

# New in / Nouveautés

## HEDBIB

### International Bibliographic Database on Higher Education

August / août 2018

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

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## HEDBIB

International Bibliographic Database on Higher Education

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

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Monographs	14479
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<b>TOTAL</b>	<b>35440</b>

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Finance	1084
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## Presentation

Welcome to the August 2018 edition of *New in HEDBIB*.

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

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

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

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

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

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

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

SELECTED THEMES	
Account	1201
Distance Learning	1208
Regional Studies	128
Evaluation	2022
Finance	1084
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Government & University Relationship	1191
Internationalization	208
Internationalization	2014
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## We recommend

**Higher Education Policy** v. 31, no. 2, June 2018 / International Association of Universities [IAU]. – Basingstoke, New York: Palgrave Macmillan

ISSN 0952-8733. - Online ISSN 1740-3863

**Abstract:** The June 2018 issue of Higher Education Policy (HEP), IAU's quarterly peer-reviewed journal, brings together seven papers looking at different themes, including staffing at UK universities, high school rankings in university admissions in Chile, European standards and guidelines for QA in Portugal and the Czech Republic, and transnational teaching in China, to cite but a few. You can see the full content of the latest edition on the link below.

URL: <https://link.springer.com/journal/41307/31/2/page/1>

Open access to article available via link for IAU Members using login codes

**Issues and trends in education for sustainable development** / Alexander Leicht, Julia Heiss, Won Jung Byun, Eds. / UNESCO . - Paris : UNESCO Publishing, 2018 . - 276 p. (Education on the move)

ISBN 978-92-3-100244-1

**Abstract :** This book examines the richness and complexity of Education for Sustainable Development (ESD) in the context of its centrality to the 2030 Agenda for Sustainable Development. The first part 'Understanding Education for Sustainable Development and Implementing Education for Sustainable Development' outlines how ESD should be understood as an integral part of quality education, including higher education and lifelong learning. It focuses on key sustainability competences in teaching and curriculum and emphasises a whole-institution approach to mainstreaming sustainability. The second part explores how ESD is implemented in practice and is structured around the five Priority Action Areas of the Global Action Programme on ESD (GAP): advancing policy; transforming learning and training environments; building capacities in teacher-training; empowering and mobilising youth; and accelerating sustainable solutions at local level. Throughout the book, summaries of case studies in implementing ESD are provided. These include Brazil's integration of climate change education in teacher training; a Southern African university partnership for introduction of ESD in curricula and institutional practices; and international universities' cooperation in the Regional Centre of Expertise in Egypt.

**Classmark :** INT-713 UNE

URL : <http://unesdoc.unesco.org/images/0026/002614/261445e.pdf>

**Education Policy Outlook 2018 : Putting Student Learning at the Centre** / Organisation for Economic Cooperation and Development [OECD] . - Paris : OECD Publishing, 2018 . - 360 p.

ISBN 978-9-26430152-8

**Abstract :** Taking the students' perspective, OECD's flagship educational publication, Education Policy Outlook, analyses the evolution of key education priorities and key education policies in 43 education systems. It compares more recent developments in education policy ecosystems (mainly between 2015 and 2017) with various education policies adopted between 2008 and 2014. This report includes around 200 policies at all levels of education including higher education and lifelong learning on topics such as: improving the quality and access, promoting education success for all students, reducing the negative impact of some system-level policies and practices, increasing completion, developing quality vocational education and training, enhancing the quality of higher education, supporting transitions across education pathways and the labour market.

URL : [https://www.oecd-ilibrary.org/education/education-policy-outlook-2018\\_9789264301528-en](https://www.oecd-ilibrary.org/education/education-policy-outlook-2018_9789264301528-en)

**Global education monitoring report gender review 2018 : meeting our commitments to gender equality in education** = 2018 rapport mondial de suivi sur l'éducation résumé sur l'égalité des genres : tenir nos

engagements en faveur de l'égalité des genres dans l'éducation / UNESCO . - Paris : UNESCO, 2018 . - 58 p.  
ISBN 978-92-3-100265-6

**Abstract :** The Education 2030 Framework for Action, a tool aimed at helping the international community achieve SDG 4 on education, explicitly recognises gender equality as a guiding principle linked to the realization of the right to education. The review's first part examines disparities in participation and skills, in education and political leadership positions, and in selected aspects of infrastructure and curricula. It also examines gender issues in professional development by exploring the role of education in three other SDGs: those concerning agriculture, health, and water and sanitation. The second part of the review analyses institutions, laws and policies to explore ways to determine and enforce accountability for gender equality in education. These include review of curricula, textbooks and teacher training programmes; adequate school infrastructure including single sex sanitation facilities; increased representation of women in education leadership positions; stronger policies to tackle gender based violence, and establishing codes of conduct for students and teachers.

**URL :** <http://unesdoc.unesco.org/images/0026/002615/261593E.pdf> (English)

<http://unesdoc.unesco.org/images/0026/002616/261655F.pdf> (French)

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**Sharing higher education's promise beyond the few in Sub-Saharan Africa** / Peter Darvas, Shang Gao, Yijun Shen, Bilal Bawany / World Bank . - Washington, D.C., 2017. - World Bank . - 96 p.

ISBN 978-1-4648-0418-2 . - Online ISBN 978-1-4648-1051-0

**Abstract :** This book examines equity in tertiary enrollment in Sub-Saharan African (SSA) countries and examines the extent to which inequity inhibits the ability of African universities to effectively drive improvements in overall quality of life and economic competitiveness. The analysis shows that despite the significant increase in tertiary enrollment in the region, growth in the demand for tertiary education has far outpaced increased supply. While in some cases, there is improved access for students from traditionally underserved groups, SSA tertiary education continues to mirror significant social inequity. Household income continues to constitute the most decisive factor in determining a students' chance of accessing tertiary education. Although gender parity has improved, equitable participation on the part of African female students has not yet been achieved, and gendered patterns of program choice are evident in enrollment data.

**URL :** <http://documents.worldbank.org/curated/en/862691509089826066/pdf/120693-PUB-PUBLIC-PUBDATE-10-25-17.pdf>

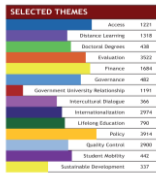
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**Education under attack 2018** / Global coalition to protect education from attack [GCPEA] . - New York : GCPEA, 2018 . - 312 p.

**Abstract :** The fourth edition of this report, published by the Global Coalition to Protect Education from Attack, a coalition including UNESCO, other UN agencies and a human rights' and educational charities, which covers all levels of education, including higher education finds that that violence directed at students, educators, and their institutions increased worldwide between 2013 to 2017. Attacks on higher education occurred in 52 countries globally.

**URL :** [http://www.protectingeducation.org/sites/default/files/documents/eua\\_2018\\_full.pdf](http://www.protectingeducation.org/sites/default/files/documents/eua_2018_full.pdf)

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## IAU Themes

### The Role of Technology in Higher Education

**E-Learning research report 2017 : analysis of the main topics in research indexed articles** / Universitat Oberta de Catalunya [Spain] . - Barcelona : UOC, 2018 . - 43 p.

