 . - 288 p.
ISBN 978-0-19-878708-2

Abstract : The central argument in this book is that new ways of thinking about higher education, the new languages of its title, are needed to understand the role of universities in contemporary society and culture. Over-reliance on existing conceptualisations of higher education may have encouraged a view that there is no alternative to the development of more marketised forms of higher education. The analysis offered suggests that the future is much more open. It argues that familiar categories, normally accepted as givens, are actually more fluid. 'Systems' of higher education, whether expressed through direct public funding or through regulatory regimes, are being eroded. 'Institutions', often assumed to be to be given enhanced agency by more corporate forms of management and governance, are no longer powerful actors, if they ever were. 'Research', often corralled by assessment and management systems, is becoming more diffuse and distributed. 'Learning', supposedly more focused on skill outcomes and employability, retains a more broadly educative function. The 'publicness' of higher education has not disappeared as public funding has diminished, but taken on new forms.

Classmark : INT-2 SCO

Is a posthumanist Bildung possible? Reclaiming the promise of Bildung for contemporary higher education / Carol A. Taylor . - In: Higher Education, v. 74, no. 3, pp. 419-435, September 2017
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : In this article, the author explores the notion of *Bildung* to develop educative practices to supplement or contest the prevalence and privileging of market and economic imperatives in higher education, which configure teaching and learning as an object available to measurement. She makes the case for an ethical posthumanist Bildung which recognises the inseparability of knowing and being, the materiality of educative relations, and the need to install an ecology of ethical relations at the centre of educational practice in higher education. Such a re-conceptualisation situates Bildung not purely as an individual goal but as a process of ecologies and relationships [Abstract from publisher]

URL : <https://link.springer.com/article/10.1007/s10734-016-9994-y>

The value of higher education for individuals and society in the Asia-Pacific region / Christopher S. Collins, Robert J. Bethke / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 42, no. 10, pp. 1809-1824, October 2017
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : Exploring Asia Pacific as a region, the authors detail a study of cultural values and economic value as it relates to higher education. A study was conducted with 25 participants - professors, administrators and graduate students - in higher education across the Asia-Pacific region. The findings yielded themes of Western dominance, Asian distinctions, and the complicated perceptions of higher education as an individual or collective benefit. The theoretical framework of scapes and flows provided a lens to examine new layers of hybridization and complexity in a rapidly evolving region.

Educational systems

Bangladesh: Tertiary education / World Bank . - Washington, DC : World Bank, 2017 . - 30 p. (SABER Country Report, 2017)

Abstract : Bangladesh's tertiary education system is growing quickly and is already very large. The total number of students in tertiary education reached 2.84 million in 2015; within universities, 872,891 students studying at over 37 public and 85 private universities. This report analyses tertiary education on six policy dimensions: (1) the strength of the country's vision, (2) the regulatory environment, (3) governance (4) the use of innovative financing arrangements (5) quality assurance (6) relevance to the labor market and socio-economic development of the country. This report is part of the Systems Approach for Better Education Results (SABER) initiative. SABER collects data on the policies and institutions of education systems around the world and benchmarks them against practices associated with student learning.

URL :

http://wbfiles.worldbank.org/documents/hdn/ed/saber/supporting_doc/CountryReports/TED/SABER_Tertiary_Bangladesh_CR2017_preliminary.pdf

La evolución de la educación superior / Consejo Nacional de Rectores [CONAIRE][Costa Rica] . - In: Estado de la educación . - San José, Costa Rica : CONARE, 2017 . - pp. 241-308

Abstract : This chapter details the higher education system in Costa Rica, its higher education institutions, qualifications system and recent trends and statistics. Areas covered include participation and access including for indigenous students, educational outcomes, postgraduate education, education and employment.

URL : <http://www.estadonacion.or.cr/educacion2017/assets/parte-1-capitulo-5.pdf>

Tertiary education in Costa Rica and its role in a growing economy / Organisation for Economic Cooperation and Development [OECD] . - In: Education in Costa Rica . - Paris : OECD, 2017 . - pp. 173-208 (Reviews of National Policies for Education)

Abstract : This chapter looks at the main features and trends of Costa Rica's tertiary education system and how the country might foster the skills required for a growing and increasingly knowledge-intensive economy. It proposes measures to strengthen oversight and quality assurance following a fast and unregulated expansion of the sector. Comprehensive funding reform is urgently required, and the chapter sets out options for reform, particularly to tackle the large inequities that remain in access to university. To steer the sector towards key priorities for the future of the country, the chapter recommends the development of a long-term strategy designed to strengthen governance of the sector.

