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September / septembre 2019

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Presentation

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

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

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

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

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

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

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

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

Summary

We recommend

Internationalization of higher education : an evolving landscape, locally and globally / Giorgio Marinoni / International Association of Universities [IAU] . - Berlin : DUZ Academic Publishers, 2019 . - 255 p.
ISBN 978-3-96037-318-6
Abstract : Based on input from 907 higher education institutions in 126 different countries, the IAU 5th Global Survey is the most geographically comprehensive collection and analysis of primary data on internationalization of higher education ever undertaken. It covers all aspects of internationalization from policy and activities to research, human resources and staff development, student mobility and the design of curricula.
Classmark : INT-6 IAU

Higher Education Policy v. 32, no 3, September 2019 / International Association of Universities [IAU]. – Basingstoke, New York: Palgrave Macmillan
ISSN 0952-8733. - Online ISSN 1740-3863
Abstract: The latest edition of Higher Education Policy (HEP), IAU's quarterly peer-reviewed journal has just been released. This issue presents papers looking at, amongst others, China's soft power in South East Asia via international branch campuses, emerging private higher education in Vietnam, academic freedom and world-class universities, the potential of Pakistani universities for combatting terrorism, institutional initiatives for creating interdisciplinary research in Latin America, and the realities of free higher education. IAU Members have access to the entire archive of HEP, including those published online, via the HEDBIB database using login.

Promoting core higher education values : perspectives from the field / Academic Refuge Project . - UNICA, Scholars at Risk, University of Oslo, University of Ljubljana, 2019 . - 114 p.
Abstract : This handbook is a product of the EU 'funded 'Academic Refuge' project implemented by the project partners Scholars at Risk, Network of Universities from the Capitals of Europe (UNICA), The University of Oslo and the University of Ljubljana. The resource gathers testimonies on embedding academic values and integration of refugees and at-risk scholars in more than 25 academic institutions around the world.
Classmark : EUR-12 ACA
URL : http://www.unica-network.eu/sites/default/files/e-handbook_final.pdf
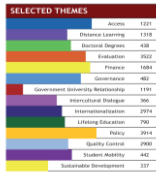
IAU Themes

The Role of Technology in Higher Education

Beijing Consensus on Artificial Intelligence and Education = **Consensus de Beijing sur l'intelligence artificielle et l'éducation** / UNESCO . - Paris : UNESCO, 2019 . - 7 p.
Abstract : The Beijing Consensus was adopted by UNESCO Member Countries as an outcome of the International Conference on Artificial Intelligence (AI) and Education held in Beijing, China from 16 - 18 May 2019. It calls for the systematic integration of AI in education, leveraging AI to achieve SDG 4, and recommends actions to be taken by governments, international organisations and UNESCO.
URL : https://unesdoc.unesco.org/ark:/48223/pf0000368303
https://unesdoc.unesco.org/ark:/48223/pf0000368303_fre (French)

Has quality assurance become obsolete in the digital era? / James Keevy / Council for Higher Education Accreditation [CHEA] [USA] . - Washington D.C. : CHEA, 2019 . - 4 p. (CIQG Policy Brief, 14)
URL : https://www.chea.org/sites/default/files/pdf/Policy_Brief_7.1.2019.pdf

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Higher education and the future of graduate employability : a connectiveness learning approach / Ruth Bridgstock, Neil Tippett, Es. . - Cheltenham : Edward Elgar Publishing, 2019 . - 278 p.
ISBN 978-1-78897-260-4
Abstract : Starting from the premise that learning and career development happen optimally through collaboration and social relationships, this book explores socially connected and networked perspectives to learning and teaching in higher education. With 10 empirical case studies of educational practice, set within Australian universities, chapters investigate the development of learner capabilities, teaching approaches, and institutional strategies to foster lifelong graduate employability through social connectedness. The book argues that higher education institutions have placed themselves at a disadvantage in learning and teaching by limiting interactions that prevent multidisciplinary and cross-functional collaboration, and embeddedness into wider industry and community networks. The book offers new strategies and pedagogic approaches that can support learners to build and maintain social connections for participation in life and work. It also demonstrates how universities can forge effective partnerships internally as well as with industry and community partners to ensure the relevance of university learning.
Classmark : AU-712.1 BRI

Higher education in the era of the fourth industrial revolution / Nancy Gleason, Ed. . - Singapore : Springer Nature, 2018 . - 229 p.
ISBN 978-981-13-0193-3 . - Online ISBN 978-981-13-0194-0
Abstract : This open access book examines the technological shifts underway in higher education and how it responds to the demands the 'fourth industrial revolution'. Considering significant trends in how people are learning, coupled with the ways in which different higher education institutions and education stakeholders are implementing adaptations, it looks at new programmes and technological advances in teaching and learning. The book addresses trends in integration of STEM innovations into humanities education, the changing role of libraries in the digital age, global trends in youth mobility, and the development of lifelong learning programmes. This is coupled with case study assessments of the various ways China, Singapore, South Africa and Costa Rica are preparing their students for significant shifts in labour market demands – shifts that are already underway and provides examples of new frameworks in which collaboration between higher education institutions, government

and industry can prevent lagging behind in this fast changing environment.
URL : https://link.springer.com/content/pdf/10.1007%2F978-981-13-0194-0.pdf

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I'd blush if I could : closing gender divides in digital skills through education / UNESCO . - Paris : UNESCO, 2019 . - 145p.

Abstract : This report features recommendations and worldwide good practice on how to make technology studies – especially digital skills education - more inclusive of women and girls to improve gender equality in digital professions and eliminate stereotypes in AI applications.
URL : https://unesdoc.unesco.org/ark:/48223/pf0000367416

Le transfert de technologie aux start-ups / France. Ministère de l'enseignement supérieur, de la recherche et de l'innovation . - Paris : MESRI, 2019 . - 57 p.

Abstract : This report, commissioned by the Ministry of Higher Education Research and Innovation, details creating and reinforcing technology transfer between higher education and research institutions and start-ups. It includes 16 recommendations.
URL : http://cache.media.enseignementsup-recherche.gouv.fr/file/Innovation/13/9/Rapport_Francois_JAMET_1147139.pdf

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Training abroad and technological capacity building : analysing the role of Chinese training and scholarship programmes for Tanzanians / Ezron Makundi, Huib Huyse, Patrick Develtere, Benedict Mongula, Lettice Ruttashobya . - **In:** International Journal of Educational Development, v. 57, pp. 11-20
ISSN 0738-0593

Abstract : The case study in this paper examines the contribution of scholarship programmes provided by the Chinese government in improving human capital in the fields of science, technology, and innovation in Tanzania. The case study constitutes a survey of 85 Tanzanians who have received training in China, and interviews with 13 individuals including some of the surveyed trainees, scholarship administrators, and other stakeholders. While critical comments were raised, the trainees in our sample were largely positive about the Chinese training experiences. Besides the direct transfer of skills and exposure to China's modernity, the indirect outcome of technology transfer has come about through the importation of equipment and technical literature. However efforts to transfer and apply acquired knowledge have been regularly impeded by structural barriers including cross-cultural communication problems, differences in attitude, and the fact that in several cases Tanzania does not have the capacity to absorb some of the advanced Chinese technologies taught in the courses. Two-way communication is needed in order to inform and adapt the Chinese government training programmes to the specific needs of the recipient African economies.

University students' perceptions of campus climate, cyberbullying and cultural issues : implications for theory and practice / S. B. Souza, A. M. Veiga Simão, A. I. Ferreira, P. Costa Ferreira / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 43, no. 11, pp. 2072-2087, November - December 2018
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : This study investigated the influence of campus climate dimensions, namely newcomer adjustment and feelings of well-being on the tendency for victims of cyberbullying to become aggressors, and how cultural issues could influence students' involvement in situations of cyberbullying. Participants included 979 Portuguese and Brazilian university students who responded to the Cyberbullying Inventory for College Students and the Institutional and Psychosocial Campus Climate Inventory. Moderation analyses revealed that the relationship between being a victim and being an aggressor of cyberbullying was influenced by variables of the psychosocial campus climate and cultural aspects. Student victims from Brazil showed a significant tendency to become aggressors, independently of their level of newcomer adjustment and feelings of well-being, whereas the victims from Portugal tended to break the cycle between being a victim and being an aggressor. Implications for future research, preventive practices and university policies are discussed.

Asia and the Pacific

Massive Open Online Courses: the emerging landscape of digital learning in India / UNESCO International Institute for Educational Planning [IIEP] . - Paris : UNESCO IIEP, 2019 . - 17 p.
Abstract : This report reviews major initiatives undertaken by Indian authorities to facilitate lifelong learning for teachers, students, and those in employment. The report covers e-Learning programmes, draws lessons from India's first generation of online learners and provides recommendations for educational planners.
URL : https://unesdoc.unesco.org/ark:/48223/pf0000367825?posInSet=1&queryId=cec924e1-de8c-4a76-ace8-215669d87134

Realizing Education for All in the digital age / Asian Development Bank Institute . - Tokyo : ADB, 2019 . - 81 p.
ISBN 978-4-89974-200-5 . - Online ISBN 978-4-89974-119-0
Abstract : This report comprises a collection of nine Policy Briefs drawn from the work of Think20 (T20) task forces on "2030 Agenda for Sustainable Development (Task Force 1)" and "The Future of Work and Education for the Digital Age (Task Force 7). They provide recommendations to help guide the discussions among the G20 leaders and partners and inspire global and national actions.
URL : https://www.adb.org/sites/default/files/publication/503706/adbi-realizing-education-all-digital-age.pdf

E-learning continuance satisfaction in higher education : a unified perspective from instructors and students / Hosam Al-Samarraie, Bee Kim Teng, Ahmed Ibrahim Alzahrani, Nasser Alalwan / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 43, no. 11, pp. 2003-2019, November -December 2018
ISSN 0307-5079 . - Online ISSN 1470-174X
Abstract : This study aims to determine the key factors affecting students' and instructors' continuance satisfaction with e-learning in the higher education context. In order to identify the factors that impact e-learning continuation in higher education institutions, a systematic review of the literature was conducted, revealing that the majority of studies have reported the essential role of satisfaction in mediating the relationship between 11 factors and users' decisions to continue using e-learning systems. This study then proposed that users, both students and instructors, must continually be satisfied with the e-learning systems offered by higher education institutions if they are to continue using them. The authors term this 'e-learning continuance satisfaction.' Data was collected from 9 instructors and 38 students from five public universities in Malaysia via an interview survey and the results yielded five core factors – information quality, task–technology fit, system quality, utility value, and usefulness – that influence users' e-learning continuance satisfaction. Several different causal relationships between the factors identified from both students' and instructors' perspectives were also identified and used to form a single viewpoint

Europe and North America

The "dark side" of academics? Emerging issues in the gaming and manipulation of metrics in higher education / Jo Ann Oravec / Association for the study of higher education [ASHE][USA] . - **In:** The Review of Higher Education, v. 42, no. 3, pp. 859-877, Spring 2019
ISSN 0162-5748 . - Online ISSN 1090-7009
Abstract : The dramatic expansion of the use of metrics in higher education institutions worldwide has brought with it gaming and manipulation practices designed to enhance artificially both individual and institutional reputation, including coercive citation, forced joint authorship, ghostwriting, H-index manipulation, and many others. This article maps these emerging practices from a social action system perspective and analyzes their linkages with the norms and processes that support academic 'celebrity and stardom' as well as the character of academic systems. It analyses with a social system approach some recently-proposed strategies for containing the proliferations of these practices and for mitigating their negative impacts.

Internationalization

Innovative and inclusive internationalization : proceedings of the WES-CIHE Summer Institute / Laura E. Rumbley, Hans de Wit , Eds. . - Bostion : The Boston College Center for International Higher Education, 2018 . - 57 p. (CIHE Perspectives, 11)

Abstract : This publication comprises papers at the first World Education Services (WES)-CIHE Summer Institute in 2018.
Contents: New Directions for Internationalization3 Next Generation Research on Internationalization— The Innovation Imperative (Douglas Proctor); A Suggested Approach for Studying Purposeful Internationalization Strategies (Santiago Castiello-Gutiérrez); Internationalization and Multiculturalism: Natural and Unaware Partners (Inés Maturana Sendoya); Insights into Transnational Higher Education: Transnational Higher Education Programs in China: Barriers to Implementing Curriculum Policy at Local Chinese Universities (Mingyan Hu); The International Micro-Campus: An Evolution to Transnational Education Models (Santiago Castiello-Gutiérrez and Sowmya Ghosh); Educational Pathfinders? North American and European Transnational Undergraduate Students in China (Kris Hyesoo Lee); Understanding and Enhancing US Study Abroad: Exploring the Relationship between Institutional Context and Community College Study Abroad (Melissa Whatley); Diversity and Inclusion in Education Abroad - Proactive Encouragement and Support for LGBTQ Students in One US State (Nahoko Nishiwaki); International Student Trends and Realities - Swimming against the Tide: Strategies for Combating Declining International Enrollment at US Higher Education Institutions (Cindy Le and Paul Schulmann); Undergraduate International Student Experience: Coping with Financial Stress (Sho Eun Won); Coping with Grief in International Education: Supporting Students through Family Illness/Loss (Asuka Ichikawa); Internationalization and Promise of Technology - Virtual Internationalization to Increase Access to International Experience (Elisa Bruhn); Toward an Inclusive Approach to Internationalization: Collaborative Online International Learning as an Alternative to Studying Abroad (Sanfeng Miao); Institutional Experiences with Internationalization - The Aurora Inclusive Internationalization Project (Helena Gillespie); Conceptualizing and Engaging with Internationalization at Home: A Case Study of the Division of Student Affairs at Boston College (Xixi Ni); The Internationalization Process of a Public Multicampus University: The Case of the University of Guadalajara (Ismael Aarón Crôtte Ávila and Hans de Wit);National and Regional Perspectives on Internationalization - Balancing Between Improvement of Higher Education and Brain Drain: The Case of Russia (Ekaterina Minaeva); Internationalization through Regionalism: MERCOSUR's Revisionist Project (Daniela Perrotta); Making India a Sought-After Destination for Higher Education (Mona Khare); Student Mobility in the Global South: Regional Dimensions in Southern Africa (Upenyu S. Majee).
URL :
https://www.bc.edu/content/dam/bc1/schools/lsoe/sites/cihe/Perspectives%20No%2011%20%20Jan%2011th%202019%20FINAL%20TO%20PRINT.pdf

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Language of instruction in higher education : national policies and the role of English / Xinyan Liu . - Boston : The Boston College Center for International Higher Education, 201U8 . - 29 p. (CIHE Perspectives, 10)
Abstract : This report examines national policy on language of instruction in higher education in five diverse national contexts: South Africa, France, Malaysia, Brazil and Spain. The research also looks at how English plays a role in these national contexts. The research was undertaken on behalf of the International Association of Universities.
Classmark : INT 6 LIU
URL :
https://www.bc.edu/content/dam/bc1/schools/lsoe/sites/cihe/CIHE%20Perspectives%2010_18_DEC2018_FINAL.pdf

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How to recruit internationally and live happily ever after [Special issue] . - **In:** Higher Education in Russia and Beyond, no. 2 (20), pp. 1 - 22, 2019
Abstract : In this issue contributors from universities in Russia and beyond share case studies about making good use of international mobility programmes to enhance research collaboration, about the successes and challenges of hiring faculty members and postdocs internationally, and about the best practices and pitfalls of integrating internationally recruited faculty into the university community.
Contents: International Cooperation in Research: from the Foundation's Viewpoint (Elena Eremenko); From

Bilateral Scientific Cooperation to Network Interaction (Elena Vashurina, Olga Vershinina, Yana Evdokimova); International Mobility Programs as a Tool for Enhancing Research Cooperation and Faculty Recruitment (Maria Kiseleva, Dmitry Kholodnyak); Research Internships in Siberia for International Students – a Bridge to New Scientific Collaboration (Michele Debrenne); Hiring Internationally: Whom and Why? The Evolution and Impact of International Recruitment at Higher School of Economics University (Vadim Radaev); A Program for Attracting International and Russian Researchers for Postdoctoral Positions at the Ural Federal University (Sergey Zvonarev, Vladimir Kruzhaev); Hiring (Many) International Faculty in a Siberian University (Andrey Shcherbenok); The Internationalization of Higher Education: Faculty and Postdoctoral Researcher Recruitment Initiatives in Russia (Karin A. C. Johnson); Why Recruit Internationally? The Role of International Collaboration in Academic Development at HSE University (Valentina Kuskova); Integration: Supporting without Isolating - The Integration of Internationally Recruited Faculty into the University Community: Best Practices and Pitfalls (Madina Aitakanova, Aidos Taizhanov, Leila Maslova); The Administrative Dimension of Integrating International Faculty: The Case of HSE University (Yulia Grinkevich, Maria Shabanova, Anna Krasheninina).
URL : https://herb.hse.ru/data/2019/09/15/1537857189/1HERB_20.pdf

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How International scholarship recipients perceive their contributions to the development of their home countries : findings from a comparative study of Georgia and Moldova / Anne C. Campbell . - **In:** International Journal of Educational Development, v. 55

Abstract : International scholarships support higher education abroad, often with the expectation that recipients will ultimately "give back" to their home countries. Little is known about how scholarship alumni from low- and middle-income countries view their contributions and whether activities differ between countries. By comparing Georgia and Moldova, this research indicates that employment is the central way that alumni perceive that they "give back," with government positions deemed most influential. In Georgia, alumni assumed federal posts, whereas in Moldova, alumni sought positions in international organizations and businesses, resulting in differing contributions to national development. Findings aim to inform sponsored student mobility programs promoting socioeconomic development in participants' countries.
Classmark : P

Is strategic internationalization a reality? / Hans De Wit, Giorgio Marinoni . - **In:** International Higher Education, no. 98, pp. 12-13, Summer 2019
ISSN 1084-0613
Abstract : This article presents a reflection on the results of the 5th IAU Global Survey to help understand to what extent the internationalization of higher education has become a strategic process at higher education institutions (HEIs) around the world. The results of the survey seem to indicate that a strategic approach to internationalization is indeed common at the majority of HEIs. Although encouraging, the results show that there is still room for improvement when it comes to financial resources and monitoring and evaluation. They also show a risk of increasing inequality between HEIs.
URL : https://ejournals.bc.edu/index.php/ihe/article/view/11187/9437

Moving, remaining, and returning : international mobility of doctoral holders in the social sciences and humanities / Emanuela Reale, Lucio Morettini, Antonio Zinilli . - **In:** Higher Education, v. 77, no. 5, pp. 17–32, July 2019
ISSN 0018-1560 . - Online ISSN 1573-174X
Abstract : This paper investigates whether the propensity of a doctorate holder in social sciences and humanities (SSH) to experience a period of international mobility during the career is influenced by mobility during the educational stage; second, it examines whether the mobility after doctoral degree affects the choice of doctorates to return to their country of origin, as opposed to remaining abroad, controlling for peculiar aspects of the higher education sector of employment. The results show that international mobility during graduate education and at the moment of choosing the first job on attaining the PhD are important factors influencing the future mobility of doctorate holders in the SSH areas. These same factors also influence the individual's propensity to diverge (continue abroad) or converge (remain, return) with respect to their initial country of employment. The results of this investigation improve our knowledge about the effects generated by the early choices of individuals, which could support decision-makers in designing instruments addressing the international mobility of doctorate holders

and, when relevant, creating the conditions for their return.

Tracing the development of international branch campuses : from local founding waves to global diffusion? / Anna Kosmützky . - **In:** Globalisation, Societies and Education, v. 16, no. 4, pp. 453-477, August 2018
Abstract : On the basis of the proliferation of international branch campuses, the paper analyses globalisation processes in higher education and the emergence of a transnational and global higher education market. While most research only refers to a growth and global expansion of branch campuses, this analysis traces and illuminates four waves of international branch campuses in different areas of the world and their specific founding conditions, providing a macro-perspective on the emergence of the global higher education market. The first wave, from the late 1980s, was concentrated on international branch campuses of US institutions in Japan. The second wave, from the mid 1990s, saw branch campus openings in the period after the GATs treaty predominantly from US, Australian, UK and Russian universities which started to establish branch campuses in former Soviet states. In the Third wave, from 2003/2004, higher education institutions launched their branches in educational hubs created in the United Arab Emirates, Qatar, Bahrain, Singapore and Malaysia. They are strategically planned efforts by countries, cities or region to strengthen their higher education sector. In the fourth recent wave, from 2012, the growth of branch campuses shifted from the educational hubs to China and Hong Kong with a recent growth of branch campuses in South Korea, which mostly hosts US branch campuses, and South Africa on a very small scale (institutions in Australia, India, the Netherlands, and the UK). The author notes that there are still a lot of countries where higher education institutions do not export branch campuses, such as in Africa, and concludes that although international branch campuses have diversified remarkably, they are neither spatially equal nor distributed on a global scale.