**Abstract** : What do the articles on e-learning published in academic journals during 2017 talk about? This report presents analysis of 855 articles obtained from two main databases Scopus and Web of Science, and draws a map showing where research efforts have been focused in recent years and what topics feature.

**URL** : [http://openaccess.uoc.edu/webapps/o2/bitstream/10609/75705/6/ELR\\_Report\\_2017.pdf](http://openaccess.uoc.edu/webapps/o2/bitstream/10609/75705/6/ELR_Report_2017.pdf)

**OECD Science, Technology and Industry Scoreboard 2017 : the digital transformation** / Organisation for Economic Cooperation and Development [OECD] . - Paris : OECD Publishing, 2017 . - 220 p.  
ISBN 978-92-64-26880-7

**Abstract** : This report draws on internationally comparable data and shows how the digital transformation is affecting science, innovation and the economy. The aim of the STI Scoreboard is not to “rank” countries or develop composite indicators. Instead, its objective is to provide policy makers and analysts with the means to compare economies with others of a similar size or with a similar structure and to monitor progress towards desired national or supranational policy goals.

**URL** : <https://www.oecd-ilibrary.org/docserver/9789264268821-en.pdf?expires=1530539843&id=id&accname=ocid57015267&checksum=96897D5E943200E53382EABD04F78902>

**Models for online, open, flexible and technology enhanced higher education across the globe : a comparative analysis** / International Council for Open and Distance Education [ICDE] . - Oslo : ICDE, 2018 . - 65 p.

ISBN 978-82-93172-40-6

**Abstract** : The report details the results of a global survey of higher education institutions in 30 countries on delivery models for online, open, flexible and technology enhanced education. The report finds that most higher education providers are just at the beginning of developing comprehensive strategies for harnessing digitalisation.

**URL** : [https://icde.memberclicks.net/assets/RESOURCES/Models-report-April-2018\\_final.pdf](https://icde.memberclicks.net/assets/RESOURCES/Models-report-April-2018_final.pdf)

### Africa

**Technology driven curriculum for 21st century higher education students in Africa** / Lawrence Meda, Alfred H. Makura, Eds. . - Bamanda, Cameroon : Langaa Research & Publishing, 2017 . - 220 p.

ISBN 978-9956-762-47-7

**Abstract** : This book is based on research in technology and curriculum in selected African countries. It presents case studies from Lesotho, Namibia, Kenya, South Africa, Zimbabwe, Tanzania and Nigeria which confirm that educational technology is playing an increasingly important role in higher education teaching and curriculum across the continent. African Higher education institutions use educational technology to keep up with the needs of the 21st century students who want opportunities to be able to learn in real time, using opportunities for innovation made possible by information and communication technologies. The book examines student and staff

perspectives on learning and teaching using technology; instructional technology across different disciplines; assessment and technology; gender and technology in the curriculum; the challenges of technology and disability; and social media.

**Classmark** : AFR-421 MED

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## Asia and the Pacific

### **Positioning ICT in education to achieve the Education 2030 Agenda in Asia and the Pacific : recommendations for a regional strategy** / UNESCO Asia and Pacific Regional Bureau for Education

[UNESCO Bangkok]; UNESCO . - Bangkok, Paris : UNESCO, 2018 . - 95 p.

ISBN 978-92-9223-587-1 . - Online ISBN 978-92-9223-588-8

**Abstract** : This publication features comprehensive data on the current situation of ICT in education in countries in the Asia-Pacific and provides recommendations for a regional strategy on integrating ICTs into education systems to achieve Sustainable Development Goal 4 (SDG4).

**URL** : <http://unesdoc.unesco.org/images/0026/002616/261661E.pdf>

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### **ICT for Better Education in the Pacific** / Asian Development Bank . - Manila : ADB, 2018 . - 28 p.

**Abstract** : This report details the findings of literature and field research on how ICT has been incorporated into the education sector, including at university level, in the Pacific region. It provides eight recommendations on focal areas to drive further progress.

**URL** : <https://www.adb.org/sites/default/files/publication/428221/ict-education-pacific.pdf>

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### **A phenomenological study of teamwork in online and face-to-face student teams** / Marzieh Saghafian, D.

Kevin O'Neill . - In: Higher Education, v. 75, no. 1, pp. 57-73, January 2018

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

**Abstract** : This phenomenological study examines the lived experiences of teamwork among students in both face-to-face and online MBA programs in Iran. The analysis revealed striking commonalities in the experiences of both groups, including a shared desire for effective leadership to alleviate the problem of free riders, as well as substantial time and effort invested in retaining reliable teammates from one team project to another. In other respects, face-to-face and online students' experience differed strongly. For example, while face-to-face participants pursued teammates with similar beliefs about how teamwork should be accomplished, online participants found themselves pre-occupied with staying connected with their teammates and struggled to establish common communication channels with each and every team member. Overall, the authors state that these findings suggest that while training and support for student teamwork can partly build on the shared needs among students in both modalities, the nature of the experience in each modality may be so different in vital respects that engaging in one mode of teamwork does not necessarily prepare students to participate well in the other mode.

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## Europe and North America

### **Monitoring sector progress towards compliance with funder open access policies** / Research England . -

Bristol : Research England, 2018 . - 72 p.

**Abstract** : This report by Research England, (the former Higher Education Funding Council for England - HEFCE) together with the Wellcome Trust, the former Research Councils UK (RCUK) and Jisc examines progress in English higher education institutions towards open access in the context of the RFI Research Excellence Framework (REF) open access policy. The report finds that out of the 113 universities surveyed, 61% of research outputs are meeting open access requirements.

**URL** : <https://re.ukri.org/documents/2018/research-england-open-access-report-pdf/>

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**Open access survey report 2016 - 2017** / European University Association [EUA] . - Brussels : EUA, 2018 . - 37 p.

**Abstract** : The results of this survey, from universities and higher education institutions across 39 European countries, show the increasing commitment from European higher education institutions in implementing open access policies for research publications.

**URL** : <http://eua.be/Libraries/publications-homepage-list/open-access-2016-2017-eua-survey-results.pdf?sfvrsn=2>

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## Internationalization

**An anatomy of authority : the Bologna and ASEM education secretariats as policy actors and region builders** / Que Anh Dang . - In: Globalisation, Societies and Education, v. 16, no. 2, pp. 254-267, April 2018  
ISSN 1476-7724 . - Online ISSN 1476-7732

**Abstract** : This paper examines the sources of authority behind the Bologna and ASEM secretariats' technocratic appearance and administrative routines, and argues that they are transnational policy actors in their own right. By drawing on principal-agent theory and the concept of 'authority', it offers an alternative framework for understanding the various forms of authority. The case studies generate three important insights. First, it shows how the secretariats derive their authority from the tasks delegated by states, the moral values and social purpose they uphold, and the expertise they possess. Second, it compares how the different governance structures of the Bologna and ASEM education processes impact on the secretariats' authority. Third, it highlights how the secretariats exercise their respective authorities and exert their discernible influence at different stages of higher education policy-making and region-building processes.