URL : [http://www.oecd-](http://www.oecd-ilibrary.org/docserver/download/9117081ec009.pdf?expires=1511270787&id=id&accname=ocid195767&checksum=56EF509C8781F95526F268758EDF1771)

[ilibrary.org/docserver/download/9117081ec009.pdf?expires=1511270787&id=id&accname=ocid195767&checksum=56EF509C8781F95526F268758EDF1771](http://www.oecd-ilibrary.org/docserver/download/9117081ec009.pdf?expires=1511270787&id=id&accname=ocid195767&checksum=56EF509C8781F95526F268758EDF1771)

Liberia : Tertiary education / World Bank . - Washington, DC : World Bank, 2017 . - 29 p. (SABER Country Report, 2017)

Abstract : Despite considerable challenges in the broader social and political environment, Liberia's tertiary education system is growing in terms of both demand and intake. Since 75 percent of the Liberian population is under the age of 35, the importance of tertiary education is evident. Student numbers in higher education roughly doubled from 27,954 to 55,000 between 2008 and 2015 This report analyses tertiary education on six policy dimensions: (1) the strength of the country's vision, (2) the regulatory environment, (3) governance (4) the use of innovative financing arrangements (5) quality assurance (6) relevance to the labor market and socio-economic development of the country. This report is part of the Systems Approach for Better Education Results (SABER) initiative. SABER collects data on the policies and institutions of education systems around the world and benchmarks them against practices associated with student learning.

URL :

http://wbfiles.worldbank.org/documents/hdn/ed/saber/supporting_doc/CountryReports/TED/SABER_Tertiary_Liberia_CR2017.pdf

Sierra Leone : Tertiary education / World Bank . - Washington, DC : World Bank, 2017 . - 19 p. (SABER Country Report, 2017)

Abstract : The tertiary education system in Sierra Leone has undergone significant transformations since the civil war. The enrollment of students in public TEIs alone has increased by more than 50 percent between 2007 and 2011. To address the increased demand, different types of TEIs have entered the growing market. This report analyses tertiary education on six policy dimensions: (1)the strength of the country's vision,(2)the regulatory environment,(3)governance (4)the use of innovative financing arrangements (5) quality assurance (6) relevance to the labor market and socio-economic development of the country. This report is part of the Systems Approach for Better Education Results (SABER) initiative. SABER collects data on the policies and institutions of education systems around the world and benchmarks them against practices associated with student learning.

URL :

http://wbfiles.worldbank.org/documents/hdn/ed/saber/supporting_doc/CountryReports/TED/SABER_Tertiary_Sierra_Leone_CR2017.pdf

The cultural mission of China's elite universities : examples from Peking and Tsinghua / Yang Rui / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 42, no. 10, pp. 1825-1838, October 2017

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

Abstract : This article explores the introduction of Western norms and models into Chinese higher education. Specifically, it examines how two elite universities have struggled to model on Western experiences while working in a Confucian context. The author asserts that such bi-culturality or even multi-culturality might enable Chinese universities to contribute to intercultural dialogue.

Ethics

Patterns and predictors of academic dishonesty in Romanian university students / Bob Ives, Madalina Alama, Liviu Cosmin Mosora . - **In:** Higher Education, v. 74, no. 5, pp 815–831, November 2017

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

Abstract : Academic dishonesty in higher education is an increasingly visible problem throughout the world and in Romania in particular. A total of 1127 university students from six public Romanian universities were surveyed for their experiences and beliefs with 22 behaviors that might be considered academically dishonest. A five-factor solution to the frequencies of these behaviors was interpretable and accounted for more than half of the total variance. How acceptable students believed the behaviors were and how often students witnessed other students engage in these behaviors were consistent predictors of the frequency of the behaviors, with small to medium effect sizes. Demographic predictors of these behaviors, including gender, academic specialty, year in school, institution, grade average, and scholarship status, predicted very little variance in the behaviors. Implications and limitations of the study, as well as limitations of research in the field, are discussed. (Abstract from publisher)

Student plagiarism in higher education in Vietnam : an empirical study / Khang Do Ba, Khai Do Ba, Quoc Dung Lam, Dao Thanh Binh An Le, Phuong Lien Nguyen, Phuong Quynh Nguyen, Quoc Loc Pham . - **In:** Higher Education Research and Development, v. 36, no. 5, pp. 934-946, August 2017

ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : This paper assesses and compares the prevalence of plagiarism across different student and assignment characteristics at a university in Vietnam, using the similarity index reported by the text-matching software Turnitin as a proxy measure of plagiarism on a sample of 681 student papers. The findings present a level of match higher than reported in earlier studies at universities outside of Vietnam. Controlling for the gender and major of the students, the extent of plagiarism is negatively correlated with the students' academic performances and with the likelihood of being caught, and positively correlated with the length of the assignments. Thus, this study, relying on actual text-matching data rather than self-reported surveys, provides the first empirical test of two theoretical plagiarism models proposed in the literature. The explanatory factors confirmed by this study illustrate the potential benefits of the use of software tools to detect plagiarism and can help refine academic integrity policy formulations for universities. [Abstract from publisher]