Africa

Influence of study abroad factors on international research collaboration : evidence from higher education academics in sub-Saharan Africa / Wilson Eduan / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 44, no. 4, pp. 774-785, March - April 2019
Abstract : Research collaboration is an important aspect of internationalization in higher education. Doctoral study abroad is perceived as one way of building international research networks for future collaborations. The diversity of study abroad programs makes it difficult to specify factors relevant to improving outcomes. The study examined destination, depth of the experience, duration of the program, and participant demographics to determine their association with international collaboration. A sample of faculty Curriculum Vitae for the period 2009–2014 was drawn from the archives of the Uganda National Council of Higher Education. A Longitudinal Curriculum Vitae Analysis was conducted and the numeric data analyzed using the Generalized Estimating Equation method. Results suggest destination as positively associated with outcomes. Further assessments show destination was important for faculty in the social sciences and humanities while depth of the experience is useful for faculty in the natural sciences. The outcome suggests need for caution when selecting international doctoral programs.

Sliding doors : strategic ambiguity in study visas to South Africa / Jenny J. Lee, Kopgang Paulidor, Yann Axel Mpaga / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 43, no. 11, pp. 1979-1992, November -December 2018
Abstract : This study sought to investigate international students' experiences with the study visa immigration policy in South Africa. The theoretical framework utilized to investigate international students' experiences with the study visa process is 'strategic ambiguity,' defined as deliberate ambiguous statements and positions for the accomplishment of goals. In the case of study visas, a country provides written immigration requirements, but there is considerable discretion by its many actors, conceptualized in this study as 'street-level bureaucrats,' in how the application components are interpreted and processed. The international students' reported experiences were uneven and varied, without clear patterns by country of origin, university, or students' backgrounds,

suggesting the metaphor of sliding doors to indicate that not all encountered major obstacles in the same way, but rather largely attributable to unforeseeable luck. The study has implications on how strategic ambiguity occurs in immigration policies and procedures with varied experiences and outcomes for those who apply.

The harmonisation of African quality assurance and accreditation for regional and international relevance
/ Piyushi Kotecha, Andrée Sursock / International Association of Universities [IAU] . - **In:** Internationalisation of Higher Education, no. 2, pp. 67-82, 2019
Abstract : The Harmonisation of African Higher Education Quality Assurance (HAQAA) aims to promote a regional approach to quality assurance in Africa that would be recognised internationally. Launched in 2016, HAQAA has already produced very positive results: It initiated African-wide discussions about quality assurance, raised awareness about its importance and produced the African Standards and Guidelines for Quality Assurance. This article examines the aims and purposes of this initiative and how it unfolded. It concludes that future efforts must focus on continuous engagement with the sector to ensure buy-in from the higher education sector and to develop more robust and effective quality cultures in higher education institutions.

Arab States

Have globalisation's influences on education contributed to the recent rise of Islamic extremism? / Hoda Baytiyeh . - **In:** Globalisation, Societies and Education, v. 16, no. 4, pp. 422-434, August 2018
Abstract : Although globalisation's influences on education have contributed to cultural evolution, economic development and social progress, they also have generated mixed reactions among Muslim populations. This article shows how globalisation has facilitated the infiltration of Western culture into Muslim societies through modern educational modes. Some conservative Muslim communities perceive this infiltration as a threat to Islamic values, creating a culture of fear. Combined with decades of colonisation, social injustice, and defeat, this fear has triggered a state of hatred and anger motivating the rise of extremism, terrorism, and retaliatory attacks on education. [Abstract from publisher]

Asia and the Pacific

Institutional Policies and Initiatives for the Internationalisation of Higher Education in Southeast Asia /
HEAD Foundation (Singapore) . - Singapore : The HEAD Foundation, 2018 . - 12 p. (THF Policy Brief, 5)
Abstract : This report provides recommendations from a case study of five Southeast Asian countries: Indonesia, Malaysia, the Philippines, Singapore, and Thailand
URL : https://www.dropbox.com/s/j51fcwkupnbsnil/THF%20Policy%20Brief%20No.%205.pdf?dl=0

African American student sociocultural adjustment to Thai international higher education / Douglas Rhein .
- **In:** Globalisation, Societies and Education, v. 16, no. 4, pp. 381-394, August 2018
Abstract : This article aims to detail an exploratory study involving African American student experiences in a Thai international programme. This study employed a qualitative case study to explore the adjustment process of African American international students in Thailand. The participants included 15 African American students who were selected through a snowball sampling technique in 2014–2016. The data were collected through semi-structured one on one interviews and analysed through content analysis. The participants reported adjustment difficulties related to their sense of isolation in Thailand, the excessive attention received from their hosts, the appropriate response to said attention, Thai culture and adjustment to academic differences. An analysis of the source of stress, anxiety and conflict among participants is intended to provide insight into international recruitment practices to facilitate more progressive pre-departure orientation sessions among international students.

An analysis of Japan's English as medium of instruction initiatives within higher education : the gap between meso-level policy and micro-level practice / Ikuya Aizawa, Heath Rose . - **In:** Higher Education, v. 77, no. 6, pp. 1125-1142, June 2019

Abstract : In 2014, Japan's Ministry of Education (MEXT) announced the Top Global University Project (TGUP), a large-investment initiative to internationalise higher education that implicitly signalled increased emphasis on English-medium instruction (EMI) at Japanese universities. Despite substantial funding behind the initiative, little research has evaluated the implications for language planning, including contextualised implementation challenges. This study aims to investigate how the policy is being enacted into practice at a university in Japan at two different policy levels: the meso (institutional) and micro (classroom) level. The study contrasts one university's TGUP meso-level policy documentation with data from semi-structured interviews with students and teachers to illuminate micro-level challenges. Data were coded according to emergent themes via qualitative text analysis, following similar processes to research into TGUP policy. The findings suggest that the meso-level policy goals of the university do not trickle down to micro-level practice as envisioned, revealing underlying challenges arising from policy diffusion. In comparing our results with data from other TGUP university studies, we conclude that micro-level linguistic challenges for teachers and students has relevance for other universities where English-taught programmes are being expanded via national and university-level policies.

Factors affecting the quality of transnational higher education in China : a qualitative content analysis on Chinese host universities' self-appraisal reports / Mingyan Hu, Susana A. Eisenchlas, Sue Trevaskes / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - **In:** Journal of Higher Education Policy and Management, v. 41, no. 4, pp. 306-321, June 2019

Abstract : this paper aims to identify prominent factors affecting the quality of transnational higher education in China, as perceived and reported by Chinese host universities. A qualitative data analysis was conducted on 122 self-appraisal reports on transnational higher education programmes submitted to China's Ministry of Education in 2017 by 112 Chinese host universities. The analysis identified and examined relationships between four interrelated factors: low foreign language proficiency among students, shortage of a sustainable supply of highly qualified teachers, low quality of curriculum design and implementation and deficiencies in institutional regulations. The findings are discussed in the context of the literature, revealing two issues in transnational higher education in China: using local Chinese teachers to teach the imported foreign courses and outsourcing foreign language teaching. The paper concludes with some limitations of the study and implications for future research.

International students' experience in Australian higher education : can we do better? / Sophie Arkoudis, Mollie Dollinger, Allan Patience . - **In:** Higher Education, v. 77, no. 5, pp. 799-813, May 2019

Abstract : This paper explores the extent to which universities are meeting the social and educational needs of international students by analysing their experiences through the two dominate rationales in international education, namely neoliberal and cosmopolitan rationales. It discusses findings from a project examining the perceptions and experiences of international students at a large metropolitan Australian university. The study was conducted in two phases: an online questionnaire, followed by focus group interviews. The findings indicate that while international students might rate their overall satisfaction as high on questionnaires, deeper analysis through focus groups highlights the lack of social integration and belongingness that international students perceive. These results challenge universities to innovate their practices in order to develop and integrate cosmopolitan experiences that not only may benefit students but also assist in sustaining the neoliberal rationale of the sector.

Internationalisation for quality improvement : an Indonesian perspective / Agustian Sutrisno / International Association of Universities [IAU] . - **In:** Internationalisation of Higher Education, no. 2, pp. 53-65, 2019

Abstract : Indonesia has the largest higher education sector in South East Asia, and its higher education institutions are overwhelmingly private. The sector is often considered as low-quality and slow-moving.

Internationalisation efforts in the country are rooted in the aim of improving the higher education quality of Indonesian universities. The paper discusses some of the government's recent internationalisation initiatives, as well as examples of internationalisation in private universities. Reflecting on the national and institutional problems that inhibit internationalisation of higher education in Indonesia, several implications for practitioners both within Indonesia and beyond are outlined at the end of this paper.

Marginal revolution : the impact of transnational education on higher education in host countries : a case study of China / Xiaojiong Ding / International Association of Universities [IAU] . - **In:** Higher Education Policy, v. 32, no. 3, pp. 419-440, September 2019
Abstract : Since the twenty-first century, transnational education (TNE) has been closely related to the concept of capacity building. Although empirical evidence of the impact of TNE on capacity building in host countries is largely missing, a handful of studies have revealed that TNE has a limited impact on local higher education. This study attempts to discover reasons for this limited impact, finding that TNE's academic weakness and isolation from local faculties and programmes impede knowledge transfer and organizational learning. As a result, TNE is at the edge of the local higher education system and exerts a marginal impact on host countries' capacity building. To prevent TNE from being 'a mere imported capacity with no impact on the local system' (OECD and the World Bank in Cross-border tertiary education: a way towards capacity development. OECD, Paris, 2007, 12), TNE urgently needs to establish its own brand instead of living on partner universities' brand effect. Moreover, communication between TNE and local higher education needs to be facilitated.
URL : https://link.springer.com/article/10.1057/s41307-018-0089-5

Neither "local" nor "global": Chinese university students' identity paradoxes in the internationalization of higher education / Rui Yuan, Sifei Li, Baohua Yu . - **In:** Higher Education, v. 77, no. 6, pp. 963-978, June 2019
Abstract : This study, adopting identity as an analytic lens, examined a group of Chinese university students' perceptions and experiences in an internationalized curriculum in China. The findings show that the participants tried to interpret, construct, and refine their individual, academic, and cultural identities on a daily basis. In particular, they encountered and negotiated with three identity paradoxes, i.e., between "dedicated learners" and "disoriented bees", between "global citizens" and "proud Chinese", and between "team players" and "independent fighters". The study provides useful implications for university management, teachers, and students in response to the ongoing trend of internationalization of higher education.

Pilgrimage to the West : modern transformations of Chinese intellectual formation in Social Sciences / Rui Yang, Meng Xie, Wen Wen . - **In:** Higher Education, v. 77, no. 5, pp. 815-829, May 2019
Abstract : Since the mid-nineteenth century, Chinese intellectuals turned to the West for truth. China's modern education system has since been built upon Western experience, with little space for China's vast indigenous intellectual traditions. Meanwhile, Chinese traditions remain omnipresent and ubiquitous in the society. Due to many fundamental differences, Chinese and Western traditions are not compatible with each other. Constant tensions between them have led to Chinese people's loss of spiritual homeland. Universities are both part of the reason for and a result of such a historical development. The shift of knowledge system from traditional learning to Western intellectual formation symbolizes the establishment of modern disciplines in Chinese universities. A better understanding of how traditional Chinese intellectual traditions were driven out of their homeland as Western knowledge became institutionalized is much needed in the literature. This article intends to fill the gap by exploring how the Chinese mind was transformed through the lens of institutionalization of social sciences. It focuses on internationalization and indigenization of China's social sciences with particular attention to the interactions between Chinese and Western intellectual traditions.

Student mobility trends and the role of university networks in the Asia Pacific region : UMAP and Its New Initiatives / Shingo Ashizawa / International Association of Universities [IAU] . - **In:** Internationalisation of Higher Education, no. 2, pp. 5-21, 2019

Abstract : Student mobility has become a significant feature of higher education throughout the world, and most notably over the past three decades within the Asia Pacific Region. There are various new types of mobility models in Asia, many the result of the emergence of Transnational Education (TNE). One such network, UMAP (University Mobility in Asia and the Pacific), was established in 1991 as a voluntary, member-based university network. This paper discusses how university networks such as UMAP can create a broader and more active stream of student mobility in Asia.

The affective economy of internationalisation : migrant academics in and out of Japanese higher education / Louise Morley, Daniel Leyton, Yumiko Hada . - **In:** Policy Reviews in Higher Education, v. 3, no. 1, pp. 51-74, March 2019

Abstract : Internationalisation is a polyvalent policy discourse, saturated in conceptual and ideological ambiguity. It is an assemblage of commodification, exploitation and opportunity and is a container for multiple aspirations, anxieties, and affordances. It combines modernisation, detraditionalisation, and expansiveness, with knowledge capitalism, linguistic imperialism, and market dominance. There are notable policy shadows and silences, especially relating to the emerging subjectivities, motivations and narratives of internationalised subjects, and experiences that expose the gendered, racialised, epistemic and affective inequalities constituting academic mobility. This paper explores the affective economy and policy scape of internationalisation drawing upon interview data gathered in one private and one national university in Japan with 13 migrant academics. What emerged from our study is that internationalisation policies, processes and practices generate multiple affective engagements. Internationalising oneself can be repressive and generative, with migrant academics finding themselves both vulnerable and animated by their diverse and frequently embodied experiences.

The coming "China crisis" in higher education / Philip G. Altbach . - **In:** International Higher Education, no. 98, pp. 20-22, Summer 2019

Abstract : Higher education relations between China and major Western countries have been strained recently by global tensions, including intellectual property theft, controversy concerning the Chinese government sponsored Confucius Institutes, trade issues, and others. These are having an impact on academic relations between China and Western countries, as well as on student mobility from China. The expansion and improvement of Chinese higher education may also reduce outward student mobility from China.
URL : https://ejournals.bc.edu/index.php/ihe/article/view/11197/9447

The return of China's soft power in South East Asia : an analysis of the international branch campuses established by three Chinese universities / Lan He, Stephen Wilkins / International Association of Universities [IAU] . - **In:** Higher Education Policy, v. 32, no. 3, pp. 321–337, September 2019

Abstract : The purpose of this research is to investigate the relationship between China's soft power and the international branch campuses (IBCs) established overseas by Chinese universities, and to identify which aspect of China's soft power has the greatest impact on these campuses. The authors adopted a qualitative research design that involved interviews with managers, faculty and staff at three Chinese international branch campuses in Laos, Malaysia and Thailand. The findings suggest that China is leveraging its existing soft power to assist or promote its education export, and China's soft power is returning to South East Asia. Although each of the three IBCs contributes to disseminating China's soft power to a certain extent, their effort is still quite limited. The aspect of China's soft power that has the greatest influence on the Chinese IBCs is the necessity of the Chinese language, as well as Chinese cultural history and heritage. Another important factor is the economic power of China, albeit a type of hard power. It is China's rapid economic development that is driving students' desire to take courses delivered in Chinese, and to learn the Chinese language at these branch campuses. The study's

findings have implications for policy makers, educators and researchers with an interest in IBCs.
URL : https://link.springer.com/article/10.1057/s41307-018-0084-x

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To be a first-class department in a first-class university : perceived effects of a world-class initiative in two departments in a Taiwanese university / Chia Wei Tang / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - **In:** Journal of Higher Education Policy and Management, v. 41, no. 4, pp. 275-291, June 2019
Abstract : This study aimed to investigate and compare the impact of pursuing top university status on the management and academic practices of two departments in a top-ranked institution in Taiwan. Qualitative interviews, official policy documents, website resources and relevant documents were the main sources of empirical data. Interview data were collected from 10 interviewees, the department heads and four full-time academics in both departments. This study found that departments and academics were required to plan and work in accordance with the university's overall development plan and the two departments played different roles in contributing to various aspects of the university managers' idea of what a world-class university is. This should be understood within the unique and complex academic tribes of different subject fields and the deeply rooted dimensions of Chinese culture in Taiwan. [Abstract from publisher]

Working within the aspiring center : professional status and mobilities among migrant faculty in Singapore / Yasmin Y. Ortiga, Meng-Hsuan Chou, Gunjan Sondhi, Jue Wang / International Association of Universities [IAU] . - **In:** Higher Education Policy, v. 32, no. 2, pp. 149–166, June 2019
Abstract : This paper investigates the migration of Asia-born academics from traditional centers in the West to Singapore, a rapidly developing education hub in Southeast Asia. We argue that such movement can be seen as a form of quasi-return, where migrant faculty look for places where they can be "close enough" to aging parents and family, while working in an institution that is "good enough" to continue research work. This position leads to conflicting notions of social mobility, when defined in terms of professional prestige and status. While interviewees perceived their move to Singapore as a form of upward mobility when compared to colleagues within their home countries, they simultaneously worried about their downward mobility compared to peers who had remained in the West. Such perceptions shape their decision to leave Singapore in the future, reinforcing current university hierarchies, where institutions in the USA and Europe continue to dominate notions of academic prestige.
URL: Open access to Higher Education Policy articles via HEDBIB database for IAU Members using login code

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Europe and North America

A third wave of international student mobility : global competitiveness and American higher education / Rahul Choudaha / University of California [USA]. Center for Studies in Higher Education . - Berkeley : CSHE, 2018 . - 9 p. (Research and Occasional Papers Series)
Abstract : This paper examines the shifting landscape of international enrollment in the United States from the lens of three overlapping Waves spread over seven years and looks at implications for American universities. Wave I was shaped by the terrorist attacks in September 2001 and resulted in slower overall growth in international student enrollment of 11% between 1999 and 2006. Wave II has its origins in the global financial crisis which prompted universities to search for self-funded students and experienced overall robust growth of 44 percent in international student enrollment between 2006 and 2013. Finally, Wave III is shaped by the new political order and intensified competition from English-taught programs in Europe and Asia which will slow down the pace of projected growth in international enrollment to 18 percent between 2013 and 2020. In this current Wave of intensified global competition, overall international student enrollment is likely to flatten or decline for most universities.
URL :
https://cshe.berkeley.edu/sites/default/files/publications/rops.cshe.8.18.choudaha.thirdwaveinternationalstudents.4.24.2018_0.pdf

EAIE Barometer : Internationalisation in Europe: signposts of success / European Association for International Education [EAIE] . - Amsterdam : EAIE, 2019 . - 33 p.
ISBN 978-90-74721-50-9

Abstract : This report presents the findings of survey responses by 2317 practitioners at 1292 HEIs across 45 countries in the European Higher Education Area. It analyses the data on approaches to internationalisation reported by the respondents who said that their institutions were leading in internationalisation within their country, who had indicated achieving the most progress in delivering internationalisation activities. The report details nine key directions which correlated most clearly with institutional success in internationalisation: Alignment of internationalisation with the academic mission; Commitment to a broad internationalisation portfolio; Existence of an institution-wide strategy; Established targets for priority activities; Regular strategy evaluation; Funding for priority activities; Coordinated organisation; Training to support priorities; and Systematic quality assurance.
URL : https://www.eaie.org/our-resources/library/publication/Research-and-trends/eaie-barometer-signposts-of-success.html

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IIENetwork handbook for international educators 2019 / Institute for International Education [IIE][USA] . - New York : IIE, 2019 . - 170 p.
Abstract : This directory lists international educators at over 1,3000 higher education institutions in the USA who are active in internationalization of their institutions.
Classmark : INT-6 IIE
URL : http://www.nxtbook.com/naylor/IIEB/IIED0119/index.php#/44

Internationalisation for all? Wider inclusion in the internationalisation of higher education / Academic Cooperation Association [ACA] . - Brussels : ACA, 2019 . - 16 p.
Abstract : This report addresses underrepresented groups in international higher education and particularly in student mobility, such as students from lower socioeconomic backgrounds, students with disabilities, students from minority or migrant backgrounds, students with a refugee background, adult learners, and working students.
URL : http://www.aca-secretariat.be/fileadmin/aca_docs/event_presentations/ACA-2019-April_Reflection_Paper_Inclusion.pdf

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Internationalität an deutschen Hochschule : Erhebung von Profildaten 2018 / German Academic Exchange Service [DAAD]; Hochschulrektorenkonferenz [HRK][Germany]; Alexander von Humboldt-Stiftung [AvH] . - Bonn : DAAD, 2019 . - 150 p.
Abstract : The German Academic Exchange Service (DAAD), the German Rectors' Conference (HRK), the Alexander von Humboldt Foundation (AvH) and the country's research council have published the 2018 report on internationalization. The report finds that the upward trend in the degree of 'internationality' in Germany continues: 20.5% of all first-year students, and 9.9% of all students, were foreign nationals who had received their prior education outside of Germany. The share of foreign nationals among all academic staff rose to 12%.
URL : https://www.daad.de/medien/der-daad/medien-publikationen/publikationen-pdfs/2019_profildaten_2018_s15.pdf

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The shape of global higher education : international comparisons with Europe / British Council . - British Council, 2019 . - 51 p.
Abstract : The report compares international student mobility, international research collaboration and transnational education across 20 countries in Europe and the Americas.
URL : https://www.britishcouncil.org/sites/default/files/k006_02_the_shape_of_global_higher_education_in_europe_final_v5_web.pdf

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20th anniversary of the Bologna Declaration : from overview of processes to ongoing activities and experiences . - **In:** Tuning Journal for Higher Education, v. 6, no. 2, pp. 1 - 203, May 2019
ISSN 2340 8170 . - Online ISSN 2386 3137

Abstract : Contents: The European Higher Education Area: a road to the future of at way's end? (Sjur Bergan) pp. 23-49; From 1999 to 2019: 20 years of European debate, development, and achievements (Maria Sticchi Damiani) pp. 51-71; An exploration of the 'African (Union Commission's) perspective' of quality and quality assurance in higher education: Latent voices in the African Quality Rating Mechanism (AQRM)(Lazarus Nabaho, Wilberforce Turyasingura) pp. 73-95; Is the role of academics as teachers changing? An exploratory analysis in Italian universities (Giovanni Barbato, Roberto Moscati, Matteo Turri) pp. 97-126; A model for the evaluation of competence-based learning implementation in higher education institutions: Criteria and indicators (María José Bezanilla, Ana María García Olalla, Jessica Paños Castro, Manuel Poblete Ruiz) pp. 127-174; Hybrid solutions for didactics in higher education: An interdisciplinary workshop of 'Visual Storytelling' to develop documentation competences (Marina De Rossi, Emilia Restiglian) pp. 175-203.
URL : http://www.tuningjournal.org/issue/view/215

A nation's foreign and domestic professors : which have better research performance? (the Italian case) /
Giovanni Abramo, Ciriaco Andrea D'Angelo, Flavia Di Costa . - **In:** Higher Education, v. 77, no. 5, pp. 917-930, May 2019
Abstract : This work investigates the research performance of foreign faculty in the Italian academic system. Incoming professors compose l.1% of total faculty across the sciences, although with variations by discipline. Their scientific performance measured over 2010–2014 is on average better than that of their Italian colleagues: the greatest difference is for associate professors. Psychology is the discipline with the greatest concentration of top foreign scientists. However, there are notable shares of unproductive foreign professors or of those with mediocre performance. The findings stimulate reflection on issues of national policy concerning attractiveness of the higher education system to skilled people from abroad, given the ongoing heavy Italian brain drain.