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**Boundary-crossing academic mobilities in global knowledge economies : new research agendas based on triadic thought** / Heike Jöns . - In: Globalisation, Societies and Education, v. 16, no. 2, pp. 151-161, April 2018  
ISSN 1476-7724 . - Online ISSN 1476-7732

**Abstract** : This editorial introduction identifies a need for more multidimensional and collective theorisations of boundary-crossing academic mobilities in order to conceptualise this phenomenon, compare empirical findings, and identify new research perspectives. The author's suggestion is the thinking in three rather than two conceptual categories - 'triadic thought' overcomes some of the limitations that binary thought has imposed on social theory. By transforming the three conceptual dyads that frame this special issue on boundary-crossing academic mobilities, namely mobility/migration, students/academics, and local/global, into more differentiated relational triads, the author argues that ordering and framing studies on academic and other mobilities through three-by-three matrices grounded in triadic thought helps to advance conceptual debate and unfold a wider research agenda in truly collective ways.

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**Inclusion through access to higher education : exploring the dynamics between access to higher education, immigration and languages** / Marie-Agnès Détourbe, Ed. . - Rotterdam : Sense Publishers, 2018 . - 164 p. (Comparative and International Education - A Diversity of Voices, v. 45)  
ISBN 978-94-6351-225-1

**Abstract** : This book examines the intersection between the increasing numbers of young migrants worldwide and their access to higher education. The first part of the book explores how government policy impacts access. In particular, tightened immigration rules make it harder for higher education institutions to recruit international students. A study of refugees' access to higher education in France, Germany and Switzerland details national policies and how higher education institutions and associations have advocated for and, in some cases, implemented admission policies, support and programmes for refugees. The second part explores specific challenges raised by migrants' linguistic diversity. Case studies in Canada, France and a comparative European study highlight that language proficiency is not always sufficient for international students to integrate into higher education in a host country. The third part looks at the close links between access and social integration of international and migrant students, illustrated by studies of immigrant students in Japan, Chinese students in France and immigrant tech-worker spouses in the United States.

**Classmark** : INT-35 DET

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**International study in the global south : linking institutional, staff, student and knowledge mobilities** / Ashley Gunter & Parvati Raghuram . - In: Globalisation, Societies and Education, v. 16, no. 2, pp. 192-207, April 2018  
ISSN 1476-7724 . - Online ISSN 1476-7732

**Abstract** : The international mobility of institutions, staff, students and knowledge resources such as books and study materials has usually been studied separately. This paper brings these different forms of knowledge mobilities together. Through a historical analysis of South African higher education alongside results from a

quantitative survey of academic staff in three international branch campuses in South Africa, the paper suggests three things. First, it points to the importance of regional education hubs in the global South and their role in South–South staff and student mobilities. Second, it points to the importance of reading these mobilities as outcomes of historically attuned policymaking – educational, migratory and political. Finally, the paper points to the theoretical possibilities that arise by bringing institutional, staff, student and knowledge resource mobilities in place and suggests new avenues for further research.

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## Asia and the Pacific

**Capacity building or market demand? Transnational teaching in China** / Xiaojiong Ding / International Association of Universities [IAU] . - In: Higher Education Policy, v. 31, no. 2, pp. 267–287, June 2018  
ISSN 0952-8733 . - Online ISSN 1740-3863

**Abstract** : Since the 1990s when transnational institutions and programmes (TNIPs) proliferated in China, they have been closely related to the capacity building of the local higher education system. The government encourages local higher educational institutions (HEIs) to import educational resources from overseas partners and to innovatively transplant the partners' good practices into local programmes. The study reported here uses Shanghai as an example to explore the teaching and learning process of TNIPs in China. TNIPs are found to respond mainly to market demands rather than to the governmental intention of capacity building. When making efforts to fulfil the needs of students, TNIPs sacrifice the construction of their academic ability and therefore are unable to serve as examples for local HEIs.

URL : <https://link.springer.com/article/10.1057/s41307-017-0053-9>

Open access to article available via link for IAU Members using login codes

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**Chinese international students' social connectedness, social and academic adaptation : the mediating role of global competence** / Qian Meng, Chang Zhu, Chun Cao . - In: Higher Education, v. 75, no. 1, pp. 131-147, January 2018  
ISSN 0018-1560 . - Online ISSN 1573-174X

**Abstract** : This study examined global competence of Chinese international students sojourning in a non-Anglophone European country as a mediator between foreign language proficiency (i.e., English and local language) and social and academic adaptation, and social connectedness in international community. A sample of 206 Chinese students in Belgium responded to a web-based survey. Results from structural equation modeling analysis indicated both English and local language proficiency were significant predictors of global competence and global competence, in turn, influenced significantly the participants' social connectedness, social and academic adaptation. Specifically, English and local language proficiency taken together explained 32% of the variance in global competence, and global competence explained 55% of the variance in social adaptation and 38% of the variance in academic adaptation, respectively. In addition, English proficiency and global competence explained 33% of the variance in social connectedness in international community. The mediating roles of global competence were also examined, revealing that global competence partially mediated the relationship between English proficiency and social connectedness and fully mediated the relationships between foreign language proficiency and social and academic adaptation.

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**International student flows for university education and the bilateral market integration of Australia** / Byung S. Min, Rod Falvey . - In: Higher Education, v. 75, no. 5, pp. 871–889, May 2018  
ISSN 0018-1560 . - Online ISSN 1573-174X

**Abstract** : The authors investigate factors affecting international student flows for higher education and their consequences for bilateral market integration in Australia. Estimation results demonstrate that income, cost competitiveness, migration network effects and other education pathways increase the demand for tertiary education. The results show that university study, inter alia, is an important determinant of bilateral trade between Australia and the student's home country.

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**International student migration : a comparison of UK and Indian students' motivations for studying abroad** / Russell King, Gunjan Sondhi . - In: Globalisation, Societies and Education, v. 16, no. 2, pp. 176-191,

April 2018

ISSN 1476-7724 . - Online ISSN 1476-7732

**Abstract :** This paper provides a comparative analysis of two international student migration (ISM) streams, one from the Global South to the Global North (India to developed Anglophone countries), and the other within the Global North (UK to North America, Europe and Australia). These two ISM movements reflect different positionalities within the global system of international student movements, and hence necessitate a critical perspective on the assumptions behind such a comparison, which questions the dominance of 'knowledge' about ISM that derives from 'the West' as a theoretical template. Two methods are employed to collect data: an online questionnaire survey of UK and Indian students who are, or have recently been, studying abroad; and in-depth interviews to UK and Indian international students. Motivations for studying abroad are remarkably similar in the questionnaire results; more subtle differences emerge from the interviews.

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**Internationalisation, higher education and the growing demand for English : an investigation into the English medium of instruction (EMI) movement in China and Japan** / Nicola Galloway, Jaroslaw Kriukow, Takuya Numajiri / British Council . - London : British Council, 2017 . - 39 p.  
ISBN 978-0-86355-862-7

**Abstract :** This paper is a report of a study which aimed to understand the new and emerging global trend of EMI (English as a Medium of Instruction). This research used questionnaires with students and staff at universities in Japan and China and interviews with students, content staff and EAP instructors to understand how EMI is approached; the main driving forces behind this policy; and staff and student attitudes towards this policy in these contexts.