Humanities education

The impact and future of arts and humanities research / Paul Benneworth, Magnus Gulbrandsen, Ellen Hazelkorn . - Basingstoke, New York : Palgrave Macmillan, 2016 . - 214 p.
ISBN 978-1-137-40898-3

Abstract : This book explores the societal value of arts and humanities research in Europe. The first part of the book examines how a set of assumptions based on science policy have influenced the debate on the public value of arts and humanities research. Rather than the dominant discourse where societal contribution has become synonymous with patents, licensing and spin-off companies, the real value of arts and humanities research, the authors argue, lies in its influence on societies' capacities for transformation. The second part of the book presents in-depth country case studies in Norway, the Netherlands and Ireland conducted as part of the European Community Humanities in the European Research Area (HERA) programme. The comparative approach of the book contextualises engagements with science policy, the role and purpose of the university, public value, and innovation, and offers a new framework for Arts and Humanities research, redefining the social contract between society and research.

Classmark : EUR-522.2 BEN

Industry and education

Universities, local partnerships and the promotion of youth entrepreneurship / Éder D. Bezerra, Cândido Borges, Tales Andreassi / UNESCO Institute for Lifelong Learning . - In: International Review of Education, v. 63, no. 5, pp. 703-724, 2017

ISSN 0020-8566 . - Online ISSN 1573-0638

Abstract : This article analyses student spin-off companies incubated in universities. It is based on a multiple case study carried out by the authors in Arcaju, the capital in the State of Sergipe in Brazil. The cases analysed include some of the first companies that went through the incubation process in two universities. They are considered to be the first successful examples of student spin of companies in the State, these new technology-based enterprises pioneered their areas of expertise. The article summarises the main aspects of each case with regard to how the young entrepreneurs secured local partnerships through their university's networks. It examines the relational configuration between the students' newly created business and its local partners, through the bridging provided by the university, very close to the concept of the triple helix paradigm. One problem arising from the incubation process relates to the "graduation" of the incubated companies. The end stage of the incubation process, and the need for these companies to act independently in the market, necessarily brings a detachment from the university which initially supported them. In the six cases analysed, a common recommendation from the students was for the university to have follow-up mechanisms, to keep in touch with them once they leave the university's "safe" environment, as a way to maintain the link between the universities and the graduated companies.

URL : <https://link.springer.com/article/10.1007/s11159-017-9665-y>

Intercultural dialogue

"Us and them" : towards intercultural competence among Jewish and Arab graduate students at Israeli colleges of education / Lilach Lev Ari, Walid Mula . - In: Higher Education, v. 74, no. 6, pp. 979 - 996, December 2017

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

Abstract : This article provides the result of a study which examined the impact of encounter between two different ethnic groups, Jews and Arabs, of Israeli first-year graduate students in four colleges of education, on the development of their intercultural competence: (1) knowledge regarding the "other," (2) change in attitudes and behavior towards the other, and (3) multicultural educational practice. The findings point to two clear factors affecting the development of intercultural competence: the formal and informal college experience as reported by respondents, particularly the contents and tools that both Jews and Arabs acquired at the college in addition to personal characteristics and off-campus encounters. The second factor is the difference between the experiences of Jewish and Arab students: while Arab students are more knowledgeable regarding the Jewish culture and are more willing to change attitudes and educational practices in light of multiculturalism, Jewish students are less prone to make such changes. Thus, according to their findings, the authors suggest that intercultural encounters among educators during their graduate studies could create a unique opportunity to turn the college experience transformational in terms of intercultural competence, particularly in the segregated structure of Israeli society. (Abstract adapted from publisher)

Lifelong education

Unlocking the potential of urban communities. Volume II: case studies of sixteen Learning Cities / UNESCO Institute for Lifelong Learning . - Hamburg, Germany : UNESCO Institute for Lifelong Learning, 2017 . - 177 p.
ISBN 978-92-820-1215-4

Abstract : This report presents approaches adopted by each of the 16 cities that received the UNESCO Learning City Award 2017 to promote inclusive education and lifelong learning - from basic to higher education - in their communities. The Learning Cities are located in Argentina, Brazil, Cameroon, China, Egypt, Germany, Greece, Guinea, Hungary, Indonesia, Ireland, Japan, Portugal, Korea, Tunisia and the UK.