Comprehensive internationalisation of Slovenian higher education? The rhetoric and realities / Maruša
Hauptman Komotar . - **In:** Higher Education, v. 77, no. 5, pp. 871-887, May 2019
Abstract : Policies on comprehensive internationalisation are currently in the focus of discourses on the development of internationalisation in European higher education. However, it remains to be answered, whether in Slovenian higher education, internationalisation policies and practices are indeed being implemented consistently and comprehensively, contributing to the overall quality of the higher education system. The paper obtains answers to this question through the analysis of different documentary sources and findings from semi-structured interviews, which were conducted as part of the PhD research. Firstly, it provides a general overview of the Slovenian higher education system, whilst afterwards, it explores the comprehensiveness of internationalisation in Slovenian higher education through the analysis of internationalisation policies before and after the Bologna Process. Based on the distinction between the 'abroad' and 'at home' dimension of internationalisation in higher education (Knight 2008), it continues with the examination of trends in mobility and internationalisation at home, which represent essential parts of comprehensive internationalisation policies and strategies. On this basis, it discusses the real importance of internationalisation for the quality of (Slovenian) higher education and concludes that the existence of different internationalisation models results from diverse approaches and rationales for internationalisation and hence, from often-contrasting views of individual actors and stakeholders on what is the quality of higher education and its (comprehensive) internationalisation.

Higher education internationalisation in North America : the role of the Consortium for North American Higher Education Collaboration (CONAHEC) / Santiago Castiello-Gutiérrez, Sean Manley-Casimir /
International Association of Universities [IAU] . - **In:** Internationalisation of Higher Education, no. 2, pp. 37-51, 2019
Abstract : North America is among the wealthiest, most diverse and most influential regions in the world. The region is also faced with substantial shared challenges, many of them not confined to any single country or even only to the region. The complexity introduced by this diversity creates an interesting set of problems and opportunities for the Consortium for North American Higher Education Collaboration (CONAHEC), a membership-

based non-profit organisation with the mission of fostering academic collaboration among institutions, organisations and agencies of higher education in Canada, Mexico and the United States. This paper focuses on the role played by this regional association in building an engaged, purposeful and successful North American higher education community.

The invisible others : stories of international doctoral student dropout / Melissa Laufer, Meta Gorup . - **In:** Higher Education, v. 78, no. 1, pp. 165-181, July 2019

Abstract : an estimated 50% of doctoral students discontinuing their degrees. International doctoral students (IDSs) specifically face the additional challenges of adapting to new academic environments and cultures upon embarking on their doctoral journey. Drawing on life story interviews, this study qualitatively investigates the attrition experiences of IDSs at a Western European university. Interviewees were diverse in terms of country of origin, discipline, gender and time before discontinuation. The authors employed the concept of Othering which draws attention to students' perceptions of being marked as different by those in positions of power or privilege. The authors identified four types of Othering, where students were cast the Foreign, Academic, Financial, and/or Social Others and the role these played in their discontinuation. Findings suggest that Foreign Othering shadowed and reinforced additional Othering experiences; the IDSs lacked familiarity with the academic system, culture, and language which made them more vulnerable to acute academic challenges, financial hardship, and social exclusion.

Ticking the 'other' box : positional identities of East Asian academics in UK universities, internationalisation and diversification / Terri Kim, Wilson Ng . - **In:** Policy Reviews in Higher Education, v. 3, no. 1, pp. 94-119, March 2019

Abstract : This article critically interrogates East Asian academics' positional identities in UK universities, internationalisation and diversification against the Black and Minority Ethnic (BME) and Critical Race Theory (CRT) framework. Contemporary UK policy promoting racial equality and diversity is often over-generalised, while the critical race theory-based literature has focused on hegemonic notions of 'white privilege'. Neither discourse provides an adequate, comparative perspective of power relations within diverse racial and ethnic groups. In advancing this perspective, the article compares the experiences of two groups of East Asian academics working in UK universities. One group is foreign-born but has strong British identities following their English élite education. The other group came to the UK for postgraduate studies and/or chose to work in Britain. The paper changes the picture of a static, black and white perspective in the BME policy and CRT literature by offering a dynamic, fluid discourse involving East Asian academics' narratives of their positional identities and choices.

'**We want to be seen as partners, not vultures of the world:' perspectives of Canadian stakeholders on migration of international students studying in health professions in Canada** / Elena Neiterman, Jelena Atanackovic, Christine Covell, Ivy Lynn Bourgeault . - **In:** Globalisation, Societies and Education, v. 16, no. 4, pp. 395-408, August 2018

Abstract : This pilot study examined the Canadian stakeholders' perspectives on migration and integration of international students enrolled in health professions' studies in Canada. Qualitative interviews with representatives of migration, education, and health sector communities revealed that international students are a desirable group of immigrants, but their 'non-immigrant' status creates a unique set of disadvantages for those intending to stay in Canada. In conclusion, we discuss the role of institutional policy in migration and professional integration of international students in Canada and globally.

Latin America and the Caribbean

Expanding vistas : international academic mobility in Brazil / Institute for International Education [IIE][USA] . -

New York : IIE, 2018 . - 17 p.

Abstract : This study provides insight into global mobility in Brazil's higher education sector. It examines select indicators of internationalization in Brazilian higher education, including the provision of courses taught in English, virtual learning, and initiatives to support inbound and outbound student flows.
URL : https://www.iie.org/Research-and-Insights/Publications/Expanding-Vistas

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The process of internationalisation of higher education in Brazil : the impact of colonisation on south-south relations / Alexandre Guilherme, Marilia Morosini, Pricila Kohls dos Santos . - **In:** Globalisation, Societies and Education, v. 16, no. 4, pp. 409-421, August 2018

Abstract : This article presents a study that analyses interviews of African students participating in the PEC academic mobility programme, so to gain an understanding of the individual and corporate experience of living and studying in Brazil. The participants in this study comprised undergraduate and postgraduate students from Cape Verde, Angola, Guinea Bissau, Congo and Gabon. The analysis demonstrated a highly significant finding that the historical process of colonisation, experienced for centuries by the South, has impinged on the outlook held by individuals from the South, who tend to understand that the North is the desirable option. Consequently, this attitude has directly affected South-South relations and the cooperation between developing and emerging countries. The work of Franz Fanon, who is a pivotal figure in the process of decolonisation, serves as a framework for the analysis because it both conceptualises and demonstrates the symptoms of psychological violence in a colonised context. The authors show the ramifications for the process of internationalisation and globalisation of Higher Education.

Top-down and bottom-up : two collaborative initiatives in Latin America / Maria Jose Lemaitre / International Association of Universities [IAU] . - **In:** Internationalisation of Higher Education, no. 2, pp. 23-35, 2019

Abstract : Within the context of continental diversity, institutional autonomy and wide differentiation that characterises higher education in Latin America, the article describes two different collaborative initiatives developed and implemented in the region. One of them emerged from national governments in the MERCOSUR region and deals with a regional mechanism for programme accreditation. The other is a long-lasting association of public and private universities, working together to improve the quality of higher education institutions and to provide inputs for national and institutional policymaking. In both cases, the result has been increased trust, shared learning and useful lessons for collaboration in a region better known for competition and marketisation.

What do we know about student mobility in Mexico? / Magdalena L. Bustos-Aguirre . - **In:** International Higher Education, no. 98, pp. 13-15, Summer 2019

Abstract : Credit mobility among students is one of the most commonly implemented internationalization strategies among Mexican higher education institutions (HEIs), but little is known regarding the profile of participants and how their backgrounds propel or hamper their chances of going abroad during their studies. A survey reveals that credit mobility in Mexico seems to be an option only for a very small group of privileged students. Nevertheless, statistics also reveal that, to a certain degree, public HEIs have been successful in compensating the lack of mobility and financial capital with well-resourced internationalization offices that make study abroad possible for less affluent members of the student body.
URL : https://ejournals.bc.edu/index.php/ihe/article/view/11189/9439

Higher Education and Research for Sustainable Development

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Higher education and SDG 13 : climate action through university teaching, research and community engagement / International Association of Universities [IAU] . - Paris : IAU, 2019 . - 42 p.
ISBN 978-92-9002-206-0

Abstract : This publication is a result of a call for papers on university action for the climate. The papers show a variety of diverse actions and programmes from universities in Ireland, Australia, Cyprus, Malaysia, Peru, Costa Rica, India, Lithuania, Uganda, Japan, the USA and Jamaica. It also contains a bibliography of selected publications on higher education for climate action.
https://www.yumpu.com/en/embed/view/zTn5sNqfJlWjmXtD

Raising and mapping awareness of the global goals : 2019 Update - Report from Sulitest, tangible implementation of the HESI and contributor to the review of the 2030 Agenda / Sulitest . - Marseille : Sulitest, 2019 . - 62 p.

Abstract : This publication, prepared for the High Level Political Forum on Sustainable Development at the United Nations in July 2019, reports on Sulitest, an online tool aligned with the Sustainable Development Goals (SDGs) which aims to contribute to sustainability literacy. Sulitest is supported by 40 international organisations and networks including UNESCO and the IAU.
Classmark : INT-713 SUL
URL : https://sustainabledevelopment.un.org/content/documents/24231Sulitest_hlpf2019report.pdf

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Community capacity-building for sustainable development : effectively striving towards achieving local community sustainability target / Isabel B. Franco, James Tracey . - **In:** International Journal of Sustainability in Higher Education, v. 20, no. 4, pp. 691-725, 2019
ISSN 1467-6370

Abstract : Although the value of community capacity building is widely accepted within scholarly literature, these initiatives thus far appear to have achieved very little impact in the achievement of community development aspirations. This paper aims to increase knowledge regarding specific priority areas which when targeted will result in more effective pathways towards sustainable development. This study was performed through utilization of a qualitative strategy, which involved the combination of a number of qualitative methods and techniques including individual interviews, surveys, focus groups, literary review and policy analysis. The results found that improving identified CSD priority areas, aligned with the sustainable development goals (SDGs), seems to be the most effective strategy to enhance the ability of local communities to overcome sustainability challenges over time. SDGs 9, 4, 15, 16, 17 and 18 were identified as the areas of greatest significance for practical community capacity building for sustainable development (CSD).

Global research landscape of sustainability curricula implementation in higher education / Marie Weiss, Matthias Barth . - **In:** International Journal of Sustainability in Higher Education, v. 20, no. 4, pp. 570-589, 2019
ISSN 1467-6370

Abstract : The focus of this paper is twofold and investigates where research that aims at integrating sustainability into the curriculum is happening and how the research area of curriculum change for sustainability is developing. A systematic review of peer-reviewed case studies published in English in selected journals and edited volumes between 1990 and 2017 was carried out. Data (n = 270 publications) were analyzed via descriptive statistics and bibliometric analysis. The results found that research on sustainability curricula implementation processes in higher education has produced a growing output in a broad range of journals. Nevertheless, the cross-country distribution is imbalanced, with most cases coming from the USA, Europe and Asia, but with the relatively highest density in Oceania. A citation network analysis revealed that the "Western world" is quite well interlinked, whereas other countries are not, indicating that sharing information between and learning from other cases is limited.

Africa

Assessing the sustainability content of the Nigerian engineering curriculum / Usman Umar Akeel, Sarah Jayne Bell, John E. Mitchell . - **In:** International Journal of Sustainability in Higher Education, v. 20, no. 4, pp. 590-613, 2019

Abstract : The research is an effort to determine the presence of sustainability issues in the Nigerian engineering education, which has hitherto been scarcely documented. This study provides a baseline and a rationale for sustainability education interventions in the Nigerian engineering curriculum. It also presents a methodology for analysing sustainability content in university curriculum and contributes to the continuing sustainability education discourse, especially in relation to sub-Saharan Africa. Content analysis was used to generate and analyse data from three engineering documents, namely, the Benchmark Minimum Academic Standards for Engineering Programmes in Nigeria and the engineering handbooks of two Nigerian higher education institutions. The findings showed that the Nigerian engineering curriculum has a low sustainability content, with environmental concepts being the most cited themes and social topics as the least stated issues.

Asia and the Pacific

Bucharest Statement . - Bucharest : Asia-Europe Meeting of Education Ministers, 2019 . - 2 p.

Abstract : Asian and European education Ministers adopted the Bucharest Statement at the Asia-Europe Meeting of Education Ministers (ASEM ME7) in Bucharest on 15 - 16 May 2019. Themed 'Connecting education: Inclusion, Mobility and Excellence in Support of the Sustainable Development Goals', the Bucharest Statement underlines the importance of the link between the ASEM Education Process and sustainable development for achieving Agenda 2030. The Statement also acknowledges digitalisation as a transversal theme in ASEM.
URL : https://www.asem-education.org/documents/senior-official-meetings-and-ministerial-meetings/asemme7-bucharest/559-bucharest-statement-final/file

Europe and North America

A cohort study of sustainability education in nursing / Janet Richardson, Daniel Clarke, Jane Grose, Paul Warwick . - **In:** International Journal of Sustainability in Higher Education, v. 20, no. 4, 2019

Abstract : The purpose of this paper is to assess the contribution of scenario-based learning aimed at raising awareness of sustainability in health-care practitioners. A cohort of nursing and midwifery students was introduced to sustainability and climate change in the context of health care through scenario-based learning sessions in each of their three years of undergraduate education at a university in the United Kingdom. Questionnaires were used to collect data on participant's attitudes toward sustainability and climate change, how useful the educational sessions were and the extent to which their clinical practice had changed. Significant differences were found between scores in Years 1 and 2 suggesting greater awareness of the importance of sustainability in nursing education and practice. Comparison of Years 2 and 3 scores found participants more likely to apply sustainability principles in clinical practice and challenge unsustainable practices in the work environment.

A grounded theory of education for sustainability in the postsecondary classroom / Jessica Belue Buckley / Association for the study of higher education [ASHE][USA] . - **In:** The Review of Higher Education, v. 42, no. 3, pp. 965-989, Spring 2019

Abstract : The movement incorporating sustainability into the academic mission of higher education has grown quickly in the last few decades. At the same time, vast interpretations of sustainability exist as institutions work to incorporate it into the curriculum. Therefore, using interviews with 42 individuals and observations of 67 courses in three higher education institutions in the United States, this study offers a theory of Education for Sustainability

(EfS), which provides conceptual development for the path from learning to teaching in EfS. A framework for instructors (a macro-narrative of sustainability), a typology of EfS courses, and implications for practice are discussed.

Becoming a competent teacher in education for sustainable development / Jan-Ole Brandt, Lina Bürgener, Matthias Barth, Aaron Redman . - **In:** International Journal of Sustainability in Higher Education, v. 20, no. 4, pp. 630-653, 2019
Abstract : This paper aims to provide a holistic approach to assessing student teachers' competence development in education for sustainable development (ESD). This is to provide evidence on which teaching and learning formats help to foster which aspects of ESD-specific professional action competence in teachers. A multiple case study design was used on two sequential modules of a university's teacher education programme at a university in Germany. A mixed-methods approach was applied that combined surveys, videotaped and PhotoVoice-supported focus groups, as well as pre- and post-assessment tools. Qualitative data analysis was based on the coding paradigm of the qualitative content analysis. The results from this study clearly indicate that the two courses contributed to a shift in students' non-cognitive dispositions. The study also provides evidence on the students' competence development and demonstrates how two different learning settings support different dimensions of teachers' professional action competence in terms of ESD.

Sustainability on campus : knowledge creation through social and environmental reporting / Thereza R. Sales de Aguiar, Audrey S. Paterson / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 43, no. 3, pp. 1882-1894, November -December 2018
Abstract : This study contributes to the debate on sustainability in higher education through a project conducted in a single Scottish university that incorporated sustainability into undergraduate accounting education through the application of a real-world problem in the form of a social and environmental report. Data from study participants were collected through questionnaires, which were analysed and interpreted through the lens of knowledge creation. The results demonstrate an increase in awareness and positive response to sustainability issues from all parties. It further indicates that opportunities to shape and develop further sustainability initiatives are possible through a dialogical approach. Such an approach is shown to provide an opportunity for knowledge creation and the transfer of sustainability issues in a democratic and emancipatory way. It highlights the importance of developing spaces/opportunities for sustainability dialogue that not only transcend the boundaries of a specific graduate discipline but also the borders of higher education institutions.

Latin America and the Caribbean

Ecological footprint: a tool for environmental management in educational institutions / Katherine Ortegon, Pilar Acosta . - **In:** International Journal of Sustainability in Higher Education, v. 20, no. 4, pp. 675-690, 2019
Abstract : The purpose of this paper is twofold. First, as few universities have assessed their ecological footprint (EF), a benchmark for Colombian universities is presented. Second, a practical calculation tool for measuring the EF in educational institutions (EIs) is developed. The purpose of this tool is to facilitate the process of assessing the EF in EIs that are starting sustainability initiatives and to unify criteria with those already involved. The development of the Ecological Footprint for Educational Institutions (EFEI) calculator is detailed showing the seven categories analyzed and the adaptation to the Colombian context. Results are presented from a case study of EFEI implementation at Universidad Icesi in Colombia. Furthermore, the relation between these results and the action taken to mitigate EF at the university is detailed.