**URL :**

[https://www.teachingenglish.org.uk/sites/teacheng/files/H035%20ELTRA%20Internationalisation\\_HE\\_and%20the%20growing%20demand%20for%20English%20A4\\_FINAL\\_WEB.pdf](https://www.teachingenglish.org.uk/sites/teacheng/files/H035%20ELTRA%20Internationalisation_HE_and%20the%20growing%20demand%20for%20English%20A4_FINAL_WEB.pdf)

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**Japan's English-medium instruction initiatives and the globalization of higher education** / Heath Rose, Jim McKinley . - In: Higher Education, v. 75, no. 1, pp. 111-129, January 2018  
ISSN 0018-1560 . - Online ISSN 1573-174X

**Abstract :** This article analyses a recent initiative of Japan's Ministry of Education, which aims to internationalize higher education in Japan. The large-investment project "Top Global University Project" (TGUP) has emerged to create globally oriented universities, to increase the role of foreign languages in higher education, and to foster global human resources. The TGUP identifies 37 universities: 13 as "top global universities" intended to compete in the top 100 university world rankings and 24 "global traction universities" intended to lead the internationalization of higher education in Japan. Despite the substantial funding behind this initiative, little research has been conducted to evaluate the potential impact of this policy on language planning in higher education in Japan. This paper addresses this gap in its exploration of the TGUP, including key changes from previous internationalization policies. It then presents an analysis of publicly available documents regarding the policy, collected from all 37 of the participant universities. Findings indicate a positive departure from older policy trends and the emergence of flexible, unique forms of English language education in Japan's universities.

**URL :** <https://link.springer.com/article/10.1007/s10734-017-0125-1>

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**Teachers matter : expectancy effects in Chinese university English-as-a-foreign-language classrooms** / Zheng Li, Christine Margaret Rubie-Davies / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 42, no. 11, pp. 2042-2060, November 2017  
ISSN 0307-5079 . - Online ISSN 1470-174X

**Abstract :** This study investigates teacher expectation effects for students learning English as a foreign language in China. The participants were 50 teachers and their 4617 first-year undergraduate students learning English as a foreign language at two universities in China. The major findings were: (1) class-level teacher expectations had significant effects on student year-end academic achievement; (2) teachers who held high (or low) expectations for all students in one class, held high (or low) expectations for all their classes and (3) teacher-level expectancies had significant effects on student academic achievement after one academic year.

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## Europe and North America

**British universities in the Brexit moment : political, economic and cultural implications** / Mike Finn . - Bingley, UK : Emerald Publishing, 2018 . - 188 p. (Great Debates in Higher Education)  
ISBN 978-1-78743-743-2

**Abstract** : During the Brexit referendum, UK universities and academics strongly supported the 'Remain' campaign. This book analyses the impact of the decision to leave the European Union on Britain's universities. The author situates the 'Brexit' question in the context of recent developments in UK higher education marked by globalisation, expansion, marketisation, and rapid change. The author examines the character of the relationship universities had, and have, with the European Union, detailing how universities in the UK have become increasingly European, from student and staff mobility schemes such as Erasmus, to participation in the EU research and innovation funding programme Horizon 2020 and collaboration with European partner institutions. The book focuses on the implications for universities of leaving the European Union - economic, political and cultural, in terms of the relationship to staff and students, research and funding. The final chapter draws together these implications and assesses the opportunities that may be present for universities to reconstruct their futures.  
**Classmark** : GB-2 FIN

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**European Higher Education Area in 2018 : Bologna Process Implementation Report** / European Commission. Education, Audiovisual and Culture Executive Agency [EACEA]; EURYDICE . - Luxembourg : Publications office of the European Union, 2018 . - 325 p.  
ISBN 978-92-9492-740-8

**Abstract** : This report provides detailed data on national and regional progress towards the European Higher Education Area (EHEA) since the Yerevan Conference in 2015. It finds that although Bologna commitments have mostly been met, and that the dominant European model is now a clearly structured three-cycle degree system, there remain significant differences in degree structures across the EHEA as a whole.

**Classmark** : EUR 341 EC

**URL** : [https://eacea.ec.europa.eu/national-policies/eurydice/sites/eurydice/files/bologna\\_internet\\_0.pdf](https://eacea.ec.europa.eu/national-policies/eurydice/sites/eurydice/files/bologna_internet_0.pdf)

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**Internationalisation, higher education and the growing demand for English : an investigation into the English medium of instruction (EMI) movement in China and Japan** / Nicola Galloway, Jaroslaw Kriukow, Takuya Numajiri / British Council . - London : British Council, 2017 . - 39 p.  
ISBN 978-0-86355-862-7

**Abstract** : This paper is a report of a study which aimed to understand the new and emerging global trend of EMI (English as a Medium of Instruction). This research used questionnaires with students and staff at universities in Japan and China and interviews with students, content staff and EAP instructors to understand how EMI is approached; the main driving forces behind this policy; and staff and student attitudes towards this policy in these contexts.

**URL** :

[https://www.teachingenglish.org.uk/sites/teacheng/files/H035%20ELTRA%20Internationalisation\\_HE\\_and%20the%20growing%20demand%20for%20English%20A4\\_FINAL\\_WEB.pdf](https://www.teachingenglish.org.uk/sites/teacheng/files/H035%20ELTRA%20Internationalisation_HE_and%20the%20growing%20demand%20for%20English%20A4_FINAL_WEB.pdf)

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**Making sense of scientific mobility: How Italian scientists look back on their trajectories of mobility in the EU** / Chantal Saint-Blancat / International Association of Universities [IAU] . - In: Higher Education Policy, v. 31, no. 1, pp. 37-54, March 2018  
ISSN 0952-8733 . - Online ISSN 1740-3863

**Abstract** : The scientific brain drain issue in Italy has been attracting the public's attention since the 1990s. This article examines individual biographies to identify motives behind scientific mobility and how scientists interpret their experience. Drawing on 83 in-depth interviews conducted with Italian scientists working in Europe (mainly mathematicians, engineers and physicists), and on the results of a subsequent survey based on computer-assisted web interviewing (528 respondents), we find a complex mix of pull and push factors characterizing the scientists' reasons for going abroad; and most of our sample would not classify their experience in the brain drain category. They also discuss these scientists' professional and academic links with Italy, and their propensity to return

**What shapes the intention to study abroad? An experimental approach** / Knut Petzold, Petra Moog . - In: Higher Education, v. 75, no. 1, pp. 35-54, January 2018  
ISSN 0018-1560 . - Online ISSN 1573-174X

**Abstract** : This article is based on research on attitudes to studying abroad among students of economics and engineering at a German university. An experimental design was used which allows for more nuanced operationalisations and for diminished biases through variation and randomisation. Thus, a more direct test of the assumptions about educational decision-making was possible. The results clearly indicate that students prioritise conditions when considering study abroad. They seem to not ponder about beneficial outcomes of studying abroad, such as own personality development and being in a desired host country, as long as the realisation of the stay is not substantially guaranteed by related foreign language skills, sufficient financing, and a supportive host university. Further, facilitations through an exchange programme and exchange in a group, as well as expectations of family and friends are of secondary importance.