URL : <http://unesdoc.unesco.org/images/0025/002589/258944e.pdf>

Popular universities : an alternative vision for lifelong learning in Europe / Nelly P. Stromquist, Romina B. da Costa / UNESCO Institute for Lifelong Learning . - In: International Review of Education, v. 63, no. 5, pp. 725-744, 2017
ISSN 0020-8566 . - Online ISSN 1573-0638

Abstract : In many EU member countries, 'popular universities' (PUs), which are not state-funded and run in close collaboration with their respective local communities, offer opportunities of lifelong education. The authors of this paper carried out a qualitative survey, collecting data on PUs in Spain and France. Their purpose was to examine how European PU offerings align with community needs, and to what extent they address emerging issues such as immigration, the refugee crisis, an aging population and youth unemployment. In the evaluation of their comparative survey, the authors link the grassroots approaches of PUs in Spain and France to the broader European Union (EU) discourse on lifelong learning. Finally, they examine the ways in which PUs' approach to lifelong learning works to contest the dominant consensus on the meaning and scope of lifelong learning, constituting a vision of lifelong learning which is more expansive, inclusive and accessible than that proposed by the European Union.

URL : <https://link.springer.com/article/10.1007/s11159-017-9662-1>

Nursing education

Higher education fact sheet : nursing / Higher Education Authority [Ireland] . - Dublin : HEA, 2017 . - 6 p.

Abstract : This information brochure looks at the student profile of those studying or graduating in nursing from Irish higher education institutions. While full-time undergraduate nursing enrolments decreased by 3% since 2011/12, enrolments in postgraduate nursing courses have increased by 43%.

URL : <http://hea.ie/assets/uploads/2017/09/HEA-Nursing-Fact-Sheet.pdf>

Regional development

Driving a prosperous future : economic analysis of the lasting impact of Ontario universities / Council of Ontario Universities [Canada] . - Toronto : COU, 2017 . - 26 p.
ISBN 978-0-88799-535-4

Abstract : This report shows that the 21 universities in Ontario make a total annual economic impact of CAN \$115.8 billion to the province. Using data from Statistics Canada, the report also states that universities are responsible for creating 478,000 jobs across the province

URL : <http://cou.on.ca/wp-content/uploads/2017/07/COU-Economic-Report-2017-FINAL.pdf>

Between rigour and regional relevance? Conceptualising tensions in university engagement for socio-economic development / Paul Benneworth, Mitchell Young, Roger Normann / International Association of Universities [IAU] . - Higher Education Policy, v. 30, no. 4, pp. 443-462, December 2017
ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : This paper explores the ways in which national higher education policies frame the strategic latitude that universities enjoy to engage with regional partners in teaching and research activities. Presenting case studies from the Czech Republic and Norway, the paper reveals that the space for regional engagement is squeezed at every stage as universities seek to implement national directives whilst remaining true to their regional roots. We conclude by arguing better understanding the regional mission requires better understanding the processes by which regional engagement is framed as un-prestigious by wider policy fields.

URL : <https://link.springer.com/article/10.1057/s41307-017-0061-9>

Higher education institutions in peripheral regions : a literature review and framework of analysis / Jan Kohoutek, Rómulo Pinheiro, Inna Čábelková, Michaela Šmídová / International Association of Universities [IAU] . - In: Higher Education Policy, v. 30, no. 4, pp. 405-423, December 2017
ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : This paper addresses the issue of universities' engagement in peripheral regions, taking into account both endogenous (university) and exogenous (regional peripherality) characteristics. The paper aims to deconstruct the university – periphery interplay in the form of a novel analytical framework and to pilot the framework empirically. The pilot mapping of six Norwegian and Czech universities onto the peripheral regions resulted in two implications. First, due to regional lag effects on the industrial – post-industrial development scale and institutional profiling, universities' regional role is contingent on path dependencies, suggesting that both exogenous and endogenous characteristics should be given equal consideration. Second, the universities' positioning in peripheral regional surroundings produces some variants in which universities' engagement is not pivotal for improving regional attributes. This is either because of the incapacity of unlocking the path-dependent effects of regional periphery structures or because of limitations in research capacity, constraining the respective regions' progress to the knowledge/service society paradigm. Further explorations of these issues may create an impetus for comparative studies on the role of universities in regional development, particularly with respect to peripheral units.

URL : <https://link.springer.com/article/10.1057/s41307-017-0062-8>

Outsiders or leaders? The role of higher education institutions in the development of peripheral regions / James Karlsen, Jan Beseda, Karel Šima, Barbara Zyzak / International Association of Universities [IAU] . - In: Higher Education Policy, v. 30, no. 4, pp. 463-479, December 2017

IAU Members benefit from open access to the electronic version of this article. . - ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : Policy makers' interest in higher education institutions (HEIs) as instruments for regional development has increased in recent years, but evidence on the role of HEIs in peripheral regions remains unclear. In this article, the authors focus on the actual practices of HEIs in such regions. Specifically, theories on the roles of HEIs and regional leadership are used in a case study of four HEIs (two in the Czech Republic and two in Norway) and their engagement in the development of their host regions. The analysis shows that the HEIs engage in their host regions through their primary mission of teaching.