Values-based Leadership

International perspectives on leadership in higher education : critical thinking for global challenges / Jill Jameson, Ed. . - Abingdon, New York : Routledge, 2019 . - 195 p. (International Studies in Higher Education)
Abstract : This book explores the extent to which higher education leadership in different national contexts engages with and is shaped by critical thinking. Three introductory chapters examine perspectives on what leadership means in higher education in the context of increasing challenges to higher education leaders and managers. The contributors analyse and critique corporate leadership approaches and apply the concept of critical thinking as a vital component of leadership and the management of change. The second part of the book comprises national case studies in Spain, England, the USA, Colombia, Estonia, Ukraine and Canada which provide a rich selection for the examination of leadership and critical thinking in a global setting. Part three draws together reflections on global insights. It considers the example of global cross-cultural leadership, as well as the role of women in leadership. The concluding section analyses the extent to which critical thinking in leadership across different national and regional contexts enables higher education to contribute in renewed ways to the common good and whether increased criticality in leadership can encourage enhanced research, teaching and public service excellence.
Classmark : INT-42 JAM

Boundary spanning in higher education leadership : identifying boundaries and practices in a British university / Deborah Prysor, Andrew Henley / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 44, no. 12, pp. 2210-2225, November -December 2018
Abstract : The importance of boundary spanning is raised by the need for leaders to engage across internal and external boundaries to formulate new strategic responses to a complex set of forces and pressures facing the sector. This paper investigates the salience of boundary spanning leadership (BSL) practices through qualitative research on a group of leaders in one UK HE institution. The paper finds varying evidence for the range of boundary-spanning activities proposed in previous literature and concludes in the present case that leadership achieves the 'managing boundaries' stage of the BSL nexus, but has more limited achievement at the highest 'discovering new frontiers' stage.
URL : https://www.tandfonline.com/doi/full/10.1080/03075079.2017.1318364

Gender imbalance in senior positions in higher education: what is the problem? What can be done? / Pat O'Connor . - **In:** Policy Reviews in Higher Education, v. 3, no. 1, pp. 28-50, March 2019
Abstract : Global scholarship has documented gender discrepancies in power in higher education institutions (HEIs) for several decades. That research is now supported by wider gender equality movements such as those concerned with unequal pay and sexual harassment. Underlying these is the under-representation of women in senior management and full professorial positions. Thus, for example, in the US and the EU men make up the overwhelming majority of those in senior management (Rectors/Presidents/Vice Chancellors) and in full professorial positions. Variation within and across countries and types of institutions suggests that it is necessary to go beyond explanations for this at the individual level. Drawing on research in the sociology of education; higher education studies; management and leadership studies; gender studies; science and policy studies, and using quantitative data, experimental studies, individual case studies and comparative qualitative studies of HEIs, this article focuses on three discourses which legitimate the under-representation women in senior positions namely excellence, fit and national relevance. It evaluates interventions to deal with this including unconscious bias training, mentoring, gender mainstreaming interventions such as Athena SWAN and ADVANCE and 'nudging' leaders to end gender inequality. It concludes that a fundamental transformation of HEIs is required and suggests ways forward.

Unveiling opportunities for hope: Is it too much to ask for a compassionate university? / Bill Boyd, Airdre Grant . - **In:** Australian Universities Review, v. 61, no. 1, pp. 71-75, 2019
ISSN 0818-8068

Abstract : In this opinion piece, the author examines how to respond positively to the 'compelling need for compassionate academic leadership in our universities'.
URL : http://www.aur.org.au/article/Unveiling-opportunities-for-hope%3A-Is-it-too-much-to-ask-for-a-compassionate-university%3F-%28AUR-61-01%29-21222

Asia and the Pacific

Neoliberalism and new public management in an Australian university : the invisibility of our take-over / Margaret Sims . - **In:** Australian Universities Review, v. 61, no. 1, pp. 22-30, 2019
ISSN 0818-8068

Abstract : The higher education sector in Australia is operating in an ideological context in which the ideas of managerialism and neoliberalism combine to create a discourse shaping the lives of both workers and students. The practices that emerge inside higher education organisations as a result combine to form an organisational neoliberal managerial culture that shapes practices, operating in a vicious cycle. In this vicious cycle, managers set the organisational culture through the roles they take on in this figured world, leading to particular ways of behaving and engaging in the practice of management. These experiences are received and internalised by their recipients who come to believe their reality reflects the only way things operate. In this paper the author take an autoethnographic approach to reflect on her experiences of the practices emerging from this culture as she has experienced them within one higher education organisation in Australia. The author argues that Australian higher education is seeing the operationalisation of a discourse of managerial privilege that, in the long term, is not only detrimental to the functioning of higher educational organisations but puts at risk the wellbeing of the nation through its impact on both staff and students. [Abstract from publisher]
URL : http://www.aur.org.au/article/Neoliberalism-and-new-public-management-in-an-Australian-university%3A-The-invisibility-of-our-take-over-%28AUR-61-01%29-21228

University autonomy and corporatisation in Southeast Asia : Key considerations for policy makers and leaders / HEAD Foundation (Singapore) . - Singapore : The HEAD Foundation, 2017 . - 6 p. (THF Policy Brief, 3)
Abstract : The case studies on which this policy brief is based came from a research study on university governance in Malaysia, Singapore and Thailand. It Provides examples of how university autonomy and corporatisation initiatives have played out in practice; sharing best practices; and warning of the potential pitfalls of some options in the management of universities.
URL : https://headfoundation.org/wp-content/uploads/2018/09/THF-Policy-Brief-No-3.pdf

University strategic research planning : a key to reforming university research in Vietnam? / Huong Thi Lan Nguyen, Bernadine Van Gramberg / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 43, no. 12, pp. 2130-2147, November -December 2018
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : Despite being accepted as a key function in research management, research planning seems to be a neglected practice in some higher education institutions, particularly in economically disadvantaged countries such as Vietnam. This paper addresses a research gap in this area by examining (1) the practices of research planning at four leading Vietnamese universities and (2) the extent to which research planning is undertaken. Through 55 semi-structured interviews with university participants, the study found that despite having goals to be research leaders in the country, the four Vietnamese universities pursue a compliance-based rather than a strategic-based approach to research planning. Based on a framework for measuring strategic research planning, this study proposes strategies and processes to enhance such planning capacity, which may improve research performance.

Europe and North America

Legitimizing change in higher education : exploring the rationales behind major organizational restructuring / Lars Geschwind / International Association of Universities [IAU] . - **In:** Higher Education Policy, v. 32, no. 3, pp. 381-395, September 2019
Abstract : This paper explores the complex mix of rationales behind major change initiatives in the Swedish higher education sector. In three case studies, the paper investigates how changes are motivated, communicated and made sense of by higher education institutions. The cases show that the external drivers, related to the need for quality improvement, resource accumulation and reputation-building, are highlighted in the official communication by the institutional management. Interviews with various internal and external stakeholders reveal additional, internal rationales such as economic rationalization opportunities and the personal motives of individuals. It is argued that the notion of legitimacy is fundamental to the understanding of this mix of rationales. References to the state and the EU are frequent and so are similar comparable universities and the need to adapt to globally circulated ideas. Furthermore, administrative rationales are not enough to make a change process legitimate in these cases. A grander, structural rationale related to quality and reputation is also perceived to be required.
URL : Open access to Higher Education Policy articles via HEDBIB database for IAU Members using login code

Losing autonomy? Restructuring higher education institutions governance and relations between teaching and non-teaching staff / Teresa Carvalho, Pedro Videira / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 44, no. 4, pp. 762-773, March - April 2019
Abstract : Higher education institutions in Portugal, as in many developed countries, have undergone deep transformations affecting their organisational structures and professionals. These reforms framed by new public management are said to induce changes in the traditional jurisdictional field of the academic profession with the administrative power being transferred to non-teaching staff. The aim of this paper is to contribute to this discussion by analysing the extent to which the academics jurisdictional field has changed and power relations were redefined. Using empirical data obtained through an extensive online survey the authors analyse professionals' perceptions on changes in institutional governance and on their professional autonomy and the way this may translate a reconfiguration of power between these professional groups. The findings suggest that professionals perceive changes as affecting negatively their participation in institutions' decision-making processes but this is not automatically translated in a perceived loss of professional autonomy.

Presidential compensation and institutional revenues : testing the return on investment for public university presidents / James M. Hunt, David A. Tandberg, Toby J. Park / Association for the study of higher education [ASHE][USA] . - **In:** The Review of Higher Education, v. 42, no. 2, pp. 619-640, Winter 2019
Abstract : Many critics consider public institution presidents' compensation to be excessive, while others argue the money yields a return on investment in private fundraising and state appropriations. This study asks whether presidential compensation at public, four-year institutions in the United States is associated with increased institutional revenue from state appropriations and private fundraising. Using executive salary data from The Chronicle of Higher Education, the study finds no evidence of a relationship between presidential compensation and revenue generation from increased fundraising or state appropriations.

Women professors and the academic housework trap / Bruce Macfarlane, Damon Burg / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - **In:** Journal of Higher Education Policy and Management, v. 41, no. 3, pp. 262-274, June 2019
Abstract : Women constitute just over one fifth of full professors in UK higher education and whilst work has emerged in recent years on professors as leaders, there has been comparatively little research about how this under-represented cadre define and practice their role as intellectual leaders. This paper seeks to analyse how women see their role as full professors through autobiographical accounts of their intellectual and career histories

via interviews with women professors, and a small comparison group of male professors. It draws primarily on 30 structured interviews with professors in the UK. A range of freedoms and responsibilities connected with the professorial role are identified along with personal qualities considered central to success. Both female and male professors understand their role principally in terms of research leadership, but women are more likely to emphasise the importance of academic citizenship, especially mentoring, compared to their male counterparts, an obligation that weighs especially heavily on women working in science, technology, engineering and mathematics areas. While these findings are indicative of the continuing effect of so-called 'academic housework' in holding back the academic careers of women, they are also a positive indicator of a commitment to an all-round role as an intellectual leader. [Abstract adapted from publisher]

'Judgement' versus 'metrics' in higher education management / Crawford Spence . - **In:** Higher Education, v. 77, no. 5, pp. 761–775, May 2019
ISSN 0018-1560 . - Online ISSN 1573-174X
Abstract : This article argues that universities currently privilege an instrumental ethos of measurement in the management of academic work. Such an ethos has deleterious consequences, both for knowledge production and knowledge transfer to students. Specifically, evidence points towards the production of increasingly well-crafted and ever more numerous research outputs that are useful in permitting universities to posture as world class institutions but that ultimately are of questionable social value. Additionally, the ever more granular management of teaching and pedagogy in universities is implicated in the sacrifice of broad and deep intellectual enquiry in favour of ostensibly more economically relevant skills that prepare graduates for the travails of the labour market. In both cases, metric fetishization serves to undermine nobler, socially minded visions of what a university should be. For such visions to flourish, it is imperative that universities take steps that explicitly privilege a collegial ethos of judgement over a managerialist ethos of measurement. [Abstract from publisher]
URL : https://link.springer.com/article/10.1007/s10734-018-0300-z

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Other themes

Academic freedom

Global Forum on Academic Freedom, Institutional Autonomy, and the Future of Democracy : Declaration .
- Brussels : Council of Europe, 2019 . - 2 p.

Abstract : This Declaration from the Global Forum held at the Council of Europe in Strasbourg in June 2019 emphasises the role of higher education in supporting academic freedom, warns against threats to academic freedom and calls on higher education institutions to commit to social responsibility and to protecting academic freedom within their institution.
URL : https://rm.coe.int/global-forum-declaration-global-forum-final-21-06-19-003-/16809523e5

Academic freedom and world-class universities : a virtuous circle? / Terence Karran, Lucy Mallinson /
International Association of Universities [IAU] . - **In:** Higher Education Policy, v. 32, no. 3, pp. 397-417, September 2019

Abstract : Using empirical data from over 1500 respondents (drawn from across the UK) to a survey on academic freedom, and the Times Higher's World University Rankings, this paper is a comparative assessment of the relationship between professed levels of de facto protection for academic freedom by teaching and research staff in individual UK universities, and their institution's excellence, as evinced by world university rankings. The study reveals that normative protection for academic freedom is strongest in Russell Group universities and weakest in post-1992 institutions. Additionally, the professed level of protection for academic freedom reported by respondents to the survey is shown to have a positive relationship with the World Rankings' positions of their institutions. Furthermore, the study considers whether academic freedom may be a prerequisite for, or defining characteristic of, a world-class university. Finally, the paper assesses the possible policy implications of this research for universities and their leaders, and higher educational policy makers, within the UK and beyond, seeking to improve the Times Higher's World Ranking positions of their institutions.
URL : Open access to Higher Education Policy articles via HEDBIB database for IAU Members using login code

Free speech on Australian campuses : hidden barriers / Brian Martin . - **In:** Australian Universities Review, v. 61, no. 1, pp. 49-54, 2019

Abstract : This article examines freedom of speech at Australian universities, and the various way that it is restricted. A few, such as student protests against visiting speakers, receive lots of attention. Others seldom do, such as defamation threats and cyber harassment. Self-censorship may be more significant than overt censorship. Those who want to raise awareness of hidden limitations on speech can learn from the methods used to raise the alarm about student protests. [Abstract adapted from publisher]
URL : http://www.aur.org.au/article/Free-speech-on-Australian-campuses%3A-Hidden-barriers-%28AUR-61-01%29-21225

Silencing behaviours in contested research and their implications for academic freedom / Jacqui Hoepner .
- **In:** Australian Universities Review, v. 61, no. 1, pp. 31-41, 2019

Abstract : The author presents data from interviews with 18 researchers from Australia, Canada, the United States and the United Kingdom whose work has elicited condemnation or constraint beyond 'legitimate' scholarly critique. She used mixed-methods data analysis to determine shared themes and characteristics. While academic institutions uphold their commitment to unfettered enquiry, 'academic freedom' is highly contingent and subject to the values of players in a range of disciplinary and institutional fields that together yield a generalised field of 'academic research'. This research challenges assumptions about 'freedom' by identifying parameters that bound the notion. The author argue the concept is indeed bounded, and that academics become aware of those bounds when they bump up – often unexpectedly – against them.

Academic teaching personnel

Black academic voices : the South African experience / Grace Khunou, Edith Phaswana, Katijah Khoza-Shangase, Hugo Canham . - Cape Town : HSRC Press, 2019 . - 226 p.
ISBN 978-0-7969-2459-9

Abstract : This book captures the personal accounts of black academics at South African universities in the context of the ongoing debate for transformation and decolonisation in South African higher education post-1994. The book is in three parts: The misrepresentation of black bodies; The heterogenous black experience; and Affirmation of self through empowering and inspiration of the other. The chapter contributors, from different institutions and from diverse academic specialisations, capture the diversity of black academic experiences and views in biographical form. They explore their trajectories as students and as members of faculty in historically white universities where being black is often a challenge and illustrate how subtle and at times overt exclusion continue to be part of the everyday experiences of black academics. The autobiographical format enables a rich and multifaceted analysis of black academics' identities. The contributors detail first-hand how black women academics, in particular, wrestle with recognition within the university and one chapter captures the experiences of marginalisation of black migrant academics and students. The book also shows how difficulties in the academy can potentially lead to new ways of teaching as a way of empowering academics as well as their students.
Classmark : ZA-431 KHU

Les résultats de l'enquête sur la détresse psychologique au travail dans le secteur universitaire / Julie Cloutier, Sabrina Pellerin . Conseil provincial du secteur universitaire, 2019 . - 130 p.

Abstract : This report presents the results of study based on an online survey sent to 9,154 support staff (office personnel, professional trades, research professionals, technicians, etc.) in February and March 2018. A total of 921 people working at 11 Quebec universities responded to the survey which was conducted on behalf of the Conseil provincial du secteur universitaire (CPSU). The results of the survey reveal a high level of psychological distress, defined in the study as an unpleasant psychological state characterized by anxiety and depression, in nearly half of employees, regardless of their type of employment or the institution at which they work.
URL : http://sac.uqam.ca/upload/files/D%C3%A9tresse_psycho_secteur_universitaire.pdf

Academic bullying among faculty personnel in Estonia and Finland / Matti Meriläinen, Katinka Käyhkö, Kristi Kõiv, Hanna-Maija Sinkkonen / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - **In:** Journal of Higher Education Policy and Management, v. 41, no. 3, pp. 241-261, June 2019
ISSN 1360-080X . - Online ISSN 1469-9508

Abstract : This comparative study focuses on the prevalence, nature, and manifestations of experienced bullying among faculty personnel, that is, both academic and management staff of universities in Estonia and Finland. A total of 1,191 respondents from Estonia (n = 864) and Finland (n = 327) responded to identical questionnaires. The results show that 27 per cent of respondents in Estonia and 18 per cent in Finland had experienced bullying within six months prior to the study. In Estonia bullying is most commonly straightforward and may include insulting an individual in the presence of colleagues, while in Finland people typically get indirectly slandered behind their back. In Estonia, work-related threats of blame, violence, humiliation and ridicule are typical, whereas it is more ordinary to make negative work-related remarks in Finland. The dissimilar factor models and the categories based on open-ended answers also confirm the presupposition of academic bullying as a culture-related phenomenon. [Abstract from publisher]

Academic careers and parenting : identity, performance and surveillance / Candice Harris, Barbara Myers, Katherine Ravenswood / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher

Abstract : This paper explores the experiences and perceptions of parent academics and their colleagues, and argues that in the absence of institutional support and guidance, self and peer assessment of academic identity in relation to performance becomes a measure against which academics assess their own academic careers and the academic careers of others. The context of the study is a New Zealand university setting, in which competition is encouraged, driving individuals to actively self-manage their own academic careers. In-depth interviews were conducted with 32 senior lecturers and associate professors, both parents and non-parents. Three distinct social identity groups were found among the participants: those who placed parenthood ahead of their career; parents who performed 'despite' their children, and a third group of 'surveillers' of other academic parents and their careers. Perceptions of parenthood as detrimental to academic careers was enforced through these identity groups, particularly the 'surveillance' of academic parents by their colleagues.

Academic dual career as a lifeworld orientation : a phenomenological inquiry / Patty Sotirin, Sonia M. Goltz / Association for the study of higher education [ASHE][USA] . - **In:** The Review of Higher Education, v. 42, no. 3, pp. 1207-1232, Spring 2019
Abstract : The authors employ a feminist phenomenological methodology to explore the lived meaningfulness of the academic dual career. They contend that university approaches to resolving the "problem" of dual career fail to address partners' long-term commitments and shared challenges. Following an analysis of focus group interviews with dual career academic couples, the authors find that dual career is not merely a description but a life orientation in itself through which partners engage with personal, relational, and career possibilities and trajectories. The article elaborates the thematic issues and ethical responsibilities that universities must come to terms with in order to more adequately facilitate dual careers.

Career aspirations of young academics in Russia / Natalia Karmaeva . - **In:** European Education, v. 50, no. 3, pp. 283-299, 2018
Abstract : This article investigates careers of early-career academics in the Russian academic system as it strives to improve its position in the global academic landscape. The typology of "boundaried" and "boundaryless" careers is applied in order to analyze careers in Russia. Two types of academics were identified: "connectors" and "conservationalists." "Connectors" are more likely to embrace research orientation than "conservationalists" and tend to alter their positions in academia based on research reputation in the global professional community, whereas "conservationalists" are oriented at the hierarchies of positions within universities and country-specific academic credentials.

"How do you advance here? How do you survive?" An exploration of under-represented minority faculty perceptions of mentoring modalities / Michelle M. Espino, Ruth E. Zambrana / Association for the study of higher education [ASHE][USA] . - **In:** The Review of Higher Education, v. 42, no. 2, pp. 457-484, Winter 2019
Abstract : This article contrasts perceptions among 58 under-represented minority (URM) faculty employed at U.S. research-extensive universities who reported an absence of mentoring or experienced informal or formal mentoring modalities. Key findings reveal a mentoring glass ceiling that affects URM faculty career paths: an absence of mentoring can lead to significant career miscalculations; well-intentioned mentors can devalue faculty scholarship; lack of senior faculty accountability for observed disengagement from faculty career development; and inadequate mentorship often limits access to social networks and collaborative research opportunities. Recommendations are offered for developing effective formal mentoring initiatives that reflect an institutional investment in early-career URM faculty.

The uneasy place of equity in higher education : tracing its (in)significance in academic promotions / Mark Barrow, Barbara Grant . - **In:** Higher Education, v. 78, no. 1, pp. 133-147, July 2019

Abstract : This article offers a case study from a research-intensive university in Aotearoa New Zealand. The study outlines the current context of ideas about equity in national government and institutional policies, then traces the life of those ideas in the promotion of academic staff. Promotion is a potent moment of academic subject formation where, in order to participate, individuals must account for themselves as promotion-worthy through presenting a comprehensive dossier in response to a detailed set of norms. The analysis of institutional documents and interviews with colleagues involved in promotion decision-making processes suggests that, despite an inevitable institutional rhetoric of commitment to equity, the concept occupies an uneasy, even risky, place in the academic promotion process, and that responsibility for equity remains largely stuck to equity bodies. This small study contributes to a deeper understanding of the obstacles-contradictions even - equity faces within university culture.