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**A cross-disciplinary study of scholars' multilingual research-oriented literacies** / Rosana Villares . - Zaragoza, Spain : Universidad Zaragoza, 2017 . - 13 p.

**Abstract** : This presentation details an analysis of the linguistic landscape and academic practices of researchers at a university in Spain. Questionnaires were administered to Junior and senior researchers in two disciplinary communities at a university specialised in teaching and research in Spain. Follow-up semi-structured interviews were conducted to extend the questionnaires' answers. The results showed that the languages used by the researchers in their work are Spanish, French, Italian, local language (for oral communication) depending on the researchers' personal preferences, motivations, interests and beliefs, as well as the local/international topic of research and target audience. The results also indicated that while English is the default language of technical and natural sciences, there is more linguistic variety in social sciences. Linguistic competence was higher and more varied in natural sciences than in business studies. Respondents also indicated that in terms of language expectations of students and staff at the university, language diversity is a strategy of internationalization. Staff will employ different languages if students ask for it and have sufficient linguistic competence; and if it comes with incentives (economic, employability, workload, and training).

URL : [https://www.researchgate.net/profile/Rosana\\_Villares/publication/321275672\\_A\\_cross-disciplinary\\_study\\_of\\_scholars%27\\_multilingual\\_research-oriented\\_literacies\\_2017/links/5a183fc00f7e9be37f97512a/A-cross-disciplinary-study-of-scholars-multilingual-research-oriented-literacies-2017.pdf](https://www.researchgate.net/profile/Rosana_Villares/publication/321275672_A_cross-disciplinary_study_of_scholars%27_multilingual_research-oriented_literacies_2017/links/5a183fc00f7e9be37f97512a/A-cross-disciplinary-study-of-scholars-multilingual-research-oriented-literacies-2017.pdf)

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**Anthropologie de l'anglicisation de l'enseignement supérieur et de la recherche** / Pierre Frath . - In: European Journal of Language Policy / Revue européenne de politique linguistique, v. 9, no. 2, pp. 227-278, 2017  
ISSN 1757-6822 . - Online ISSN 1757-6830

**Abstract** : L'Europe s'anglicise rapidement, en particulier dans l'économie et la production des connaissances. Dans ce texte, nous rappelons les conséquences largement négatives de ce phénomène, en particulier dans le domaine de la recherche et de l'enseignement supérieur. Nous examinons aussi les argumentaires en faveur de l'anglicisation, mais en réalité celle-ci se met le plus souvent en place de manière « spontanée ». L'hypothèse est qu'il y a des phénomènes anthropologiques inconscients à l'œuvre, et nous nous proposons de les caractériser par rapport à des phénomènes du même type dans le passé et le présent. Nous formulons aussi l'espoir que l'Europe se dote d'une politique linguistique cohérente qui favorise son développement sans abandonner ses langues et sa diversité culturelle au seul profit d'une lingua franca exclusive.

Europe is rapidly becoming Anglicised, particularly in the economy and the production of knowledge. In this text, the author examines the consequences of this phenomenon, particularly in the field of research and higher education. He also examines the arguments in favour of Anglicisation, but in reality it is most often implemented in a "spontaneous" way. The hypothesis is that there are unconscious anthropological phenomena at work, and the authors proposes characterising them in relation to phenomena of the same type in the past and the present. He also hopes that Europe will have a coherent linguistic policy that promotes its development without abandoning its

languages and its cultural diversity solely for the benefit of an exclusive lingua franca.

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**Blended and co-existing worlds in intersectoral mobilities of European PhD graduates in the social sciences and humanities** / Debbie Millard . - In: Globalisation, Societies and Education, v. 16, no. 2, pp. 224-240, April 2018

ISSN 1476-7724 . - Online ISSN 1476-7732

**Abstract** : This paper argues that links between academia and other economic sectors are increasing, especially through intersectoral mobility of university graduates. Based on a European-wide study of PhD graduates in the social sciences and humanities (SSH), this paper considers the extent to which intersectoral mobility reflects blending. It finds that intersectoral communities of practice exist mainly in applied fields of knowledge. However, in many areas of the SSH, differences in institutional norms and values inhibit intersectoral mobility, particularly in mid-career stages.

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**English medium instruction : a way towards linguistically better prepared professionals in the Basque Autonomous Community?** / Karin van der Worp . - In: International Journal of Multilingualism, v. 14, no. 1, pp. 53-68, 2017

ISSN 1479-0718

**Abstract** : In the Basque Autonomous Community, besides the official languages Spanish and Basque, English is considered an important third language for internationally operating companies. However, employees are not believed to be linguistically well enough prepared, due to shortcomings in English language learning in the Basque educational system. The introduction of English Medium Instruction (EMI) might improve the situation. Therefore, this study aims to analyse the relation between the experience of future professionals with EMI at one point in their educational career and their experience as language learners, their self-reported proficiency and competencies in English, the exposure to English in their daily lives, and their expectations about English in their future workplace. A quantitative approach was adopted, by means of questionnaires among 194 students of Business Administration at the University of the Basque Country (UPV/EHU). The data reveal that students who have taken EMI classes report higher skills in English (especially in oral skills and at higher level tasks), have generally more exposure to English and would feel more comfortable using English in their future job. The results suggest that EMI might help to prepare the future professionals linguistically better in this third language.

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**Fees, flows and imaginaries : exploring the destination choices arising from intra-national student mobility** / Allan Findlay, Helen Packwood, David McCollum, Glenna Nightingale, Scott Tindal . - In: Globalisation, Societies and Education, v. 16, no. 2, pp. 162-175, April 2018

ISSN 1476-7724 . - Online ISSN 1476-7732

**Abstract** : Are intra-national student flows driven by the same forces as international student mobility? This paper addresses this question by analysing cross-border student mobility in the UK. The paper identifies four principles that one might expect to drive the destination choices of students from Scotland enrolling in English universities. Following a statistical analysis of student destination choices, it is argued that cross-border moves from Scotland to England are stimulated by some of the same global forces as international student mobility (such as a desire to accumulate cultural capital), but in terms of destination choice the imaginaries held by Scottish students of 'good' places to study in England to accumulate cultural capital are constructed differently from the imaginaries of international students.