URL : <https://link.springer.com/article/10.1057/s41307-017-0065-5>

Regional Development: Lifelong Learning as a Priority in Norway and the Czech Republic? / Michaela:Šmídová, Olga Šmídová, Nina Kyllingstad, James Karlsen / International Association of Universities [IAU] . - In: Higher Education Policy, v. 30, no. 4, pp. 499-516, December 2017

IAU Members benefit from open access to the electronic version of this article . - ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : This paper analyses strategic approaches toward the institutionalization of lifelong learning in the Czech Republic (CR) and Norway (NOR), with implications for HEIs in the Vysočina region (CR) and Agder region (NOR). More specifically, the authors comparatively explore the underlying characteristics of system-level lifelong learning strategies and the extent to which those spill into the development policies of Vysočina and Agder as carried out by the regions' HEIs and regional administrations. Utilising a mixed approach methodologically and conceptually building on models of lifelong learning by Schuetze and Casey (2006), the findings show different national approaches and aims of lifelong learning ; Norway is a close-to-open society model, and the Czech Republic is closer to a human capital model. Nevertheless, lifelong learning practices are similar in both countries, and they tend to be only partial.

URL : <https://link.springer.com/article/10.1057/s41307-017-0060-x>

The role of higher education institutions in fostering industry clusters in peripheral regions : strategies, actors and outcomes / Inna Čábelková, Roger Normann, Romulo Pinheiro / International Association of Universities [IAU] . - In: Higher Education Policy, v. 30, no. 4, pp. 481-498, December 2017

IAU Members benefit from open access to the electronic version of this article . - ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : This paper investigates the role played by universities in the development of industrial clusters in two peripheral regions in Norway and the Czech Republic. In so doing, we contrast between a more and a less successful case scenario shedding light on key contextual factors, including the importance attributed to top-down versus bottom-up approaches. The paper contributes with new empirical insights on the role of higher education institutions in regional cluster development.

What are the cultural preconditions of universities' regional engagement? Towards a disciplinary sensitive model of the university–region interface / Karel Šima, Paul Pinheiro, Romulo Benneworth, Jan Beseda / International Association of Universities [IAU] . - In: Higher Education Policy, v. 30, no. 4, pp. 517-532, December 2017
IAU Members benefit from open access to the electronic version of this article . - ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : This article calls into question the conjecture that only specific organisational settings and incentive mechanisms — the formal structural side of higher education institutions - lead to better interactions between HEIs and regions. Based on empirical data from selected Czech and Norwegian case higher education institutions, the authors conclude that informal tacit dimensions (conceptualised as epistemological orientations and disciplinary values and postures) are also important in understanding the dynamics of university regional engagement.

URL : <https://link.springer.com/article/10.1057/s41307-017-0056-6>

Religion and education

Religion and the cultivation of citizenship in Chinese higher education / Zhenzhou Zhao . - In: Higher Education, v. 74, no. 4, pp. 635–649, October 2017
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : A growing body of research has documented the escalating popularity of religion among student populations in China's higher education settings. Despite the changes sustained by China's religious policies throughout the post-Mao era, the state has not abandoned its long-standing approach of cultivating citizenship through Marxist–Leninist-oriented political education. The rising popularity of religion on university campuses thus reflects a complex interplay between religion and the state in the education sector. This study explores the meaning of religion as constructed in this setting by comparing (a) the political education curriculum, (b) the academic discussions of religious issues and the challenges faced by political education scholars and (c) the daily life discourse embedded in the voices of university teachers. The findings suggest that the manipulated meaning of religion in the political education arena accommodates the agenda of building a modern, secular state, but it fails to construct a cohesive and coherent understanding of religion. The state's interpretation of religion leaves space for curriculum and policy implementers to renegotiate the meaning of religion in practice.

Research

Postgraduate Research Experience Survey 2017 : experiences and personal outlook of postgraduate researchers / Higher Education Academy [UK] . - York : HEA, 2017 . - 45 p.

Abstract : The results of this survey completed by 57,689 postgraduate researchers in the UK show that, overall, postgraduate research students continue to have positive experiences, with 82% of respondents agreeing that they are satisfied with their programme. However, students' experience of resources and research culture differs across disciplines.

URL : <https://www.heacademy.ac.uk/knowledge-hub/postgraduate-research-experience-survey-report-2017>

Universities and RIS3: the case of Catalonia and RIS3CAT Communities / Elisabetta Marinelli, Susana Elena-Perez, Josep Alias / Associacio Catalan d'Universitats Publiques [ACUP][Spain]; European Commission. Science and Knowledge Service Joint Research Centre [JRC-IPTS][Spain] . - European Union . 2016 . - 29 p.
Online ISBN 978-92-79-57986-8

Abstract : This report, based on collaboration between the European Commission's Science and Knowledge Service Joint Research Centre (JRC-IPTS) and the Catalan Association of Public Universities (ACUP), contributes to the debate on the role of higher education institutions in Research and Innovation Strategies for Smart Specialisation (RIS3) by exploring the case of Catalonia. The document first assesses the role of universities in the overall design and implementation of the Catalan RIS3 and EDP, and then goes in depth into one of its key instruments, namely the RIS3CAT Communities. The latter provide a platform for triple-helix stakeholders to interact and agree on a set of collaborative projects, which can be partially funded by public resources. Based on in-depth interviews with senior university managers and desk-based research, the study highlights how HEIs are evolving and adapting to the new policy environment and identifies the advantages and challenges posed by RIS3CAT Communities as a policy

instrument.