The influence of racial identity on White students' perceptions of African American faculty / Tara L. Parker, Kathleen M. Neville / Association for the study of higher education [ASHE][USA] . - **In:** The Review of Higher Education, v. 42, no. 3, pp. 879-901, Spring 2019

Abstract : Due to the underrepresentation of African American teachers and college faculty, students have limited to no interaction with Blacks as authority figures in the classroom. When White students in particular face African American faculty in class, they often exhibit negative attitudes and inappropriate behavior. Using racial identity development and critical race theory, the authors seek to understand how White college students perceive African American professors and from where those perceptions stem. In considering the social and educational context in which students live, this study explores the ways White students perceive Black professors and how students' racial identity development influences their perceptions. [Abstract from publisher]

Access and success in Higher Education

Equidad en la educación superior : diseño y resultados de programas de acceso en universidades selectivas / María Verónica Santelices, Ximena Catalán, Catherine L. Horn . - Santiago : Ediciones Universidad Católica de Chile, 2018 . - 273 p.

Abstract : This book, 'Equity in Higher Education', addresses the problem of equitable access to higher education based on the experience and results of programmes created by some universities in Chile. From them, it draws lessons to improve the quality of institutional initiatives and provides suggestions to continue to advance in the development of inclusion and equity policies in the country.

El libro aborda la problemática del acceso equitativo a la educación terciaria a partir de la experiencia y resultados de programas creados para tales efectos de algunas universidades. De ellos extrae aprendizajes para mejorar la calidad de las iniciativas institucionales y establece sugerencias para continuar avanzando en el desarrollo de políticas de inclusión y equidad en el país.

Diversidad sexual y universidad : Enfoques / Jonás Larios Deniz, José Manuel de la Mora Cuevas . - Colima : Universidad de Colima, 2016 . - 222 p.

Abstract : La visita inoportuna o el milagro de la resurrección homosexual (Víctor Ramiro Gil Castañeda); Breve estado del arte en torno a la diversidad sexual(Beatriz Peregrina Maya, Ana Leticia Sánchez Silva); La voz del cuerpo, prejuicios de la vista y práctica deportiva. Expresiones corpóreas y mitos sobre la homosexualidad (Ciria Margarita Salazar C., Emilio Gerzaín Manzo Lozano); Significado psicológico de diversidad sexual en estudiantes de licenciatura de la Universidad de Colima. Una aproximación a su conceptualización (Rosa Marcela Villanueva Magaña, Mireya Sarahí Abarca Cedeño, Maricela Larios Torres); La importancia de formar profesores para fortalecer el trabajo con estudiantes homosexuales (Jonás Larios Deniz, Juan Murguía Venegas, Francisco Montes de Oca Mejía, Rodolfo Rangel Alcántar); Reflexión sobre alternativas de relación erótica, sexual y afectiva de la diversidad sexual (Leticia Villarreal Caballero, Claudia V. Márquez González, J. Isaac Uribe Alvarado); Una aproximación psicosocial al problema de las masculinidades. Herramientas teóricas para el

estudio de las identidades masculinas (Antar Martínez Guzmán, Nancy Elizabeth Molina Rodríguez, Oscar Omar Guzmán Cervantes) Viviendo con el estigma (Ma. Gregoria Carvajal Santillán, Marisa Mesina Polanco);¿Es diversa la Universidad? Derechos humanos y homosexualidad (Celia Cervantes Gutiérrez, José Alfredo Chávez Mendoza, Ivana Dayan García García);Programa "Unisex" en la Radio Universidad (Arcelia Pérez Magaña).
URL : http://www.ucol.mx/content/publicacionesenlinea/adjuntos/Diversidad-sexual-y-universidad_433.pdf

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Evaluating equity and widening participation in higher education / Penny Jane Burke, Annette Hayton, Jacqueline Stevenson, Eds. . - London : UCL IOE Press, 2018 . - 172 p.
ISBN 978-1-85856-703-7

Abstract : This book examines key debates in researching and evaluating equity initiatives in the United Kingdom which have been introduced in the past 15 years to address inequalities in higher education participation. The research presented offers a diverse selection of case studies and methodological approaches to evaluation. A chapter examines how inequalities continue to play out in the selection of admissions to high status degrees in the fields of medicine, dentistry and law. Another chapter explores the potentially transformative nature of university participation by examining experiences of mothers from low-income backgrounds undertaking part-time university study. The interaction between gender, race, faith and cultural identity are further analysed within the context of admissions and student retention on a Postgraduate Certificate of Education teacher education course within a large university. Another chapter draws on two case studies to present an analysis of the relationship between social class, university status and employment outcomes, exploring how middle class students may be able to maintain their advantages beyond higher education into employment. The final chapter provides personal reflections on a qualitative study undertaken to evaluate barriers faced by refugees in attempting to access higher education and how they can be supported.
Classmark : GB 35 BUR

Struggles for empowerment : higher education stories from East and West / Ambreen Shariar, Teresa Bruen . - London : UCL IOE Press, 2019 . - 140 p.
ISBN 978-1-8585-6896-6

Abstract : This book is based on research studies conducted in two rural provinces - Sindh in Pakistan, and Connaught in Ireland - of students who have struggled to undertake studies in higher education. The 11 students whose stories are shared in this ethnographic study all descend from economically poor rural families and reveals patterns of similarity across 4,000 miles that connect both groups. The students' narratives are situated within complex social differentiation, where class, gender, religion, language and the rural-urban dichotomy are particularly visible. Seeking to understand why some are able to persevere with studies against such odds, the authors draw on Bourdieu's theories of social and cultural capital, habitus, field and symbolic violence to analyse the students' personal narratives. Their study reveals that while these two provinces may appear on the surface to be entirely disparate, profound social and economic inequality in each leads students to experience similar obstacles, although these are surmounted in different ways to attain higher education.
Classmark : INT-35 SHA

A system dynamic model of student enrolment at the private higher education sector in Syria / Louna Al Hallak, Rami M. Ayoubi, Alfredo Moscardini, Mohamed Loutfi / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 44, no. 4, pp. 663-682, March - April 2019
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : This paper investigates the dynamics of student enrolment in the Syrian private higher education sector. The paper adopts a system dynamics approach, to construct suitable simulation models that could be used to examine the complex and dynamic interactions between student flows, staff ratios and investments in plant and facilities. The study involved interviews with key university personnel, focus groups with university staff, a survey of student perceptions and personal observations of key departments at the university selected for the study. Further interviews were held with members of staff of all the other private universities in Syria. The simulation model developed in this study has provided insightful and meaningful exploration of data whose practical applicability is not necessarily restricted to the Syrian university, but broadly encompasses all educational sectors, whether private or public. The model designed in this research is a decision support system, one that is a flexible tool to design measures that might help to improve student enrolments. University

management can use the simulation model to create different future scenarios, involving changes in student numbers, staff–student ratios or investment in plant and facilities.

Getting in and getting through : navigating higher education in Jordan / Fida Adely, Angela Haddad, Abdel Hakim Al-Husban, Afaf Al-Khoshman / Comparative and International Educational Society . - **In:** Comparative Education Review, v. 63, no. 1, pp. 79-97, February 2019
ISSN 0010-4086

Abstract : Jordanians today face an educational edifice significantly changed by privatisation, increased costs, and market-driven logics. While some students resist these structures through protests, the authors highlight the everyday ways in which Jordanians negotiate these changes and try to make the system work for them. Specifically, they analyse the educational experiences of students enrolled at Yarmouk University, one of the oldest public universities in Jordan. Based on the evidence analysed, the authors argue that young people are aware of the effects of neoliberal economic policies on higher education and the Jordanian economy, and they actively seek to try and make the system work for them. At times embracing a neoliberal subject position of self-reliance and personal responsibility, they also work tirelessly to circumvent and negotiate a system that limits their educational and professional aspirations. [Abstract from publisher]

Higher education equity policies across the globe / Jamil Salmi . - **In:** International Higher Education, no. 98, pp. 4-5, Summer 2019
ISSN 1084-0613

Abstract : The article presents the principal results of an international survey aiming at assessing the nature and extent of policy commitments of national governments to address inequalities in access to and success in higher education. It looks at evolving definitions of equity target groups, reviews the principal instruments on which governments rely to eliminate barriers to access and success for all social groups, and proposes a benchmarking of countries from the viewpoint of the consistency between their policy objectives and actual commitments to equity in higher education.
URL : https://ejournals.bc.edu/index.php/ihe/article/view/11177/9427

Institution-level admissions initiatives in Chile : enhancing equity in higher education? / María Verónica Santelices, Catherine Horn, Ximena Catalán / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 44, no. 4, pp. 733-761, March - April 2019
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : During the last 10 years, a group of selective universities in Chile has started to implement admissions programmes that consider the achievement of students in the context of the educational opportunities they have had, thus reducing reliance on the national college entrance exam. This study explores the programme theories in a sample of these programmes and their effects on access and academic outcomes. We use a mixed method approach: program theory is explored through the analysis of program documents and interviews, and the effects on access and outcomes are explored through descriptive and inferential statistics of institutional data. This study aims to contribute to the research exploring the evolution and outcomes of institutional admission reforms intended to tackle the problem of equity in higher education.

Socioeconomic inequalities in higher education : a meta-method analysis of twenty-first century studies in Finland and New Zealand / Pii-Tuulia Nikula / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 43, no. 12, pp. 2305-2320, November -December 2018
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : Considerable academic attention has been placed on analysing whether, and to what extent, socioeconomic background affects higher education participation. However, the use of socioeconomic status (SES) is problematic as it may be constructed from various data sources. Similar issues can be inherent in study design-related operationalisation decisions. This paper proposes a meta-method analysis to deconstruct the concept of SES and to investigate the study designs in 31 studies reporting on socioeconomic inequalities in Finland and New Zealand. The paper highlights the key operationalisation decisions undertaken and the diversity

of methodological approaches, calling into question the within- and cross-country comparability of the findings. The review also produces an improved understanding of limitations and strengths of the existing knowledge based in the two case countries and suggests avenues for further research.

Swimming against the tide in STEM education and gender equality : a problem of recruitment or retention in Malaysia / Siew Ching Goy, Yut Lin:Low, Wah Yun Wong, et al. / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 43, no. 11, pp. 1793-1809, November -December 2018
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : This study examines the reasons for the under-representation of women in technology and engineering, despite having made significant inroads in STEM education in Malaysia. Using data provided by the Malaysian Ministry of Higher Education, the results show that under-representation of women in engineering was attributed to low recruitment at the point of entry. The results also suggest that once they are in engineering and technology programmes, women are more likely than men to persist and graduate on time. The authors conclude that Malaysian policymakers and educators need to address under-representation of women in order to achieve gender equality in STEM, as part of the goals of Millennium Development and Vision 2020.

The impact of a promise : a loan replacement grant, low-income students, and college graduation / Susan Gershenfeld, Min Zhan, Denice Ward Hood / Association for the study of higher education [ASHE][USA] . - **In:** The Review of Higher Education, v. 42, no. 3, pp. 1073-1100, Spring 2019
ISSN 0162-5748 . - Online ISSN 1090-7009

Abstract : This study examines the impact of Illinois Promise, a loan replacement grant for low-income students in the US State of Illinois, on graduation within five years. A quasi-experimental design using propensity score matching is employed for first-time, full-time students enrolled from fall, 2007 through fall, 2009. Eligibility criteria are used to construct the comparison group of one-to-one matches for a total of 414 students. Results show the odds ratio of graduating within five years is 2.4 times more likely for I-Promise students in relation to the low-income comparison group. Policy and practice implications are discussed.

The reverse gender gap in adolescents' expectation of higher education : analysis of 50 education systems / Jon Lauglo, Fengshu Liu / Comparative and International Educational Society . - **In:** Comparative Education Review, v. 63, no. 1, pp. 28-57, February 2019
ISSN 0010-4086

Abstract : This article is based on research on samples of eighth grade (13-14 year old) secondary students in 50 education systems in the 2011 Trends in International Mathematics and Science Study (TIMSS) conducted by the International Association for the Evaluation of Educational Achievement. The results show that the girls in the study more often than boys expect higher education in nearly all 50 education systems, before and after controls for effects of educational achievement, education-conducive family resources, and "liking school." At a macro level, this gender disparity is moderately correlated with the gender disparity in "years of schooling" projected by the United Nations Development Program (UNDP) for children of school-entry age, but weakly with gender inequality in the adult population, and not at all with UNDP's Human Development Index. The authors suggest that a possible explanation for the robust prevalence of a reverse gender gap is that formal education is more influenced than the labor market and family life by "World Society"-mediated gender equity.

This barrier between: the ethnic divisions of higher education in Malaysia and the United Arab Emirates / Grace Karram Stephenson, Shakina Rajendram . - **In:** Higher Education, v. 77, no. 5, pp. 889-903, May 2019
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : Malaysia and the United Arab Emirates are home to wealthy minority groups with little or no access to public higher education. These countries share parallel trajectories of economic and educational growth, yet they have starkly different citizenship and educational policies that govern the diverse populations within their borders. The result in higher education has been differentiated systems whose contours are largely shaped by these ethnic divisions. Institutional prestige, student enrolment, and long-term sector stability are the areas most strongly influenced, although outcomes differ between Malaysia and the United Arab Emirates due to differing national

policies on citizenship. A comparative, vertical analysis of student interviews, institutional curriculum, and government policies indicates that institutions and governments can mitigate the deleterious divisions in higher education related to ethnicity and citizenship. Government policies which withhold citizenship or higher education from a particular ethnic or class group, will, in the long run, decrease the stability of the education sector and reinforce the ethnic divisions within a country. Conversely, inter-ethnic collaboration within university programs has the potential to improve ethnic relations between groups, while inclusive notions of citizenship solidify the higher education sector.

Accreditation

Innovation in accreditation and higher education : accrediting organizations describe their engagement / Council for Higher Education Accreditation [CHEA] [USA] . - Washington D.C. : CHEA, 2019 . - 14 p.
Abstract : This research report provides a comprehensive look at U.S. recognised accrediting organizations and how they address the challenge of innovation with quality in higher education.
URL : https://www.chea.org/innovation-accreditation-and-higher-education-accrediting-organizations-describe-their-engagement

Community engagement

Embedding service learning in European higher education : developing a culture of civic engagement / Pilar Aramburuzabala, Lorraine McIlrath, Héctor Opazo, Eds. . - Abingdon, New York : Routledge, 2019 . - 249 p. ISBN 978-1-138-08974-7
Abstract : This book comprehensively explores the growth of service learning as a pedagogical approach that develops civic engagement within higher education. It describes and assesses the most recent developments and the context of service learning in European higher education. Based on the 'Europe Engage: Developing a Culture of Civic Engagement through Service Learning in Europe' a multinational project (2014-2017), it maps the extent of service learning in Europe, providing findings from two Europe-wide surveys which identify trends and analyse good practices using quality indicators. A range of diverse practices and examples across 12 European countries are detailed in the book. Five case studies in particular from Spain, Ireland, Italy, Lithuania/Croatia and a pan-European reflection illuminate different approaches to service learning. For example, the development of a service learning course in Ireland connecting Speech Therapy students with members of the community; the implementation of service learning in teacher training courses in Spain; the creation of a service learning national network in Italy; and national analyses of civic engagement in post-communist countries such as Lithuania and Croatia. A chapter also explores the reflections and experiences of diverse European students who participated in service learning activities during a Service Learning Study Tour in Ireland. The book concludes with an examination of common transnational considerations and the nature of mainstreaming service learning within higher education in the future.
Classmark : EUR-71 ARA

Policy brief : a European framework for community engagement in Higher Education: Why and how? / Towards a European Framework for Community Engagement in Higher Education [TEFCE . - Zagreb : Institute for the Development of Education, 2019 . - 5 p.
Abstract : This policy brief presents the conclusions of the publication Mapping and Critical Synthesis of Current State-of-the-Art on Community Engagement in Higher Education, undertaken by The Erasmus + project 'Towards a European Framework for Community Engagement in Higher Education (TEFCE)', led by the Institute for the Development of Education (Croatia) and the Technische Universität Dresden (Germany) and with ACUP (the Catalan Association of Public Universities).
URL : https://drive.google.com/file/d/11VSBBQDjQrfqt63Yq11OhqtSfGnsZR5k/view

Comparative education

Comparative studies in education in Southern Europe [Special issue] / Donatella Palomba, Carlo Cappa, Eds.
. - **In:** Comparative Education, v. 55, no. 4, pp. 435-561, November 2018
ISSN 0305-0068 . - Online ISSN 1360-0486
Abstract : This special issue offers a critical overview of the Southern Europe constellation of comparative education focusing on Italy, Spain, Portugal and Greece. It examines the different sets of philosophical and historical framings, including university cultures, in which it is embedded and developed.

Doctoral education

Reforming doctoral education / Rachel Spronken-Smith / University of California [USA]. Center for Studies in Higher Education . - Berkeley : CSHE, 2018 . - 16 p.
Abstract : The aim of this working paper are firstly to critique the dominant models of PhD education by using the lens of 'success', and secondly to consider an alternative model of PhD education. A PhD programme may be deemed successful if it leads to high employment rates, high satisfaction with types of employment, and graduates who are well equipped for being in the world - in work and in society. Through examining these indicators of success, the author argues that the North American and British PhD models may be failing, and suggests an alternative model based on 'constructive alignment', in which the graduate outcomes are well aligned with teaching and learning methods, and the assessment regime. This alternative model is still based on an apprenticeship approach but requires PhD programmes to be tailored to the individual and their desired career pathway, so that alongside and through their research, they can develop a holistic set of graduate attributes - for 'doctorateness', for possible careers, and for global citizenship.
URL : https://cshe.berkeley.edu/sites/default/files/publications/rops.cshe.9.18.spronken-smith.betterwaydoctorate.8.1.2018_0.pdf

Are researchers in Europe European researchers? A study of doctoral researchers at the University of Luxembourg / Michael Byram, Adelheid Hu, Mizanur Rahman / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 44, no. 3, pp. 486-498, March-April 2019
ISSN 0307-5079 . - Online ISSN 1470-174X
Abstract : How doctoral researchers (and their supervisors) experience and conceptualise the process of becoming a researcher and the identifications that are enacted during the process has hitherto been researched only in terms of disciplinary and professional identities. Yet, within Europe, the creation of a common Higher Education Area has a potential impact on the doctoral experience and there is a declared intention to encourage doctoral students to see themselves as European researchers. The University of Luxembourg has policies and characteristics which might be expected to support this direction of development, and this study analyses the nuances of doctoral researcher experiences, at this University, of European and wider international identifications comparing these with policies at European and local levels. The opportunities offered to researchers in Luxembourg to ensure the policies are implemented are considered by participants to be significant. Whether the level of expenditure needed is possible in other countries and universities is an open question but remains a crucial condition for policies to be successful.

Doctoral supervisory quality from the perspective of senior academic managers / Margaret Kiley . - **In:** Australian Universities Review, v. 61, no. 1, pp. 12-21, 2019
ISSN 0818-8068
Abstract : This study is based on interviews with 34 senior staff in 7 universities in Australia in order to understand how they identified supervisors who they generally considered less than ideal in the way they supervised doctoral candidates. This was followed by how they addressed, often, the multiple issues involved. The results provide helpful insights for staff in leadership positions as well as those whose role it is to support doctoral education, and particularly candidates and supervisors.
URL : http://www.aur.org.au/article/Doctoral-supervisory-quality-from-the-perspective-of-senior-academic-managers-%28AUR-61-01%29-21229

Supporting researching professionals : EdD students' perceptions of their development needs / Hilary Lindsay, Lucinda Kerawalla, Alan Floyd / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 43, no. 12, pp. 2321-2335, November -December 2018
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : A Doctorate in Education (EdD) is an established alternative to a Doctorate in Philosophy (PhD). However, frameworks in use to support doctoral study in the UK are focused mainly at PhD students and their associated needs and do not address the specific requirements of students who are often working full time and undertaking research into their professional context. To fill this gap, the purpose of this paper is to report on a Researching Practitioner Development Framework (RPDF) which has been developed to meet the specific professional development needs of EdD students. The authors describe the theory which underpins the overarching structure of the RPDF and report on a thematic analysis of semi-structured interviews with nine EdD students at a UK university, which informed its content.