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**IIE Network handbook for international educators 2018** / Institute for International Education [IIE][USA] . - New York : IIE, 2018 . - 186 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** : US-6 IIE

**URL** : <http://www.nxtbook.com/naylor/IIEB/IIED0118/index.php#4>

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**Overcoming cross-cultural group work tensions : mixed student perspectives on the role of social relationships** / Jenna Mittelmeier, Bart Rienties, Dirk Tempelaar, Denise Whitelock . - In: *Higher Education*, v. 75, no. 1, pp. 149-166, January 2018  
ISSN 0018-1560 . - Online ISSN 1573-174X

**Abstract** : As universities worldwide rapidly internationalise, higher education classrooms have become unique spaces for collaboration between students from different countries. One common way to encourage collaboration between diverse peers is through group work. However, previous research has highlighted that cross-cultural group work can be challenging and has hinted at potential social tensions. To understand this notion better, the authors used robust quantitative tools in this study to select 20 participants from a larger classroom of 860 with first-year undergraduate students at a university in the Netherlands to take part in an in-depth qualitative interview about cross-cultural group work experiences. Participant views on social tensions in cross-cultural group work were elicited using a unique mediating artefact method to encourage reflection and in-depth discussion. In their analysis, the authors compared student perspectives on the role of social relationships in group work by their academic performance level. The findings indicated that all students interviewed desired the opportunity to form social relationships with their group work members, but their motivations for doing so varied widely by academic performance level.

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**Policy development for English-medium instruction in French universities** / Marianne Blattès . - In: *European Journal of Language Policy / Revue européenne de politique linguistique*, v. 10, no. 1, pp. 13-37, 2018  
ISSN 1757-6822 . - Online ISSN 1757-6830

**Abstract** : In July 2013, Article 2 of the Fioraso Law was passed legalising English-medium instruction (EMI) in French universities. This controversial measure immediately sparked passionate debates in the National Assembly and the media. While on the surface this announcement signifies a historical shift in French language policy, a closer analysis of the policy formation signals a more complex picture. In an attempt to understand policy not as a politico-linguistic object but as a process and site of struggle, this paper focuses on how the parliamentary debates have been recontextualised in the drafting process of the law. The aim is to highlight the sensitive issues and major topics surrounding the EMI debate and trace the textual transformations of the law. This study focuses on four different versions of the Fioraso Law and the parliamentary debates. Drawing on the Discourse-Historical Approach (DHA), the author examines the extent to which the parliamentary debates influenced and shaped the language policy text. An analysis of the multiple revisions of the policy reveals marked differences between the initial draft of 2012 and the final version in 2013. The amendments show that certain key issues from the parliamentary discussions have been taken into account, notably concerns about the perceived threat of EMI on Francophonie. However, the textual transformations indicate greater resistance towards EMI than was actually the case in the parliamentary debates.

L'Article 2 de la loi Fioraso, votée en juillet 2013, légalisait l'enseignement en anglais dans les universités françaises. Cette disposition, très controversée, a donné lieu à des débats passionnés à l'Assemblée Nationale et dans les médias. Alors qu'à première vue cette décision signifie un changement historique dans la politique linguistique de la France, une analyse plus poussée révèle un tableau plus complexe. Cet article étudie la manière dont les débats parlementaires ont été recontextualisés au cours de l'élaboration de la loi. Le but est de mettre en évidence les questions sensibles et les thèmes principaux qui ressortent des débats sur l'enseignement en anglais et de suivre les transformations textuelles de la loi. L'article se concentre sur quatre versions différentes du texte et sur les débats parlementaires. S'appuyant sur la "Discourse-Historical Approach" nous tentons de montrer dans quelle mesure les débats parlementaires ont influencé et donné forme au texte de loi. Une analyse de ces multiples révisions met en lumière des différences importantes entre la première rédaction de 2012 et la dernière de 2013. Les amendements montrent que, sur certaines questions essentielles, il a été tenu compte des débats parlementaires, en particulier des craintes que l'enseignement en anglais puisse représenter une menace pour la francophonie. Cependant, les transformations textuelles indiquent une plus grande résistance à l'égard de l'enseignement en anglais que ce ne fut en réalité le cas au cours des débats parlementaire

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**Retaining International Students in Canada Post-Graduation : Understanding the Motivations and Drivers of the Decision to Stay** / Canadian Bureau of International Education [CBIE] . - Ottawa : CBIE, 2018 . - 8 p. (CBIE Research in Brief, 8)

**Abstract :** This paper details the results of two surveys indicating that a large proportion of current international students plan to work in Canada after graduation and intend to apply for permanent residency. It finds that despite variation depending on international students' country of origin, some of the reasons why international students intend to stay in Canada include better job opportunities and a higher standard of living.

**URL :** <https://cbie.ca/wp-content/uploads/2018/06/Intl-students-post-graduation-RiB-8-EN-1.pdf>

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**Staffing UK universities at international campuses** / Peter Wood, John Salt / International Association of Universities [IAU] . - In: Higher Education Policy, v. 31, no. 2, pp. 181–199, June 2018

ISSN 0952-8733 . - Online ISSN 1740-3863

**Abstract :** UK HEIs have recently developed overseas campus-based teaching, some as branches but most as collaborations with local institutions, usually offering scientific, technical and commercial degree courses in English. Academic staffing has evolved rapidly towards international recruitment, supplemented by supervisory and specialist inputs from the UK. The paper focuses on staffing arrangements in various campus-based, collaborative and teaching-only cases, including recruitment, contractual and personnel development, during the early period of IBC development. The authors show that different development models and mobility portfolios were created, but they face similar challenges in attracting and guiding the work of an international cadre of staff able to deliver the UK HEI 'quality model' of teaching. They find that at this early stage, contracts were mostly short term and locally based, with a generally ad hoc approach to induction, training and monitoring.

**URL :** <https://link.springer.com/article/10.1057/s41307-017-0049-5>

Open access to article available via link for IAU Members using login codes

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**The presentation of Catalan universities' linguistic reality to a transnational audience** / Nicole Elliott,

Francesc Xavier Vila, Roger Gilabert . - In: European Journal of Language Policy / Revue européenne de politique linguistique, v. 10, no. 1, pp. 121–146, 2018

ISSN 1757-6822 . - Online ISSN 1757-6830

**Abstract :** This article seeks to explore critically the discourse strategies used by three Catalan universities on their English-medium websites, directed at (prospective) transnational students, investigating how their higher education (HE) linguistic environments are portrayed. In recent decades, Catalan regained its status of lingua academica alongside Spanish; the use of Catalan in HE is regarded as vital for its long-term sustainability. In this context, efforts to attract transnational students jar with concerns raised about the hegemonic dominance of English as an academic lingua franca. After reviewing salient themes in the literature on the changing landscape of HE in Europe, the authors describe the linguistic and sociopolitical context of Catalonia in particular, and adopt Fairclough's three-stage discourse analysis framework to their analysis. Texts are described and considered in terms of how they can be seen to either reproduce or challenge these emergent themes. Results show that the websites identify English as the world's undisputed academic lingua franca, and a linguistic gateway to international success. Simultaneously, the websites focus on the social and cultural significance of their local language to its foreign audience, trying to escape the risk of cultural and linguistic harmonisation that has been denounced in English as a Medium of Instruction (EMI) in other comparable contexts.