URL : http://www.acup.cat/sites/default/files/universities-and-ris3-case-catalonia-and-ris3cat-communities_0.pdf

From early career researcher to research leader : survival of the fittest? / Lynette Browning, KIRRILLY THOMPSON, DREW DAWSON / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - In: Journal of Higher Education Policy and Management, v. 39, no. 4, pp. 361-377, August 2017

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

Abstract : To explore the transition from early career researcher to leading researcher to research leader, the authors undertook a mixed methods study involving 30 senior research leaders and administrators from a range of organisations across Australia. In this paper, the authors describe how the career paths of these research leaders developed in a highly competitive research environment and discuss how universities can attract, retain, develop, and promote their researchers.

Systemic rejection : political pressures seen from the science system / Mitchell Young, Mads P. Sørensen, Carter Bloch, Lise Degn . - In: Higher Education, v. 74, no. 3, pp. 491–505, September 2017

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

Abstract : Through two case studies on high-performing university-based research environments in Denmark and Sweden, this article uncovers the ways in which highly successful researchers often behave in ways that run counter to policy steering attempts. They do this by shielding themselves and their research group from steering pressures originating in the political system. Using Luhmann's systems theory, the cases demonstrate why the relationship between the science system and the political system needs to be understood as a horizontal rather than a vertical relationship, and using concepts from organizational theory, provides a model and terminology for identifying and analysing the types of mechanisms and strategic responses that the science system uses to shield itself from political steering pressures.

Social responsibility

Nuevas perspectivas en la gestión de la responsabilidad social en las universidades / Alicia Andrés Martínez, Susana Barberá-Forcadell, Daniel Pallarés-Domínguez . - Castellón de la Plana, Spain : Publicacions de la Universitat Jaume I, 2017 . - 263 p. (Humanitats, 53)

ISBN 978-84-16546-79-4

Abstract : Ponències presentades a les jornades "Nuevas perspectivas en la gestión de la responsabilidad social en las universidades" celebrades a Castelló de la Plana el 29 i 30 de novembre de 2016, en las que se abordó cómo se está aplicando la responsabilidad social en los campus y cuáles son las mejores y más novedosas prácticas en este campo. En este sentido, en las jornadas se prestó una especial atención a la gestión de la investigación e innovación responsables (RRI por sus siglas en inglés) como el aspecto más emergente de la responsabilidad social de las universidades.

Papers presented at the seminar "New perspectives in the management of social responsibility in universities" in Castelló de la Plana on 29 and 30 November 2016 in which the participants discussed how social responsibility is being applied on campus and identified the best and most innovative practices in this field. Special attention was paid to the management of Responsible research and innovation as the emerging focal point of universities' social responsibility.

URL : <http://repositori.uji.es/xmlui/handle/10234/170505>

University social responsibility (USR) guidelines / UNIBILITY . - Vienna : UNIBILITY, 2017 . - 38 p.

ISBN 978-3-200-05328-1

Abstract : These Guidelines are the final output of the Erasmus+ UNIBILITY: University meets social responsibility project (2015-2017). The guidelines are designed to help universities to successfully integrate social responsibility in their strategies and daily activities.

URL :

https://www.postgraduatecenter.at/fileadmin/user_upload/pgc/2_LifeLong_Learning_Projekte/0_Lifelong_Learning_Projekte/UNIBILITY/Downloads/Guidelines/IO8_Guidelines_final_version_2017-09-12_print.pdf

Hermenéutica y saber universitario [Special issue] / Union de Universidades de América Latina y Caribe [UDUAL] . -

In: Universidades, v. 67, no. 71, 57 p., enero-marzo 2017

ISSN 0041-8935

Abstract : En éste número, se aborda el tema de educación y sociedad.

Contents: ermenéutica y saber universitario (Carlos Oliva Mendoza); Diálogo y escucha, una reflexión para construir la paz (Dora Elvira García); En los márgenes de la filosofía enmohecida (María Eugenia Borsani); La noción de "malos sujetos" en la obra de Mariflor Aguilar (Laura Echavarría Canto); Función social de las universidades y su estrecha relación con las políticas nacionales: Entrevista a Mariflor Aguilar Rivero (Pedro Enrique García Ruiz y Carlos Oliva Mendoza).

This special edition examines the theme of society and education.