Economics of education

Improving higher education performance in Kenya / World Bank . - Washington D.C. : World Bank, 2019 . - 146 p.
Abstract : This report examines financing and funding, access, evaluation, qualifications and technology in higher education in Kenya.
URL : https://openknowledge.worldbank.org/bitstream/handle/10986/32361/Improving-Higher-Education-Performance-in-Kenya-A-Policy-Report.pdf?sequence=1&isAllowed=y

Independent panel report to the review of post-18 education and funding / United Kingdom. Parliament . - London : Crown copyright, 2019 . - 210 p.
ISBN 978-1-5286-1322-4
Abstract : The report's main recommendations, which apply to students starting in academic year 2021-22, include cutting annual tuition fees from £9250 to £7500.
URL :
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805127/Review_of_post_18_education_and_funding.pdf

Free tuition in Chile : a policy in foster care / Andrés Bernasconi . - **In:** International Higher Education, no. 98, pp. 8-10, Summer 2019
ISSN 1084-0613
Abstract : This article provides an update on Chile's free tuition policy for higher education, first enacted in 2016. It gives an overview of the political reasons why, currently, there seems to be very little enthusiasm for this policy across academia, political parties, and institutions of higher education. Problems related to the design of this measure contribute to complicating its implementation.
URL : https://ejournals.bc.edu/index.php/ihe/article/view/11183/9433

Making higher education markets : trust-building strategies of private companies to enter the public sector / Janja Komljenovic . - **In:** Higher Education, v. 78, no. 1, pp. 51-66, July 2019
Open access . - ISSN 0018-1560 . - Online ISSN 1573-174X
Abstract : This article examines the growth of the higher education industry and specifically the expansion of private companies in the higher education sector. This article contributes new knowledge to the field by focusing on the other side of the industry, namely on how universities are increasingly buyers. It specifically focuses on the market-making processes in the time of market emergence or initial market construction and argues that trust is a key constitutive element of market relations. Empirically, it analyses private companies' strategies of penetrating the higher education sector to establish a market and network relations with public universities through trust-building activities. Twenty-two interviews with representatives of private companies from eight countries selling

products and services in higher education were conducted. The analysis shows companies have developed three groups of sophisticated strategies to produce their trustworthiness: signalling similarity and integrity, exhibiting competence and commitment and forming an emotional connection. Through these, they aim to advance their markets and consequently contribute to the construction and expansion of the global higher education industry.
URL : https://link.springer.com/article/10.1007/s10734-018-0330-6

There is no such thing as free higher education : a global perspective on the (many) realities of free systems / Ariane de Gayardon / International Association of Universities [IAU] . - **In:** Higher Education Policy, v. 32, no. 3, pp. 485-505, September 2019
Abstract : In the past few years, many countries around the world have debated the financing of higher education. Increasingly, claims emerge that higher education should be free. This article analyses the rationales behind the establishment and sustaining of free tuition higher education systems to understand the current fervour. It then outlines the global contemporary landscape of free higher education, by taking a close look at those countries that currently have free higher education and what is meant by 'free' in different contexts. The many realities behind the term 'free higher education' show that it is a policy that is hard to sustain and hides many different scenarios, notably in terms of access and success in higher education.
URL : https://link.springer.com/article/10.1057/s41307-018-0095-7

Twin privatization in Vietnam higher education : the emergence of private higher education and partial privatization of public Universities / Lan Hoang / International Association of Universities [IAU] . - **In:** Higher Education Policy, v. 32, no. 3, pp. 359-380, September 2019
Abstract : In higher education (HE), twin privatization involves permitting private providers to enter the higher education system and partially privatize public institutions. In the past decade, privatization has facilitated the growth of Vietnam HE. Private higher education (PHE) in Vietnam has experienced significant growth but remains a relatively small share, whereas public enrollment has witnessed remarkable expansion, making up most of the HE enrollment growth. The study characterizes the twin privatization phenomenon in Vietnam HE growth through inter- and intra-sectoral analyses of the private and public sectors. On the one hand, by examining public–private competitiveness using university admissions scores and quota by field of study, the study identifies PHE subsectors with demand-absorbing institutions assuming the access role and the emerging serious demand-absorbing PHE subsector with a few private institutions becoming more competitive than the average public provincial institutions. On the other hand, using public–private part-time enrollment as a gauge for the extent of privatization in public institutions, the study suggests that, while the growth of Vietnam HE enrollment is contributed mostly by the public sector, a majority of the public contribution comes from the expansion of part-time enrollment. Examining selected public university revenue sources also reveals a higher level of dependence on non-state budget.
URL : Open access to Higher Education Policy articles via HEDBIB database for IAU Members using login code

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Education and employment

Graduate Outcomes (LEO) : Subject by provider, 2016 to 2017 / United Kingdom. Department for Education . - London : Dept. for Education, 2019 . - 22 p.
Abstract : This report shows the wide variation in average earnings and employability by course and institution 1, 3 and 5 years after graduation. Data is presented for 34 subject areas and split by sex, subject studied and provider
URL :
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811944/260619_main_text.pdf

Civic Learning While Earning? The Role of Student Employment in Cultivating Civic Commitments and Skills / Cassie L. Barnhardt, Teniell Trolian, Brian An, Patrick D. Rossmann, Demetri L. Morgan / Association for the study of higher education [ASHE][USA] . - **In:** The Review of Higher Education, v. 42, no. 2, pp. 707-737, Winter 2019

Abstract : More American students spend their time working in paid employment than in the past. Prior scholarship has focused on the relationship between work and conventional outcomes (e.g., grades, persistence, and engagement), but little is known about the impact of students' work on civic engagement. As campuses are called to prepare students for both careers and civic life, this analysis contributes evidence regarding a potentially tenuous relationship between students' employment and their subsequent willingness and ability to connect to their larger community. Findings reveal that on-campus jobs increase the odds that students develop civic commitments, while off-campus jobs do not.

Mismatch between education and the labour market in the Netherlands: is it a reality or a myth? The employers' perspective / Sofie J. Cabus, Melline A. Somers / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 43, no. 11, pp. 1854-1867, November 2019

Abstract : This study examines whether the expansion in higher education over the past 20 years has contributed to better education - job matches on the labour market in the Netherlands. In particular, the authors relate changes in the average formal schooling level of workers on the regional labour market to the educational attainment of the recruited staff within companies operating on that regional labour market. They also estimate the effects of changes in the level of schooling of the staff owing to the increased supply of higher educated graduates on the regional labour market on mismatch. Data from the Dutch Labour Demand Panel are used covering 7451 unique companies over the period 1991–2011. The results indicate that a one-month increase in companies' workforce average schooling level decreases the probability that companies report mismatch.
URL : https://www.tandfonline.com/doi/full/10.1080/03075079.2017.1284195

Rethinking graduate employability : the role of capital, individual attributes and context / Marilyn Clarke / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 43, no. 11, pp. 1923-1937, November -December 2018

Abstract : Graduate employability has become a key driver for universities in Australia and the UK. In response to increasing pressure from governments and employer groups, universities have adopted a range of generic skill-based learning outcomes which, when embedded into degree programs, are expected to increase graduate employability and therefore improve graduate employment outcomes. In addition, many universities are now including internships, work placements and international study in their programmes with the aim of enhancing graduate employment prospects. This somewhat instrumental approach to graduate employability does not, however, take into account other critical factors. Drawing on the broader employability literature, this article develops a framework that incorporates six key dimensions – human capital, social capital, individual attributes, individual behaviours, perceived employability and labour market factors – to help explore and explain the concept of graduate employability.

'University opened up so many doors for me': the personal and professional development of graduates from non-traditional backgrounds / Hazel Christie, Viviene E. Cree, Eve Mullins, Lyn Tett / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 43, no. 11, pp. 1938-1948, November -December 2018

Abstract : This paper contributes to this gap in knowledge by exploring the experiences of a group of 15 graduates 10 years after they had started at university in the United Kingdom. The cohort was unusual because they had all completed a FE college-level qualification before going on to study at an elite university. The authors draw attention to the impact of higher education on their positions in the labour market, as well as to their development of learning identities that supported them to make changes in their personal and professional lives.

Although higher education brought real benefits to the cohort, including better employment prospects and the development of confidence in themselves, the study shows that they were clustered in various caring and public sector professions at the lower end of the graduate labour market.

Educational evaluation

Postsecondary education metrics for the 21st Century / Harvey P. Weingarten, Martin Hicks, Amy Kaufman, Ken Chatoor, Emily MacKay, Jackie Pichette / Higher Education Quality Council of Ontario [Canada] . - Toronto : HEQCO, 2019 . - 21 p.

Abstract : This report examines the use of performance metrics to evaluate the province's institutions, which the Ontario government has announced it will link to institutional funding. The report argues that performance metrics should include the skills students acquire during their studies, the link between degrees and job success, and institutional financial performance.
URL :
http://www.heqco.ca/SiteCollectionDocuments/Formatted%20Metrics%20for%20the%2021st%20Century_FINAL.pdf

Making sense of academic work : the influence of performance measurement in Swedish universities / Johan Söderlind, Lars Geschwind . - **In:** Policy Reviews in Higher Education, v. 3, no. 1, pp. 75-93, March 2019 ISSN 2332-2969 . - Online ISSN 2332-2950

Abstract : Based on data from interviews conducted with 14 academic managers at two Swedish universities, this article investigates the consequences of the increasing prevalence of performance measurement in the higher education sector. The study contributes to the discussion of how performance measurement impacts academic work, focusing specifically on its influence on how meaning is created and recreated by academic managers. By applying the sensemaking perspective, as proposed by Weick ([1995. Sensemaking in Organizations. Thousand Oaks: SAGE Publications]), the article explores seven properties of the sensemaking process. The study results demonstrate the influence of metrics on the process by which managers give meaning to academic work. Performance measures are interpreted by academic managers as important in acquiring resources, supporting decision-making, and enhancing organisational legitimacy. They also reinforce social scripts of competition and success, although they are often understood as being unable to indicate scientific quality. The consequence for sensemaking in teaching and research activities is that measurable performance is understood to be increasingly important. However, a notable finding from the study is that the managers are aware of how metrics promote specific forms of academic work and often attempt to balance these incentives by acknowledging the values and priorities that these metrics are unable to assess. This finding highlights the important role of academic managers as they counteract some of the pressure caused by various performance measures.
URL : https://www.tandfonline.com/doi/full/10.1080/23322969.2018.1564354

Educational indicators

Benchmarking higher education system performance / Organisation for Economic Cooperation and Development [OECD] . - Paris : OECD Publishing, 2019 . - 640 p.
ISBN 978-92-64-75580-2 . - Online ISBN 978-92-64-68647-2

Abstract : This report is based on a benchmarking review of higher education systems for all OECD countries. It contains in depth information and data on the structure and governance of higher education systems; financial resources; human resources; research; engagement with the wider world; and assessing performance. It also reviews indicators, policies and practices for four jurisdictions that elected to participate in a deeper benchmarking exercise: Estonia, the Flemish Community of Belgium, the Netherlands and Norway.
URL : https://www.oecd-ilibrary.org/docserver/be5514d7-en.pdf?expires=1568715785&id=id&accname=ocid57015267&checksum=9F28CB315110B50CD57650B4665E90DE

L'état de l'Ecole 2018 : 29 indicateurs sur le système éducatif français / France. Ministère de l'éducation nationale et de la jeunesse . - Paris : Ministère de l'éducation nationale et de la jeunesse, 2018 . - 81 p.
ISBN 978-2-11-152667-9 . - Online ISBN 978-2-11-152668-6

Abstract : This publication contains an analysis of the costs, activities and results of the French educational system. It describes the changes and includes international comparisons. Includes all levels of education, including higher education.

Cette publication propose une analyse synthétique des coûts, des activités et des résultats du système éducatif français. Elle porte sur tous les niveaux d'éducation, y compris l'enseignement supérieur, observe les évolutions et apporte l'éclairage des comparaisons internationales
Classmark : FR-37 MIN
URL : https://cache.media.education.gouv.fr/file/etat28/13/5/depp-2018-ee_1043135.pdf

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Repères et références statistiques 2019 : enseignements, formation, recherche / France. Ministère de l'éducation nationale et de la jeunesse; France. Ministère de l'enseignement supérieur, de la recherche et de l'innovation . - Paris : MESRI, 2019 . - 408 p.
ISBN 978-2-11-155474-0

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 : https://cache.media.education.gouv.fr/file/2019/51/6/depp-rers-2019_1162516.pdf

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Educational management

(German) Universities as multiple hybrid organizations / Bernd Kleimann . - **In:** Higher Education, v. 77, no. 6, pp. 1085-1102, June 2019
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : The paper claims that the organizational character of the (German) university can be comprehended best with the aid of the concept "multiple hybrid organization." The author reconstructs two lines of argument that have dominated the discourse on the organisational nature of the German university so far. This discourse has only started in the late 1980s and early 1990s in the wake of new public management emphasizing that the reform of higher education governance has turned German universities into corporate actors (Meier 2009; Krücken and Meier 2006). At the same time, voices have risen advocating the singularity of the university and contrasting it to bureaucratic and corporate forms of organization. The paper starts by outlining these two strands of argumentation: the first highlights the organizational normality of the German university, the next its singularity. Against this background, the author argues that both positions can be integrated if we rely on the term "multiple hybrid organization." This concept is integrated into the systems theory concept of formal organization which serves as a theoretical means for analysing organizations at large. The new concept of multiple organizational hybridity demonstrates its usefulness in showing that the structural particularity of the German university is rooted in numerous frictions pertaining to all its organisational structures.

Educational outcomes

Can educational laws improve efficiency in education production? Assessing students' academic

performance at Spanish public universities, 2008–2014 / Manuel Salas-Velasco . - **In:** Higher Education, v. 77, no. 6, pp. 1103-1123, June 2019

Abstract : The information on academic performance rates—what percentage of the enrolled credits a student can pass in one academic year—showed traditionally a relatively low students' academic performance at Spanish public universities. However, over the period 2008–2014, the academic productivity of undergraduate students at public higher education institutions improved considerably. In this period, Spanish universities experienced changes related to the structuring of the educational curriculum—the homogenization of undergraduate university degrees—and the policy of tuition fees. In relation to the latter, the entry into force of the Royal Decree-Law 14/2012 (the so-called Decreto Wert) allowed universities a considerable increase in tuition fees. Using data for Spanish public universities for the academic years 2008/2009 and 2013/2014, this paper examines to what extent this educational law contributed to the improvement of the academic performance of undergraduate students. Using a stochastic frontier analysis for panel data, this paper shows that the increase in undergraduate tuition fees (first enrolment) acted as a catalyst in reducing the inefficiencies of the Spanish public university system.

The relationship among learning outcome measures used in higher education / Joakim Caspersen, Jens Christian Smeby . - **In:** Quality in Higher Education, v. 24, no. 2, 2018

Abstract : Although grades are still considered important signifiers of graduates' quality, greater attention has been paid to other measures of learning outcomes in higher education. This shift in attention is attributed to an increased focus on study quality, employability, quality development and accountability. This article examines how grades relate to different measures of self-reported learning outcomes in engineering, health programmes and education programmes. Longitudinal data from national surveys in Norway are analysed in combination with data from public registers. Self-reported learning outcomes are related to student engagement and factors indicative of effective educational practices, while grades are related more to student background characteristics. Self-reported learning outcomes therefore measure individual gain or value added, using the personal starting point as a reference In this regard, this paper argues that it is important to critically discuss what kind of measures should be used as learning outcomes.

Educational personnel

Complicating gender norms : straight versus gay and queer fathers in Student Affairs / Margaret W. Sallee / Association for the study of higher education [ASHE][USA] . - **In:** The Review of Higher Education, v. 42, no. 3, pp. 1233-1256, Spring 2019

Abstract : Based on interviews with 24 student affairs professionals from 22 different institutions in the United States, this article uses ideal worker norms and hegemonic masculinity as theoretical guides to compare the ways in which straight versus gay and queer fathers working in student affairs navigate the demands of the profession and those of parenthood. While all fathers reported feeling the demands of the field to work long hours at the expense of their families, gay and queer fathers received more latitude from colleagues to be involved fathers, in part because they were unable to rely on wives to perform work in the home. [Abstract from publisher]

"If they've had a middle class upbringing that's not their fault": the professional practices and personal identities of admissions staff at selective universities in England / Steven Jones, David Hall, Joanna Bragg . - **In:** Higher Education, v. 77, no. 5, pp. 931-947, May 2019

Abstract : The role of staff involved with undergraduate admissions and recruitment has changed since the turn towards marketisation in higher education. This article focuses on the system in England following both a sharp rise in student fees and an associated tendency for the public university agenda and related social priorities, such as widening participation, to come up against more private and commercial priorities, such as business engagement, league table performance and internationalisation. Drawing on evidence from detailed interviews

with admissions personnel, both academic and non-academic, across three disciplines within one higher prestige university, the authors revisit the notion of selectivity and the practice of selection. Tensions are revealed between two opposing approaches: a more traditional model of university admissions, as based on local knowledge and sensitivity towards underrepresented groups, and a purportedly merit-driven model, as driven by perceived market position. The article explores the intricate and often unexpected ways in which staff reconcile their professed beliefs with their professional practices, and the complex identity work needed to renegotiate personal values in light of shifting institutional needs. Findings are offered as a microcosm for broader trends in the higher education sector.

Educational policy

Draft National Education Policy 2019 / India. Ministry of Human Resource Development . - New Delhi : Ministry of Human Resource Development, 2019 . - 477 p.
Abstract : Built on the foundational pillars of access, equity, quality, affordability and accountability, this draft policy which covers all levels of education, including higher education, aims to equip students with the necessary skills and knowledge and eliminate the shortage in the workforce in science, technology, academia and industry. It proposes restructuring at institutional, degree programmes and system levels as well as measures to support internationalization, open and distance learning quality, technology integration, adult and lifelong learning, gender and social equity.
URL : https://mhrd.gov.in/sites/upload_files/mhrd/files/Draft_NEP_2019_EN_Revised.pdf

Education Sector Medium-Term Development Plan 2018 - 2021 / Ghana. Ministry of Education . - Accra : Ministry of Education, 2019 . - 114 p.
Abstract : This plan covers all levels of education, including higher education. The policy includes enhancing infrastructure and facilities; promoting quality assurance; establishing new institutions and an open university; fostering expansion of private participation; instituting guidelines for affirmative action and funding assistance for disadvantaged groups; and accelerating the admission ratio of Science to Humanities students.
URL : http://moe.gov.gh/edge/content/uploads/2019/05/Education-Sector-Medium-Term-Development-Plan-2018-2021.pdf

Projet de décret portant diverses mesures relatives à l'enseignement supérieur et à la recherche / Belgium. Parlement de la Communauté française . - Brussels : Parlement de la Communauté française, 2019 . - 139 p.
Abstract : In May 2019, the parliament of the Wallonie-Bruxelles Federation adopted the Decree on Various Measures Relating to Higher Education and Research (Décret portant diverses mesures relatives à l'enseignement supérieur et à la recherche). The decree impacts finance and access to higher education, enrolments and qualifications.
URL : http://archive.pfwb.be/1000000020be0f6

Hybrid governmentality : higher education policymaking in post-conflict Cambodia / Vicheth Sen / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 44, no. 3, pp. 513-525, March - April 2019
Abstract : This paper examines the kinds of higher education policy discourses embedded in major Cambodian higher education policy texts related to educational reform efforts undertaken by the government. The focus is on post-conflict Cambodia, that is, Cambodia since 1993 when the first national elections were organized after more than two decades of armed civil conflict. The paper argues that higher education policymaking in post-conflict Cambodia can be conceptualized as a new form of 'hybrid governmentality'. In this hybrid form, the government

draws on policy discourses associated with modern, liberal democracy to legitimize its existence. At the same time, it continues to insert its own discourses rooted in Cambodia's traditional socio-cultural hierarchical order, unstable political frameworks, and legacies of prolonged civil upheaval.