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## Latin America and the Caribbean

**Moving globally to transform locally? Academic mobility and language policy in Brazil** / Renata Archanjo . -

In: Language Policy, v. 16, no. 3, pp. 291-312, August 2017

ISSN 1568-4555 . - Online ISSN 1573-1863

**Abstract :** This paper discusses academic mobility in Brazil over the past few years due to the increase in governmental initiatives to promote internationalization of higher education and student mobility. The aim is to address the challenges faced by the international academic mobility program Science without Borders (SwB) to boost the development of science, technology and innovation in the country. To live to this expectation, SwB fosters foreign language learning as a key element to the program's success. Known as the most expensive investment ever made in the country towards funding international mobility in higher education at the undergraduate level, Brazil is aiming high in the program. Whether or not the SwB generation will fulfill the task to transform science, technology and innovation in the country in the years to come is one of the questions raised by the study. Drawing on an analyses of qualitative data with undergraduate students, participants in the SwB



program from 2011 to 2014, the paper discusses three important dimensions of the international mobility: (1) the contribution at educational and professional levels; (2) the contribution at a personal and subjective level; and (3) the importance of foreign language acquisition to broader education. The results support the argument that the SwB generation has developed, as its most salient aspect, a differential self-perspective after undergoing mobility and stress the importance of a more inclusive, multilingual language policy for the country.

URL : <https://link.springer.com/article/10.1007/s10993-016-9408-0>

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## Higher Education and Research for Sustainable Development

**Climate literacy and innovations in climate change education : distance learning for sustainable development** / Ulisses M Azeiteiro, Walter Leal Filho, Luisa Aires, Eds . - Cham, Switzerland : Springer International Publishing, 2018 . - XIX, 388p. (Climate Change Management)  
ISBN 978-3-319-70198-1

**Abstract** : This book addresses the links between climate change and the threats it poses to sustainable development, from a distance education perspective. It contributes to the global debate on the implementation of education for sustainability, and specifically the role that e-learning and open education can play in this process. Contributors from Europe (Denmark, UK, Germany, France, Latvia, Italy, Spain and Portugal), Africa (Burkina Faso, DR Congo, Malawi and South Africa), North America (Mexico, USA), Australia, India and Brazil discuss current trends and challenges and innovations in sustainable development education, climate literacy and innovations in climate change education. Specific issues addressed include open education in Small Island States, Climate refugees, Climate literacy, health curricula and teaching, governance, interdisciplinarity and interculturality. The book addresses pedagogical concepts as well as the wide range of technological options now available, including open education resources (OER) and MOOCs.

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**Building sustainable learning cities** [Special issue] / Raul Valdés-Cotera, Mo Wang, Katharina Lunaron, Eds. / UNESCO Institute for Lifelong Learning . - In: International Review of Education, v. 64, no. 3, pp. 287-413, 2018  
ISSN 0020-8566 . - Online ISSN 1573-0638

**Abstract** : The five articles in this special issue capture different aspects of a governance approach based on partnerships to support learning city initiatives in diverse settings in Australia, Hong Kong, UK, USA, Japan and the Republic of Korea. The dimensions discussed include education - sector wide, including higher education and TVET, its system and networks, as well as the involvement of ministries and government agencies. It is rooted in an understanding of lifelong learning, a guiding principle of the Sustainable Development Goals (SDGs).

**URL** : <https://link.springer.com/journal/11159/64/3/page/1>

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**Sustainable development goals : actors and implementation** / Global University Network for Innovation [GUNI] . - Barcelona : GUNI, 2018 . - 68 p.

**Abstract** : This publication constitutes a report of the eponymous International Conference which took place in Barcelona, Spain on 18 and 19 September 2017 which was organised by GUNI and the Catalan Association of Public Universities (ACUP). The report includes several approaches to the SDGs, from different perspectives, and geographical areas and reviews the main discussions and ideas that emerged during the Conference. Themes covered include: Quadruple helix: needed collaboration between all actors for implementing SDGs; The different levels of governing and implementing SDGs: global, national and local; Smart and sustainable cities and metropolis: where 2/3 of the world's population live; Developing countries and SDGs. Can SDGs be implemented? SDGs and social engagement; The intersection between humanities, science, technology and SDGs; Responsible Research and Innovation and research ethics; Educating citizens in skills and competences related with SDGs. Which education institutions for which societies?

**Classmark** : INT-71 GUNI

**URL** : [http://www.guninetwork.org/files/guni\\_sdgs\\_report.pdf](http://www.guninetwork.org/files/guni_sdgs_report.pdf)

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**The tertiary education imperative : knowledge, skills and values for development** / Jamil Salmi . - Rotterdam : Sense Publishers, 2017 . - 193 p. (Global Perspectives on Higher Education, v. 38)  
ISBN 978-94-6351-126-1

**Abstract** : This book considers in a comprehensive way the contribution of higher education to the Sustainable Development Goals. It examines how the higher education ecosystem is evolving at an increasingly rapid pace, influenced by uncertainty, complexity and disruption, such as changing demographics, global competition, political volatility, diminished public funding, greater private involvement, growing accountability demands and technology. Nevertheless, the book argues that the launch of the Sustainable Development Goals in 2015 has given renewed consideration to the importance of education for development and the urgency of putting in place viable financial

strategies. Building on the author's international experience notably as the coordinator of the World Bank's tertiary education programme, the book proposes an analytical framework to understand the main factors behind successful reform strategies in higher education and for ensuring financial stability.

**Classmark :** INT-34 SAL

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**Assessing university student perceptions and comprehension of climate change (Portugal, Mexico and Mozambique)** / Fernando Morgado, Paula Bacelar-Nicolau, Jaime Rendon von Osten, et al. . - In: International Journal of Climate Change Strategies and Management, v. 9, no. 3, pp. 316 - 336, 2017

**Abstract :** This study within Portuguese, Mexican and Mozambican universities investigates university students' perceptions on Climate change. The data were collected through a questionnaire aiming at characterising students from socio-demographic characteristics, and from their perceptions, motivations, attitudes and knowledge relating to climate change. Statistical analysis was used to compare and characterise the three national groups under study. The results of the study did not show significant perception differences among the groups, although there was a tendency for Mexican students to express lesser belief that climate change was happening, and for Mozambicans to show a greater belief in climate change issues and motivation to mitigate its effects which may be related to the specific contexts. significant differences among nationalities mostly concerned the magnitude of choices (e.g. most respondents of each nationality expressed interest in climate change issues, but the magnitude of this expression differed according to nationality). The principal component analysis (second and third components) clearly embodied nationality profiles. These are discussed in the context of different cultures, educational structures and climate change impacts.

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**Climate change research at universities : addressing the mitigation and adaptation challenges** / Walter Leal Filho, Ed. . - Cham, Switzerland : Springer International Publishing, 2017 . - 575 p.  
ISBN 978-3-319-58213-9

**Abstract :** This book provides a multidisciplinary review of current climate-change research projects at universities around the globe, offering perspectives from the natural and social sciences. It is an outcome of an eponymous symposium held in 2016 under the International Climate Change Information Programme (ICCIP). A diverse range of case studies in India, Sri Lanka, Nigeria, Niger, the Philippines, Germany, Greece, Cote d'Ivoire, Chile, South Africa, the Baltic countries and the Arab States demonstrate the impact of the university research in addressing climate change impacts on farming and agriculture, water supply, air and water pollution, emergencies such as landslides, flooding and fires, and carbon emissions. These case studies emphasise the partnerships between universities and local communities, local government, and public and private stakeholders. The book also shows how universities are themselves adapting by mainstreaming climate change in curricula, implementing climate change capacity building for lecturers, and building transdisciplinary climate change research projects.