URL : <http://publicaciones.udual.org/pdf/Universidades71.pdf>

Universities' third mission : global discourses and national imperatives / Rómulo Pinheiro, James Karlsen, Jan Kohoutek, Mitchell Young / International Association of Universities [IAU] . - In: Higher Education Policy, v. 30, no. 4, pp. 425-442, December 2017

ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : Universities are increasingly pressurized to contribute to the socio-economic development of their societies. This has led to increasing calls for stronger societal engagement around the third mission (TM). In this paper, the authors contextualise developments surrounding TM by comparing policy approaches in Norway and the Czech Republic. Their analysis shows similarities as well as differences and points to the importance of assessing TM developments in the light of wider policy dynamics and priorities.

URL : <https://link.springer.com/article/10.1057/s41307-017-0057-5>

STEM education

Cracking the code : Girls' and Women's Education in Science, Technology, Engineering and Mathematics (STEM) / UNESCO . - Paris : UNESCO Publishing, 2017 . - 85 p.

Abstract : This publication deciphers the factors that contribute to lower participation and achievement in STEM education and examines what can be done to promote girls' and women's engagement with STEM. The report was launched at the UNESCO International Symposium and Policy Forum, which took place on 28 - 30 August 2017 in Bangkok, Thailand.

URL : <http://unesdoc.unesco.org/images/0025/002534/253479e.pdf>

Students

A methodology to understand student choice of higher education institutions: the case of the United Kingdom /

Richard McManus, Janet Haddock-Fraser, Peter Rands / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - In: Journal of Higher Education Policy and Management, v. 39, no. 4, pp. 390-405, August 2017

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

Abstract : This paper provides a novel methodology by which student preferences between institutions can be assessed, using the United Kingdom as a case study. It applies both revealed preference and discrete choice modelling techniques to estimate the priority attributes and potential trade-offs of students choosing between different UK universities.

Whereas the former methodology has the advantage of being based on actual decisions, the latter provides an experimental setting for more nuanced findings to be elicited; the combination of approaches allows for a rich and detailed set of results. This methodology can also be used to ask detailed strategic questions of higher education institutions and further applied to other international markets.

Activism on the corporate campus : it just doesn't have that you know what anymore / Rebecca Dolhinow . - In:

Australian Universities Review, v. 59, no. 2, pp. 14-22, 2017

ISSN 0818-8068

Abstract : Student activists, like all activists, need space to organise, take part in actions, and educate their peers. On many campuses, these spaces can be a refuge for progressive students who may not find support for their activism in

other spaces on campus. This article examines the development, function, and demise of one such space. The author embeds this process in the concurrent corporatisation and neoliberal enclosure taking place on universities across the United States. The article is based on a decade long ethnographic study on a large public university campus in the United States and smaller projects at similar institutions in California. The research is situated in the more general trends in the US over the same period through interviews with faculty at other institutions. (Abstract adapted from publisher)

Commuting, transitions and belonging : the experiences of students living at home in their first year at university / Helen Pokorny, Debbie Holley, Suzanne Kane . - In: Higher Education, v. 74, no. 3, pp 543–558, September 2017

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

Abstract : In this study, our cross-case analysis of students' lives challenges the conventional home–university model of transition and highlights the importance of acknowledging the influence of this complex symbiotic relationship for students who attend university and live at home. The authors argue that as with stay-at-home holidays, or “staycations”, which are of such crucial importance to the tourism industry, so stay-at-home students or commuter students are vital to higher education and the term utilised here is “stayeducation”. Through the narratives of “stayeducation” students, we see how family and community aspects of students' lives are far more significant than previously realised, and our study suggests that these heavily influence the development of a student sense of belonging. Drawing upon biographical narrative method, this paper introduces three first-year Business and Economics students enrolled at different universities in London and explores their journeys through their transition through home, school and early university life. Ways in which key themes play out in the transition stories of our students and the challenges and obstacles for the individual are drawn out through the cross-case analysis. Findings support the existing literature around gender, class and identity; however, new insights into the importance, for these students, of family, friendships and community are presented.

Effects of the financial crisis on university choice by gender / Mattia Cattaneo, Hugo Horta, Paolo Malighetti, Michele Meoli, Stefano Paleari . - In: Higher Education, v. 74, no. 5, pp 775–798, 2017

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

Abstract : This study analyses the university choices of male and female students in Italy over the 2003–2012 period and for two sub-periods before (2003–2008) and after (2009–2012) the 2008 financial crisis. The analysis is guided by human capital, signalling and preference theories and implemented through a competing destinations model that controls for the socio-economic features of both the region of origin and destination. The findings show that in the post-crisis period, males became more career-oriented in their university choices due to increasingly constrained and competitive labour markets. The constrained post-crisis labour markets led females to focus more on the educational experience than on future employability prospects. Our results suggest that the financial crisis maintained or even widened gendered social roles as they relate to university choices; specifically, males assumed an even greater career-centred family role, whereas females adopted more adaptive lifestyles that potentially place them at a disadvantage in the labour market and in society in years to come.