Taiwan : from "world-class" to socially responsible / William Yat Wai Lo . - **In:** International Higher Education, no. 98, pp. 27-28, Summer 2019
Abstract : A new policy initiative called the Higher Education Sprout Project was launched in Taiwan in 2018. This project highlights social responsibility as a new key performance indicator that the government uses to monitor the performance of universities. This initiative reveals a reorientation of higher education policy that represents a shift from an outward-looking strategy to a relatively inward-looking approach, and exemplifies the relevance of local politics to higher education policy making.
URL : https://ejournals.bc.edu/index.php/ihe/article/view/11205/9455

Educational quality

Enquête sur les besoins et pratiques en assurance qualité externe des établissements d'enseignement supérieur membres de l'AUF / Agence universitaire de la Francophonie [AUF] . - Paris : AUF, 2019 . - 18 p.
Abstract : AUF and the Francophone Network of Quality Agencies for Higher Education (FrAQ-Sup) have released the results of a survey of external quality assurance practices and needs at 909 higher education and research institutions worldwide. The results will help develop the actions of the AUF and its partners to improve university governance in the French-speaking world.
URL : https://www.auf.org/wp-content/uploads/2019/08/Enque%CC%82te-AQE-FrAQ-SUP-AUF-2019-Pre%CC%81sentation-globale-re%CC%81sultats-1.pdf

Dissolving boundaries for a quality region : APQN Strategic Plan (2019-2022) / Asia-Pacific Quality Network [APQN] . - Beijing : APQN, 2019 . - 5 p.
Abstract : The report defines seven goals and actions along with ten targets for the regional agency to achieve in the next three years.
URL : https://www.apqn.org/images/APQN_Strategic_Plan_2019-2022.pdf

Integrating academic recognition and quality assurance : practical recommendations / Linking Academic Recognition and Quality Assurance [LIREQA] . - Vilnius, Lithuania : SKVC, 2019 . - 28 p.
Abstract : European national quality and recognition agencies, as partners of the European Union financed project 'Linking Academic Recognition and Quality Assurance' (LIREQA), have published recommendations on how fair and effective academic recognition practices can be supported through internal and external quality assurance. The recommendations also call for the various actors involved in recognition to improve cooperation and communication to foster trust, transparency and sharing of good practice.
https://eua.eu/downloads/content/lireqa_recommendations_final_version_web.pdf

An exploration of the 'African (Union Commission's) perspective' of quality and quality assurance in higher education: latent voices in the African Quality Rating Mechanism (AQRM) / Lazarus Nabaho, Wilberforce Turyasingura . - **In:** Tuning Journal for Higher Education, v. 6, no. 2, pp. 73-95, May 2019
Abstract : Quality assurance of African higher education is at the top of the region's development agenda. Prompted by the imperative to enhance the quality of higher education, the Africa Union Commission is implementing the African Quality Rating Mechanism (AQRM). The AQRM is a continental tool that affords higher education institutions an opportunity to conduct self-assessment and compare their performance against similar

institutions based on a set of common criteria. This interpretivist article, based on a review of the AQRM survey questionnaire, answered the following research question: What notions of quality in higher education and the institutional-level quality assurance practices are inherent in the quality standards of the AQRM survey questionnaire? The findings revealed that quality as fitness for purpose and exceptional are the notions of quality in higher education in the AQRM. Nevertheless, fitness for purpose is the dominant notion of quality and this symbolises an imperative to re-direct higher education to serve social and economic ends. Distinguished (excellent) teacher awards, applied research excellence awards, staff professional development, tracer studies, external examination, and the involvement of key external stakeholders in programme development are the latent institutional-level quality assurance practices in the AQRM. These quality assurance practices are in sync with the notions of quality and aim at bridging the gap between the academy and the labour market. Methodologically, the AQRM survey questionnaire is devoid of benchmarks to inform the rating, and quality assurance practices such as student evaluation of teaching, peer observation of teaching and moderation of examination items are unnoticeable in the survey questionnaire.

URL : http://www.tuningjournal.org/article/view/1539/1931

Reinforcing pillars for quality culture development : a path analytic model / G. W. G. Bendermacher, M. G. A. oude Egbrink, H. A. P. Wolfhagen, J. Leppink, D. H. J. M. Dolmans / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 44, no. 4, pp. 643-662, March - April 2019
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : To date, research on the interplay between organisational structure/managerial and organisational value/psychological elements which impact on educational quality is scarce and fragmented. As a consequence of a lack of knowledge in this area, institutions often address these elements in isolation, moving past integral approaches, which reinforce the organisations' quality culture. In order to examine interrelationships between context characteristics, work-related psychological attitudes of staff and enhancement practices, a path analysis was performed on data collected from academics with teaching coordination roles in Bachelor of Medicine and Health courses at a university in the Netherlands. The findings highlight the paramount importance of a 'human relation' value orientation; this orientation influences empowerment, commitment and communication satisfaction. Rational goal values and ownership are positively related to quality enhancement practices. It is advocated that institutional policies and strategies directed at educational quality enhancement should leave discretionary space for the availing of academics' expertise.

The evolution of quality assurance in higher education in Taiwan : the changes and the effects at different levels / Yu-Ping Hsu / International Association of Universities [IAU] . - **In:** Higher Education Policy, v. 32, no. 3, pp. 339-357, September 2019
ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : This paper presents an empirical analysis of the quality assurance (QA) system in Taiwan that has recently undergone major reforms. In particular, this paper draws on the practice and impact of the QA system on Taiwan's higher education institutions (HEIs) related to higher education policy reforms. The Taiwanese government has distributed expenditure, and restructured higher education (HE) according to the results of the QA system conducted by the Higher Education Evaluation and Accreditation Council of Taiwan. To explore the government's policy strategies and performance criteria related to the QA system, this paper interviews policymakers and academics from four universities used to examine the process behind the formulation of QA policies and the influences of the QA system on HEIs. This paper identifies a number of changes to the academic profession and organisations that occurred within HEIs, resulting in new forms of management in HEIs, and which can be seen as unanticipated consequences of the QA system, beyond the government's expectations. Furthermore, the changes triggered by the QA system have not only intensified competition between universities but have also influenced HE policies in turn. These perspectives offer a different way of conceptualising the QA system in Taiwan's HE.

URL : https://link.springer.com/article/10.1057/s41307-018-0085-9

Educational reform

Reform! TUNING the modernisation process of higher education in Europe : A blueprint for student-centred learning / Robert Wagenaar . - Bilbao, Groningen : Tuning Academy, 2019 . - 506 p.
Abstract : This book concerns the modernisation process of higher education in Europe in the last three decades, covering the ERASMUS programme launched in 1986, the development of the European Credit Transfer System since 1989, which prepared the ground for the Bologna Process ten years later. The authors takes stock of these three closely related initiatives. The perspective taken in this book is that of higher education institutions and their management and academic staff, offering a new perspective and focuses on the actual implementation processes at higher education institutions and in degree programmes. It concludes that ECTS and TUNING – a methodology to reform individual degree programmes and a reference to determine high quality and relevant education – have over time become norm-setting globally. The author concludes that although the Bologna Process has contributed considerably to the development of a single European Higher Education Area, it cannot perceived as completely successful. The study poses that achieving the Bologna objectives has been impacted by the lack of political will, and insufficient interaction between the actors involved and between the different decision-making and implementation levels.
Classmark : EUR 341 WAG
URL : https://www.rug.nl/research/portal/files/75936039/Complete_thesis.pdf

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Shaking up the system : towards a future-proof higher education and research system / Advisory Council for Science, Technology and Innovation [AWTI] [Netherlands] . - The Hague : AWTI, 2019 . - 18 p.
Abstract : These proposals from the AWTI, which advises the Dutch government and parliament, include changes to university admissions, bringing in student selection and making universities choose more distinct missions.
URL : https://english.awti.nl/documents/publications/2019/06/12/advice-shaking-up-the-system---towards-a-future-proof-higher-education-and-research-system

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Higher education reform in Moldova : achievements and challenges / Johannes Wetzinger . - **In:** International Higher Education, no. 98, pp. 28-30, Summer 2019
Abstract : The higher education system in the Republic of Moldova has undergone a far-reaching transformation since the collapse of the Soviet Union in 1991. This article analyses some of the main achievements and challenges of the higher education reform in that Eastern European country, which joined the Bologna process in 2005.
URL : https://ejournals.bc.edu/index.php/ihe/article/view/11207/9457

Market- and government-based higher education reforms in Latin America: the cases of Peru and Ecuador, 2008-2016 / Martin Benavides, Adriana Arellano, Julio Sebastián Zárate Vásquez . - **In:** Higher Education, v. 77, no 6, pp. 1015-1030, June 2019
Abstract : This study describes the transformation of two higher education systems in Latin America, Peru and Ecuador. Through an analysis of a series of documents, legislation, and norms, as well as media reports on the matter, the authors show how in each of the two countries, different relationships between the market, the state, and the universities have emerged, and can be explained by political factors and ideological contexts of each country. In the case of Ecuador, the definition of policies, university autonomy, and the creation of regulatory agencies allows the state's presence and political influence to be felt, while in Peru, a market-based philosophy guides educational policy and content. Thus, in Ecuador, in contrast to Peru, the university itself is less autonomous, and the university system is governed by the principle of responsible autonomy, with limitations in the form of supervisory and quality control responsibilities distributed among public organizations, where representatives of the executive branch make up the majority of board directorships. The regulatory process is

less gradual in nature, which may have hastened the closure of universities. In this sense, we will discuss how the different ideological contexts and relationships between social and political actors lead, on the one hand, to government-based regulation (Ecuador), and on the other, to a market-oriented framework (Peru). Although technocracy is a characteristic of both processes, there are nuances in the way the relationship between the state, market, and universities develops.

Educational systems

25 Years of Transformations of Higher Education Systems in Post-Soviet Countries : Reform and Continuity / Jeroen Huisman, Anna Smolentseva, Isak Froumin, Eds. . - Basingstoke, New York : Palgrave Macmillan, 2018 . - XXVIII - 482 p. (Palgrave Studies in Global Higher Education)
ISBN 978-3-319-52979-0
Abstract : This open access book is a result of the first ever study of the transformations of the higher education institutional landscape in fifteen former USSR countries after the dissolution of the Soviet Union in 1991. It explores how the single Soviet model that developed across the vast and diverse territory of the Soviet Union over several decades has evolved into fifteen unique national systems, systems that have responded to national and global developments while still bearing some traces of the past. The book presents a comprehensive analysis of the reforms and transformations in the region in the last 25 years; and it focuses on institutional landscape through the evolution of the institutional types established and developed in Pre-Soviet, Soviet and Post-Soviet time. It also embraces all fifteen countries of the former USSR, and provides a comparative analysis of transformations of institutional landscape across Post-Soviet systems. It will be highly relevant for students and researchers in the fields of higher education and sociology, particularly those with an interest in historical and comparative studies.
URL : https://link.springer.com/content/pdf/10.1007%2F978-3-319-52980-6.pdf

Priority directions 2 : three essentials for future economic success / Group of Eight [Australia] . - Australia : Group of Eight, 2019 . - 27 p.
Abstract : This report sets out priorities of research, international engagement and post-secondary education for universities to contribute as the community and the economy.
URL : http://go8.edu.au/wp-content/uploads/2019/05/Go8-PriorityDirections2.pdf

Syrian higher education post-2011 : immediate and future challenges / Council for At-Risk Academics [CARA] . - London : CARA, 2019 . - 104 p.
ISBN 978-1-5272-3803-9
Abstract : This study was commissioned by the Council for At-Risk Academics (CARA), a British charity that helps academics in danger or forced exile and draws on interviews conducted remotely with academics and students in Syria. The results show the consequences of the war on all aspects of university life, ranging from the destruction of facilities and presence of security forces on campus to the forced displacement of students and faculty members and near disappearance of research.
URL : https://www.educ.cam.ac.uk/networks/eri/publications/syria/190606-REPORT-2-POST-2011-FINAL-ENGLISH.pdf?utm_source=miragenews&utm_medium=miragenews&utm_campaign=news

The demand driven university system : a mixed report card / Australia. Government . - Canberra : Australian Government, 2019 . - 132 p.
ISBN 978-1-74037-677-8
Abstract : This research paper issued by the Government's Productivity Commission documents what happened during the demand driven university system which existed before 2017. The study identifies the additional students that were given access to a university education and considers their academic and labour market outcomes.
URL : https://www.pc.gov.au/research/completed/university-report-card/university-report-card.pdf

Establishing world-class universities in China : deploying a quasi-experimental design to evaluate the net effects of Project 985 / Xiaohua Zong, Wei Zhang / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 44, no. 3, pp. 417-431, March - April 2019

Abstract : The rapid advances of China's universities in major international league tables are generally believed to be an accomplishment of Project 985. A quasi-experimental study was, therefore, undertaken to test the belief and to evaluate the effectiveness of this policy intervention, using 15-year panel data between 1998 and 2013. Results from a difference-in-differences model showed that Project 985 had a positive effect on publication outputs of '985' universities. Tier 2 '985' universities gained strong momentum in publication growth in international and ISI journals. Additionally, Theil index decomposition was employed to examine the stratification effect of Project 985. Results confirmed the homogenising trend within '985' universities. In contrast, the vertical differentiation between '985' and '211' universities was noticeably enlarged. While sustained public funding is still vital, the study findings inform policy makers and higher education leaders of greater sectorial and institutional reforms to fulfil individual higher education institutions' needs and remove bottlenecks in publication growth.

State, university, and society: higher educational development and university functions in shaping modern Thailand / Kreangchai Rungfamai . - **In:** Higher Education, v. 78, no. 1, pp. 149-164, July 2019

Abstract : The case of higher educational development in Thailand is intriguing in the sense that the country, with the deep religious root of Buddhism, was never colonized; however, the shadow of Westernization in the higher education system is strongly evident. The functions of Thai higher education have played a crucial role in shaping the country's modern society in political, economic, and social aspects. The intertwined roles and power relationships of the three actors - the state, the university, and society - surrounding by the changing environments at global, regional, and local levels have largely influenced and determined the functionality of universities in the country's development. The paper investigates the actions and interactions among these three factors under the changing environments that have shaped the major shifts and incidents of the country's development. It highlights the universities' functions in modern Thai society in the different eras. With the conceptual framework, the historical account of Thai higher educational development is analyzed through six phases: (1) Buddhism and Thai higher learning; (2) the threat of colonialism; (3) the Siamese Revolution and the end of absolute monarchy; (4) the Cold War and the military regime; (5) the Student Uprising, democracy, and soaring population; and (6) the Asian Financial Crisis of 1997 and the forces of globalization.

Entrepreneurship activities

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

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

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

Ethics

Public notice on academic integrity / University Grants Commission [India] . - New Delhi : UGC, 2019 . - 1 p.

Abstract : This notice details measures taken to ensure prevention of academic misconduct including plagiarism among students, academics and researchers and ways to safeguard ethics and academic integrity in scientific research.
URL: https://www.ugc.ac.in/pdfnews/6315352_UGC-Public-Notice-CARE.pdf

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Beg, borrow or steal : determinants of student academic misconduct in Ukrainian higher education / Elena Denisova-Schmidt, Yaroslav Prytula, Nataliya L. Rumyantseva . - **In:** Policy Reviews in Higher Education, v. 3, no. 1, pp 4-27, March 2019

Abstract : By drawing on a representative study conducted among 600 students in Ukraine, this paper explores the determinants of several forms of student academic misconduct and provides insights as to which groups of students are more likely to engage in either monetary or non-monetary corruption. Findings show the importance of student's individual variation in one's levels of general corruption perception and moral stance on corruption, as well as the practical constraints on one's time, living conditions, willingness to study independently, gender and size of the city of origin. While paper focuses only on corruption with direct student involvement, it also outlines a research agenda by discussing the importance of second-order corruption, as well as the role of faculty members and administration in student academic misconduct. Findings will be useful for educators, policymakers and other practitioners.

Innovation

Barriers and drivers of innovation in higher education : case study-based evidence across ten European universities / Anna Laakova, Lubica Bajsikova, Indra Dedze . - **In:** International Journal of Educational Development, v. 55

Abstract : The paper advances current knowledge on factors affecting higher education institutions in their quest for innovation in education. Based on an analysis of ten institutional cases from five European countries, a comprehensive description and classification of barriers and drivers of innovation are provided. Results indicate certain "disengagement" in relation of higher education institutions and education policy makers, business, and students as well as between higher education institutions' managers and their subordinates. Based on the findings, major innovation-related challenges in the higher education are discussed and related practical recommendations are presented.

Intellectual property

EU Copyright Directive : EUA guidelines for members to influence national implementation / European University Association [EUA] . - Brussels : EUA, 2019 . - 2 p.

Abstract : The publication highlights the key provisions that are relevant to education, research and innovation. The EU Directive on Copyright in the Digital Single Market was adopted by the European Parliament in March 2019 and endorsed by the Council of the European Union in April 2019.
URL :
https://eua.eu/downloads/content/eua%20guidelines%20to%20influence%20the%20national%20implementation%20of%20the%20copyright%20directive.pdf

Interdisciplinarity

A best-practice model for integrating interdisciplinarity into the higher education student experience / E. J. Power, J. Handley / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 44, no. 3, pp. 554-570, March - April 2019
ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : Today's global society creates an environment characterised by complex problems, solutions to which require transcendence of traditional discipline-based boundaries, and new forms of knowledge-sharing. Higher education (HE) has a central role in interdisciplinary knowledge creation and dissemination, reinforced by funding councils, professional bodies and government policy. That notwithstanding, there is currently no recognised best practice approach to interdisciplinary working in UK HE institutes. The aim of this paper is to develop a best practice model to facilitate interdisciplinarity within the UK HE sector, focusing on teaching and learning and the student learning experience. Based on the results of an exploratory and empirical enquiry, a HE Interdisciplinary Model (HIM) of best practice is proposed. The HIM is informed by the development of four themes and six ensuing enablers from a synthesis of perceived barriers, possible facilitators and potential solutions to interdisciplinarity within UK HE. However, further research is necessary to validate the proposed model.

Interdisciplinary centers in Latin American universities : the challenges of institutionalization / Bianca Vienni Baptista, Federico Vasen, Juan Carlos Villa Soto / International Association of Universities [IAU] . - **In:** Higher Education Policy, v. 32, no. 3, pp. 461-483, September 2019
ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : Universities represent a particularly interesting environment for interdisciplinary development; as institutions, they are simultaneously guardians of tradition and spaces for experimentation. This article focuses on initiatives for the creation of institutional spaces for interdisciplinary research in three Latin American universities: Universidad de Buenos Aires in Argentina, Universidad de la República in Uruguay and Universidad Nacional Autónoma de México. The article analyzes the processes of institutionalization of interdisciplinary centers. It compares (a) the context of creation, (b) the conception of interdisciplinarity, (c) the integration into preexisting structures and (d) internal organization and planning of the centers. The analysis shows a diversity among institutionalization processes and supports the idea that there is no single model for the institutionalization of the interdisciplinary in the region. However, certain common characteristics can be found. These include a rigid bureaucratic structure and a paramount importance of creating consensus. These traits can be related to the legacy of the Córdoba Reform and the prevalence of a traditional institutional governance.
URL : Open access to Higher Education Policy articles via HEDBIB database for IAU Members using login code

Lifelong education

Commonwealth Education Report 2019 / Commonwealth Business Communications . - London : Commonwealth Business Communications, 2019 . - 171 p.
Abstract : This report brings together perspectives from over 50 world experts on education and lifelong learning to address some of the Commonwealth's education challenges and opportunities. The report has a special focus on Africa.
URL : https://www.yumpu.com/en/document/fullscreen/62665481/commonwealth-education-report-2019/28

OECD skills strategy 2019 : skills to shape a better future = **Stratégie 2019 de l'OCDE sur les compétences** : / Organisation for Economic Cooperation and Development [OECD] . - Paris : OECD, 2019 . - 227 p.
ISBN 978-92-64-31382-8
Abstract : The updated Strategy incorporates skills policies and actions from across OECD countries which incorporate lifelong education (including higher education), employment, and strengthening the governance of skills systems.
URL : https://www.oecd-ilibrary.org/docserver/9789264313835-en.pdf?expires=1560853596&id=id&accname=ocid195767&checksum=A776B1D75858764CFDA589C649A59377 (English)

; https://www.oecd-ilibrary.org/docserver/9789264313859-fr.pdf?expires=1560853765&id=id&accname=ocid195767&checksum=D1D866E7AB5F564914AC6840EA1EBE7B (French)

Local cooperation

The local mission of higher education : principles and practice / Sjur Burgan, Ira Harkavy, Ronaldo Munck, Eds. . - Dublin : Glasnevin, 2019 . - 152 p.
ISBN 978-1-908689-36-8
Abstract : This book examines the ways that universities express their local civic mission. It builds on contributions to the meeting of the Anchor Institutions Taskforce in Dublin, Ireland, in 2018 organised by the Council of Europe. Starting from the premise that higher education institutions need to be anchored - or embedded - in their local communities, it provides a rich mosaic of case studies in European countries - Greece, Iceland, Ireland, Poland, the Czech Republic, Sweden, Hungary - as well as the United States and South Africa. The book links the democratic and local mission of higher education and a chapter by Pam Fredman, IAU President, argues that global, national and local roles of higher education institutions are complementary rather than in competition or mutually exclusive. It provides a wide range of examples of how the local mission can be carried out in practice, including business incubators, the protection of biological diversity, student volunteer programmes, initiatives with populations who have had little access to higher education, links with secondary schools, legal services and involvement with NGOs in refugee education. A chapter on the specific case of the Central European University examines how international universities can be anchor universities and describes how the university continued to act both locally and globally despite attacks by the national government.
Classmark : INT-71 BER

Mergers

University mergers in Europe / European University Association [EUA] . - Brussels : EUA, 2019 . - 9 p.
Abstract : This EUA briefing analyses the features of around 130 cases of university mergers and clusters since 2000 and identifies different patterns across the continent.
Classmark : e
URL : https://eua.eu/downloads/publications/eua%20merger%20brief%202904.pdf

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Private education

Private higher education in the United Kingdom / Stephen A. Hunt, Vikki Boliver . - **In:** International Higher Education, no. 98, pp. 18-20, Summer 2019
ISSN 1084-0613
Abstract : The UK government is keen to expand the private higher education (HE) sector to establish a more market driven alternative to public HE. However, private HE in the United Kingdom has been subject to little official oversight, and little data has been gathered concerning it. This research is an attempt to conduct a comprehensive web-based survey of the private HE sector. The authors found only five private universities, but over 800 private providers in operation in the United Kingdom, with the greater proportion located in Southeast England, London in particular. The sector concentrates on specialist provision and professional training, along with subjects typical of private HE globally, business administration and health-related courses, often at a subdegree level. While private HE answers to a demand, there is little to indicate that the private HE sector amounts to a competitive alternative to the public HE system
URL : https://ejournals.bc.edu/index.php/ihe/article/view/11195/9445

Politics of education

Handbook on the politics of higher education / Brendan Cantwell, Hamish Coates, Roger King, Eds. . - Cheltenham : Edward Elgar Publishing, 2018 . - 541 p.
ISBN 978-1-78643-501-9
Abstract : The Handbook brings together contributions by experts from Europe, North America and Asia. It is organised into five parts. Part one examines the University, State and Society and includes an analysis of the tensions in policy making arising from disharmony between those who control institutions and those who finance them. It includes two case studies of the United Kingdom and China examining how universities have engaged with government. Part two focuses on the political economy and global governance and discusses recent changes in the global political context, examining for example, on the one hand, the role higher education is playing in constituting regions, and on the other, the politics of borderless education. Part three looks at planning and financial resources, providing international comparisons of higher education funding. 'Regulation and Quality', the focus of Part 4, examines the challenge of regulating and understanding quality, changing regulatory approaches, and emerging models for the regulation of higher education in Asia. Part 5 looks at the politics of stakeholder interests. The chapters examine stakeholder organisations and multi-level governance of higher education; the implications of neoliberalism of academic staff roles; university and industry collaboration; gender politics with respect to academic work; and student politics.
Classmark : INT-3 CAN

Refugee education

Stepping up : refugee education in crisis / United Nations Refugee Agency [UNHCR] . - Geneva : UNHCR, 2019 . - 55 p.
Abstract : The report covers all levels of education. One chapter is devoted to access for refugees to higher education, which has increased from 1% in previous years to 3% in 2018, a total of 87,833 higher education refugee students worldwide. The report examines the barriers refugees face in attaining higher education, including qualifications, language and cost and access to a quality secondary education and looks at ways to overcome these to meet UNHCR's target of 15% of the eligible refugee population in higher education by 2030.
URL : https://www.unhcr.org/steppingup/wp-content/uploads/sites/76/2019/08/Education-Report-2019-Final-web-3.pdf

Youth aspirations in Kakuma Refugee Camp : education as a means for social, spatial, and economic (im)mobility / Michelle J. Bellino . - **In:** Globalisation, Societies and Education, v. 16, no. 4, pp. 541-556, August 2018
ISSN 1476-7724 . - Online ISSN 1476-7732
Abstract : This study documents the aspirations and apprehensions of youth as they complete secondary schooling in Kakuma Refugee Camp, Kenya. It examines students' post secondary aspirations in a community where most students enrolled in school comprised the first generation in their families to attend any formal school. The author shows how the school leavers navigate contradictory discourses about the value of education, and how they approach postsecondary opportunities with attention to social status hierarchies, economic viability, and collective expectations for nation-building goals. This work contributes to understandings of formal education interacting with culturally bounded expectations for normative adulthood, examining how youth respond when they are unable to adhere to a linear trajectory of success.

Regional development

Regional solidarity undermined? Higher education developments in the Arabian gulf, economy and time / Aneta Hayes, Khalaf Marhoun Al'Abri . - **In:** Comparative Education, v. 55, no. 2, pp. 157-174, May 2019
ISSN 0305-0068 . - Online ISSN 1360-0486

Abstract : The paper theorises fragility of regional solidarities in light of the emerging ways in which two Arabian Gulf states, Bahrain and Oman, are undertaking their transition to a knowledge economy. The paper shows ways in which regional symbolic solidarity goals of common economic and educational development in the Gulf region are challenged by locally focused priorities at the level of each nation state. These findings carry important theoretical implications as the time of transition to a knowledge economy seems to drive readjustments in thinking about what the 'Gulf-wide unity is for', prompting its repositioning from an alliance established to protect and facilitate regional development to a means supporting local ends.

Research

Achieving wider impact in business and management : analysing the case studies form REF 2014 / Tim Hughes, Don Webber, Nicholas O'Regan / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 44, no. 4, pp. 628-642, March - April 2019
Abstract : An important initiative in the UK is the Research Excellence Framework (REF) 2014, which assessed the wider impact of university research. The Impact Case Studies, produced for REF 2014, provide a rich new source of information to explore the wider impact of Business and Management (B&M) research. Each B&M case study, from a structured sample of 194, was read and analysed for this paper. The detailed findings show significant differences between sub-disciplines in demonstrating impact and illustrate why some research reaches a wider audience. The findings show a relatively low level of Mode 2 knowledge production, but a wide range of levels and types of engagement with research users across disciplines. The implications of the findings are discussed in relation to building a more nuanced theory on modes of knowledge production and in relation to policy and academic practice.

How to measure research efficiency in higher education? Research grants vs. publication output / Sabine Gralka, Klaus Wohlrabe, Lutz Bornmann / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - **In:** Journal of Higher Education Policy and Management, v. 41, no. 3, pp. 322-341, June 2019
Abstract : An ongoing debate in the literature on the efficiency of higher education institutions concerns the indicator for research output for use in empirical analysis. While several studies have chosen to use the number of publications as this indicator, others rely on the amount of research grants. The present study investigates whether both measures lead to a similar assessment of universities. In addition, the number of publications belonging to the 10% and 1% most frequently cited papers in the corresponding subject category and publication year are evaluated. Analysing research output at German universities, the authors show that there is a high correlation of efficiency values between the estimations using these indicators. This correlation is slightly higher when the efficiency values result from a data envelopment analysis than when they are determined with a stochastic frontier analysis.

Legitimation, professionalisation and accountability in higher education studies : an intergenerational story / Bruce Macfarlane, Damon Burg / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 44, no. 3, pp. 459-469, March - April 2019
Abstract : The core themes of research into higher education studies (HES) have previously been identified through quantitative approaches focused on publication patterns, but there is a lack of fine-grained, qualitative analysis about the development of the field. This paper provides an intergenerational analysis of the emergence of HES in the UK since the 1960s drawing on autobiographical accounts. It reveals that many who conduct HES research retain a strong sense of disciplinary affiliation and regard its continuing epistemological health as closely linked to maintaining open borders with other disciplines. The professionalisation of the field is regarded as a mixed blessing bringing with it challenges with respect to maintaining an accessible approach to scholarship and communication with public and policy audiences. HES provides a case example of how a new academic subfield has undergone generational challenges in, respectively, seeking legitimacy, being professionalised and most

recently responding to greater demands for accountability.

Patterns of the China-Africa research collaborations from 2006 to 2016 : a bibliometric analysis / Wilson Eduan, Jiang Yuanqun . - **In:** Higher Education, v. 77, no. 6, pp. 979-994, June 2019
ISSN 0018-1560 . - Online ISSN 1573-174X
Abstract : In the last decade, the rise of China brought on board an additional partnership through the Forum on China-Africa Collaboration initiatives guided by China-Africa policy. In view of the growing scepticism and misgivings over the China approach to collaboration with Africa, assessing patterns of progress by the China-Africa research collaborations cannot be ignored. Using bibliometric analysis of research data from InCites, the study reveals that the partnership is growing progressively in absolute terms though with high levels of relative growth rate. A few of the African countries are more engaged than the others. Fortunately for Africa, the partnership involves the physical sciences where the continent is greatly lacking and high impact is being registered. The study has the implication that while Africa needs to address issues of policy on sciences and funding for research in higher education, China equally needs to go beyond the current locations in Africa and equally engage with the lesser developed players on the continent.

Publications, citations and impact factors : myth and reality / Robert Jeyakumar Nathan, Omar Bin Shawkataly . - **In:** Australian Universities Review, v. 61, no. 1, pp. 42-48, 2019
ISSN 0818-8068
Abstract : This article discusses the role of university academics as researchers. In Malaysia, academics no longer teach and research as they please but are 'guided' by government agencies and influenced by the priorities of funding agencies. One of the components of academic freedom is the freedom to publish. Academics publish research that pushes the boundaries of knowledge. They choose journals in which their articles will be peer-reviewed, published and read by the communities of interest. However, lately many academics tend to publish in journals based on rankings, in journals reputed to have higher impact than others. Often young academics are puzzled whether they should publish where it matters or where it would quickly boost the key performance indicators (KPIs) set by the university. This article highlights some of these struggles in modern academia and exposes several examples of academic misconduct. [Abstract from publisher]
URL : http://www.aur.org.au/article/Publications%2C-citations-and-impact-factors%3A-Myth-and-reality-%28AUR-61-01%29-21226

The role of women scholars in the Chilean collaborative educational research : a social network analysis / Juan Pablo Queupil, Ana Luisa Muñoz-García . - **In:** Higher Education, v. 78, no. 1, pp. 115-131, July 2019
ISSN 0018-1560 . - Online ISSN 1573-174X
Abstract : Little is known about the role of women in collaborative efforts among educational scholars, especially in developing countries, such as Chile. The authors apply social network analysis to examine the relationships and patterns that emerge from a dataset retrieved from Web of Science of coauthored scholarly publications on educational research. Using sociograms and networks' centrality indicators (density, degree, betweenness, and closeness) and bibliometric results, this study focuses on detecting the role of women in the collaborative networks. The results show that the presence of women in the research space is stable across time, but they tend to collaborate more than men, acting as important bridgers since 2000, and that their contribution is relevant in promoting networking.

Social responsibility

The Hamburg Declaration : Rebuilding the University-Society Relationships / Global University Leaders Council . - Hamburg : Global University Leaders Council, 2019 . - 3 p.
Abstract : This Declaration was issued at the Global University Leaders Council organised by the German Rectors' Conference (HRK) in Hamburg on 5 - 7 June and attended by university leaders from 23 countries. The Declaration recognises the social responsibility of universities and includes recommendations on how universities can meet the challenges of academic freedom and the expectations of societal partners.

Students

Value co-creation styles in higher education and their consequences : the case of Poland / Katarzyna Dziewanowska . - Berkeley : CSHE, 2018 . - 11 p. (Research & Occasional Paper Series)
Abstract : In marketing literature, a new concept of Service-Dominant Logic (SDL) is proposed as an alternative approach to traditional and outdated marketing theories applied to the higher education sector. Its foundational premise of value co-creation seems to be of particular relevance here as it assumes that various groups of actors jointly create the academic experience. This paper focuses on the higher education sector in Poland and investigates the attitudes of Polish students towards value co-creation and their consequences for the academic experience. The study leads to the identification of value co-creation styles among students reflected by five segments: Maximalists, Minimalists, the Scrupulous, the Networking-Oriented and the Intellectuals and presents their detailed characteristics

Student welfare

Catalyst for change : protecting students from hate crime, sexual violence and online harassment in higher education / Office for students [United Kingdom] . - London : Office for Students, 2019 . - 5 p.
Abstract : This report evaluates the impact of 119 'catalyst for change' projects on protecting students from hate crime, sexual violence and online harassment. An important aspect of the projects, established in 71 higher education institutions in the UK, is to support learning, exchange and dissemination of effective practice, and help establish 'what works' in safeguarding students
URL : https://www.officeforstudents.org.uk/media/a012d727-7262-421b-ad2b-1f4fc9f75135/catalyst-for-change.pdf

Investing in student mental health : opportunities and benefits for College leadership / American Council on Education [ACE] . - Washington D.C. : ACE, 2019 . - 11 p.
Abstract : This briefing details how higher education institutions can take action to prioritise student mental health, even with limited resources. It is accompanied by a new online tool to assess economic benefits to institutions providing services and programmes that improve students' mental health.
URL : https://www.acenet.edu/news-room/Documents/Investing-in-Student-Mental-Health.pdf

National report on student mental health in third level education / Union of Students in Ireland . - Dublin : Union of Students in Ireland, 2019 . - 115 p.
ISBN 978-1-5272-4522-8
Abstract : Funded by the Health Service Executive, this report surveyed 3,340 students on their experiences with mental health and mental health services and found that 32% of respondents reported that they had received a formal diagnosis of a mental health difficulty.
URL : http://usi.ie/wp-content/uploads/2019/08/WEB-USI-MH-report-1.pdf

Policy framework to address gender-based violence in the post-school education and training system / South Africa. Department of Higher Education and Training . - Pretoria : Dept. of Higher Education and Training, 2019 . - 38 p.
Abstract : The policy framework, which is open for public comments, sets out the proposed strategy of the government to address the increased occurrence of gender based violence in higher education, to prevent it and the outlines ways for systematic monitoring it. The policy aims to be inclusive, irrespective of position, role, sexual orientation, and gender identity.

Administrative response to campus sexual assult : thinking through implementation tensions / Joy A. Clay, Anna C. Pederson, Jessica Seebeck, Catherine A. Simmons / Association for the study of higher education [ASHE][USA] . - **In:** The Review of Higher Education, v. 42, no. 2, pp. 681-706, Winter 2019
Abstract : Although not a new problem, media and political attention has placed renewed pressure on institutions of higher education to prevent and respond to campus sexual assault. To be effective, policies and procedures need to fit with the contextual and administrative realities of the institution. To help administrators better understand and navigate the nuanced issues surrounding campus sexual assault, this paper synthesises the empirical literature with a focus on 6 general and 3 administrative tensions inherent to sexual assault prevention and response strategies.

Combating terrorism on intellectual battlefields : lenses on the potentials of universities in Pakistan / Muhammad Ayub Buzdar, Riaz Ul Haq Tariq, Akhtar Ali / International Association of Universities [IAU] . - **In:** Higher Education Policy, v. 32, no. 3, pp. 441-460, September 2019
Abstract : The current research examines the potential of Pakistani universities to challenge terrorism on intellectual grounds. In this regard, the qualitative research approach was followed to achieve the research objectives. The researcher interviewed 100 faculty members and heads of teaching departments to collect the data. The thematic analysis approach was followed to reach conclusions. The study reveals that universities in Pakistan face various internal and external challenges, which reduce their capacity to protect students from religious radicalisation. At the end of the article, the consequences of these challenges for students in Pakistan and strategies to strengthen the contribution of Pakistani universities in war against terrorism are deliberated.
URL : Open access to Higher Education Policy articles via HEDBIB database for IAU Members using login code

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Sexual assault prevention on college campuses / Matt J. Gray, Christina M. Hassija, Sarah E. Steinmetz . - Abingdon, New York : Routledge, 2017 . - 130 p.
Abstract : Sexual assault continues to be an issue of great concern at higher education institutions despite attention to reducing rates of assault and an increased presence in the institutional and public discourse. This book, which concentrates on the United States, begins by detailing the results of studies which show the prevalence of sexual assault and the consequences to the victim and to the institution. It then provides an evaluation of prevention and education programmes put into place within institutions. Programming has been historically directed towards women by providing them with information about how to keep themselves safe rather than confronting a climate conducive to sexual violence. The authors depict in detail recent empirically supported projects amoung men and women to support survivors and to combat climates conducive to sexual violence. These include the bystander intervention approach which educates the larger campus community about the prevalence and importance of the problem and is designed to cultivate a shared responsibility for intervening to actively prevent sexual assaults.
Classmark : US 35 GRA

Teacher education

CMEC symposium on indigenizing teacher education : summary report / Council of Ministers of Education [Canada] . - Council of Ministers of Education, 2019 . - 42 p.
Abstract : This report presents the results of a CME Symposium at the University of British Columbia in July 2018. It includes recommendations for implementing indigenous perspectives in teacher education.

The structure of teacher education in Ireland : review of progress in implementing reform / Higher Education Authority [Ireland] . - Dublin : HEA, 2019 . - 63 p.
ISBN 1-905135-67-x

Abstract : The review indicates that teacher education graduate numbers have fallen by more than a third since the introduction of the mandatory two-year postgraduate diploma in 2013 - annual fees of around €6,000 for the two-year diploma now are 'prohibitive' for many students.
URL : https://hea.ie/assets/uploads/2019/05/HEA-Structure-of-Teacher-Education.pdf

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Initial teacher training to encourage higher order skills in the class / Cristina Tripon . - **In:** Revista de Pedagogie - Journal of Pedagogy, vol. LXVII, no. 1, pp. 21 - 40, July 2019
ISSN 0034-8678 . - Online ISSN 2559-639X

Abstract : Lifelong learning has become a necessity in most professions due to the information explosion and technology integration in daily work. Teachers, obviously, fall into this category, the teaching methods, and skills that need to be developed by students in need of continuous improvement. Changes in educational reform, too fast to adapt to children and teachers, also contribute to the daily school challenges. Ideally, the school should prepare its students for the challenges of an active life. But what happens when the labor market is still growing and the necessary skills for the future are not yet required at the current level? What happens when competencies of the 21st century or skills in the soft-skills category are not developed by the graduates, that is, by the teachers? This research has focused on a specially developed program, about 1 year, for future teachers. The main objective is to improve direct educational practices from the classroom by using teaching methods that encourage the development of higher-level thinking skills.
URL : http://revped.ise.ro/wp-content/uploads/2019/08/2019_1_23-42-Tripon.pdf

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Teaching

Constrastive-comparative study on students' perceptions of using literary texts as authentic language learning resources / Lilia Petriciuc . - **In:** Revista de Pedagogie - Journal of Pedagogy, vol. LXVII, no. 1, pp. 123 - 138, July 2019
ISSN 0034-8678 . - Online ISSN 2559-639X

Abstract : This comparative study represents an attempt to identify students' perceptions and needs at the same time, in terms of incorporating literary texts in the foreign language class. For quite a long time literary texts (LT) have been massively marginalized as a language learning resource and consequently students display significant deficiencies in interpreting figurative language, making inferences, thinking critically. The researcher assumes that revitalizing LT in the language class would bring multiple benefits to the students who learn EFL as part of a double program training them to become teachers of other subjects as well as primary and secondary school teachers in Moldova. It is a contrastive-comparative study involving 83 students, 48 undergraduates from the University of Granada and 35 from SPU, Moldova. The data were collected through mixed instruments: all of the students filled in a survey for quantitative data and the students from Moldova participated in a semi-structured interview at the end of their 2nd year course in English. The findings reveal rather positive attitudes in favor of LT as a language learning resource, but at the same time there are differences between the perceptions of Spanish and Moldovan students. The pedagogical implications of the study for stakeholders at the Moldovan University suggest reconsidering the EFL curriculum with a view of incorporating more LT alongside other types of authentic materials used to develop students' language proficiency.
URL : http://revped.ise.ro/wp-content/uploads/2019/08/2019_1_125-140-Petriciuc.pdf

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Role play in building the communicative skills in students from a technical university / Elena Tiron . - **In:** Revista de Pedagogie - Journal of Pedagogy, vol. LXVII, no. 1, pp. 57 - 71, July 2019
ISSN 0034-8678 . - Online ISSN 2559-639X

Abstract : The article presents a brief history of role play from Moreno's work to the present time and the specificity of role play as a teaching method. The conceptual differences among similar interactive methods are identified: group work, thinking hats, the mosaic method. The didactic method of role play is applied to a group of

90 first-year students from a technical faculty, taking the subject of Communication Techniques, for 12 weeks. The research aims to develop professional communication skills by using role play. We identified the communication problem of the students from a technical faculty, set research objectives, present the research design, the results and their interpretation. The communication problem of the first year students from a technical faculty consists in the difficulty of dealing with active listening, empathy, negotiation with others. As a result, the research objectives focused on the development of these subcomponents of the communication competences. The criteria for assessing the application of this method for the development of professional communication competences are established by the teacher. Through the SWOT method applied at the end of the 12-weeks research, students highlighted the positive aspects, the negative ones, the opportunities and the risks of implementing role play. The conclusions of the paper emphasize the need to use interactive methods with the aim of developing students' transversal competences, but also the limitations or inadequacies of these methods.

URL : http://revped.ise.ro/wp-content/uploads/2019/08/2019_1_59-73-Tiron.pdf