Ethnicity and engagement in first-year New Zealand law programmes / Erik Brogt, Ursula Cheer, Natalie Baird, John Caldwell, Debra Wilson . - In: Higher Education Research and Development, v. 36, no. 5, pp. 1047-1060, August 2017

ISSN 0729-4360 . - Online ISSN 1469-8366

Abstract : This paper investigates the extent to which the engagement levels of a self-selected cohort of students enrolled in first-year law programmes at three New Zealand universities varied according to ethnicity. When viewed in the light of factors identified within the international literature as having a bearing on student engagement and, in consequence, academic success and retention, no significant differences were identified in the ways students of Pakeha (European), Maori, Pasifika, Chinese and Indian descent interacted with the law school at which they were enrolled. This was despite some identified differences in students' backgrounds and motivations for study and in the external factors having an impact on their study. Nevertheless, the identified differences between the ethnicities in relation to personal and external factors can be utilised to enhance and/or improve the engagement of particular groups of students. Overall, the findings indicate a need for law schools to focus on student engagement in first-year programmes with a view to improving the engagement levels of students across all ethnicities.

You can't ignore us : what role does family play in student engagement and alienation in a Ghanaian university? / Samuel Asare, Helen Nicholson, Stein, Sarah / Association for Tertiary Education Management [ATEM]; L.H. Martin

Institute for Higher Education Leadership and Management . - In: Journal of Higher Education Policy and Management, v. 39, no. 6, pp. 593-606, December 2017

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

Abstract : Much of the existing literature on student engagement focuses on what happens within the higher education environment or what the institution has direct control over, restricting understanding of how issues outside of the institution affect engagement. This paper argues that efforts to improve student engagement should be broadened to incorporate issues relating to the family. It employed a case study design in order to develop a broad and more in-depth understanding of how family influences the amount of time and effort students invest in their learning in a large public university in Ghana. It was established that engagement is influenced by family expectation, financial and social support, as well as monitoring of students' academic performance. The unique contribution of the study is that it broadens current understandings of engagement because it adds an aspect that has not been highlighted in current work on engagement, making a case for institutions to work more with families to get a broader understanding of challenges students face in order to provide comprehensive support.

Student welfare

Change the course : National report on sexual assault and sexual harassment at Australian universities /

Australian Human Rights Commission . - Sydney : AHRC, 2017 . - 254 p.

Abstract : The findings of the report are based on a national independent survey conducted among 30,000 students across 39 universities.

URL :

https://www.humanrights.gov.au/sites/default/files/document/publication/AHRC_2017_ChangeTheCourse_UniversityReport.pdf

“Shared Perspectives” : a joint publication on student mental health / Canadian Alliance of Student Associations . - Ottawa : CASA, 2017 . - 18 p.

Abstract : The publication sheds light on students' access to mental health-related services on campus by featuring case studies from each of the participating provinces.

URL :

https://d3n8a8pro7vhmx.cloudfront.net/ousa/pages/464/attachments/original/1501593637/Shared_Perspectives_Joint_Publication_on_Student_Mental_Health_document.pdf?1501593637

Not by degrees : improving student mental health in the UK's universities / Institute for Public Policy Research [IPPR][UK] . - London : IPPR, 2017 . - 73 p.

Abstract : This report finds that an increasing number of students disclose a mental health condition to their university and that universities have experienced significant increases in demand for counselling and disability services over the past five years. The report recommends that the HE sector should collectively adopt student mental health and wellbeing as a priority issue.

URL : https://www.ippr.org/files/2017-09/1504645674_not-by-degrees-170905.pdf

The positive and mindful university / Higher Education Policy Institute [HEPI][UK] . - Oxford : HEPI, 2017 . - 70 p. (Occasional Paper, 18)

Abstract : This paper proposes a new way forward for higher education in addressing mental health among students as well as staff. Models of good practices within institutions in the United Kingdom, the United States and Mexico are detailed.

URL : <http://www.hepi.ac.uk/wp-content/uploads/2017/09/Hepi-The-Positive-and-Mindful-University-Paper-18-Embargoed-until-21st-Sept-1.pdf>

Teaching

Massification in higher education : large classes and student learning / David J. Hornsby, Ruksana Osman . - In:

Higher Education, v. 67, no. 6, pp. 711-719, June 2014

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

Abstract : This introduction to this special issue seek to contribute to the massification debate by considering one result of it: large class teaching in higher education. Here the authors look to large classes as a problem in promoting student learning, quality education, and consequently as a challenge to socio-economic development. That said, whilst large classes do pose very specific challenges, they also hold promise and opportunities for innovation in support of student learning. The authors consider the contributions to this special issue from a cross section of disciplines and higher education environments.