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**Innovations in climate change and sustainable management in higher education : training and evaluation** / Maria Julia Rubio Roldán, Glauco Gomes de Menezes, João Carlos da Cunha . - In: Climate Literacy and Innovations in Climate Change Education : Distance Learning for Sustainable Development . - Cham, Switzerland : Springer, 2018 . - pp. 243 - 259 (Climate Change Management)  
ISBN 978-3-319-70198-1 . - Online ISBN 978-3-319-70199-8

**Abstract :** Spain and Brazil have played two significant roles in the field of higher education through inter-university cooperation; on the one hand, highly updated contents relating to sustainability and, on the other hand, an innovative system for the evaluation of education through competencies. This chapter presents an analysis of the model of integral sustainable administration. This model combines social, economic and environmental factors based on the most outstanding contributions in this topic, and coins the concept of "socioecosustainability" as a necessary model for the 21st century. Furthermore, an educational process on the basis of the model of climate change is evaluated. Conclusions provide useful recommendations in order to improve higher education around sustainability from the point of view of acquiring fundamental competencies for the development of professionals in truly sustainably organizations.

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**Statement on Climate Change / Commonwealth Academies of Science . - Commonwealth Academies of Science, 2018 . - 2 p.**

**Abstract :** The Statement on Climate Change was launched in March 2018 by 22 national academies and societies of science from around the Commonwealth, ahead of the Commonwealth summit in the United Kingdom. It calls on the Commonwealth Heads of Government to use the best available science to guide action on climate change.

URL : <https://rsc->

[src.ca/sites/default/files/pdf/Commonwealth%20Academies%20Consensus%20Statement%20on%20Climate%20Change%20-%202012%20March%202018%20-%20202.pdf](https://rsc-)

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**The role of universities in capacity building under the Paris Agreement / Marilyn Averill, and Saleemul Huq Victoria Hoffmeister / International Centre for Climate Change and Development [Independent University, Bangladesh]; Climate and Development Lab [Brown University, USA] . - Dhaka, Providence : ICCCAD, CDL, 2016 . - 7 p.**

**Abstract :** This paper discusses how empowering universities to educate students on climate change could create systems that continue to build countries' capacities to tackle climate-related problems in the future. It begins by detailing how the Paris Agreement establishes capacity building as a crucial means to enhance climate action. It discusses the challenges to climate actions by universities in developing countries, such as access to scholarly work and research, access to Internet and funding. In the past, developed countries have funded capacity building initiatives in universities in developing countries on an ad hoc basis but these initiatives have mostly been disconnected and have had little lasting impact. The paper recommends changing this pattern, so that capacity development funding constitutes investments that build local capacities in the long term. It proposes several strategies for capacity building. These include south-south, south-north, and triangulated knowledge sharing, research collaboration among universities, improving access to information and data, making curricular materials available to be incorporated into classes, and distance learning initiatives.

URL : <http://luccc.icccad.net/wp-content/uploads/2017/07/Capacity-Building-Policy-Brief-July-4.pdf>

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## **Africa**

**Africa beyond 2030 : leveraging knowledge and innovation to secure Sustainable Development Goals / African Academy of Sciences [Kenya] . - Nairobi : African Academy of Sciences, 2018 . - 53 p.**

**Abstract :** The report finds that progress regarding investment in research and development in the past decade has been mixed across the continent. It recommends that African countries improve the quality and relevance of their national STI policy frameworks to sharpen focus on social and environmental dimensions of sustainable development.

URL : <http://otrasvoceseneducacion.org/wp-content/uploads/2018/03/africa-beyond-2030-1.pdf>

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**Proposing a master's programme on participatory integrated assessment of energy systems to promote energy access and energy efficiency in Southern Africa / Cheddi Kiravu, François Diaz-Maurin, Mario Giampietro, et al. . - In: International Journal of Sustainability in Higher Education, v. 19, no. 3, pp. 622 - 641, 2018**

ISSN 1467-6370

**Abstract :** This paper presents an innovative higher education curriculum in terms of the attention given to energy access and energy efficiency that affect the southern Africa region and the nature of the methodology adopted to face these issues. A transdisciplinary approach called "participatory integrated assessment of energy systems" (PARTICIPIA) was used for the development of the curriculum. This approach is based on the two emerging fields of "multi-scale integrated assessment" and "science for governance", which bring innovative concepts and methods. The application of the PARTICIPIA methodology to three case studies reveals that the proposed transdisciplinary approach could support energy and development policies in the region. The implementation of the PARTICIPIA curriculum in three higher education institutions reveals its ability to respond to the needs of specific contexts and its connection with existing higher education programmes.

Practical implications. Considering energy issues from a transdisciplinary approach in higher education is

absolutely critical because such a holistic view cannot be achieved through engineering curricula. Deliberate and greater efforts should be made to integrate methods from “multi-scale integrated assessment” and “science for governance” in higher education curricula to train a new breed of modern-day energy planners in charge of coming up with solutions that are shared by all relevant stakeholders.

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**SARUA Climate Change Counts Mapping Study** / Piyushi Kotecha / Southern African Regional Universities Association [SARUA] . - Johannesburg : SARUA, 2014 . - 349 p. (Knowledge co-production framework, v. 1) ISBN 978-0-9922354-0-6

**Abstract** : This report is the result of an extensive mapping study to establish needs and existing institutional contributions to climate compatible development knowledge production (research, teaching and learning, community and policy outreach) in SADC countries. Part of the SARUA programme on climate change and development, the study primarily involved the 62 universities that are part of SARUA. Summaries of the country reports are provided as well as regional syntheses of the country and institutional needs analyses. The publication includes strategic direction of knowledge co-production for climate compatible research and education in Southern Africa, and a short ‘road map’.

URL : <https://cdkn.org/wp-content/uploads/2014/06/SARUA-Climate-Change-Vol1No1-KCPF.pdf>

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**SARUA Climate Change Counts Mapping Study** / Piyushi Kotecha, Ed. - Johannesburg : SARUA, 2014 . - 1261 p. (Country reports, v. 2)

**Abstract** : This volume contains a set of 12 Country Reports from the SARUA Climate Change Counts Mapping Study which was conducted in 2014. The countries covered are: Angola, Botswana, Malawi, Mauritius, Mozambique, Namibia, Seychelles, Namibia, South Africa, Swaziland, Tanzania, Zambia and Zimbabwe. Each country report brings together background documentation on climate change in relation to the country, insights into knowledge and research needs and capacity gaps(individual and institutional), a mapping of existing university roles and contributions to climate compatible development (CCD); as well as a discussion on possibilities for CCD learning pathways and future collaborative knowledge coproduction and use.

URL : <http://www.sarua.org/?q=publications>

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## Arab States

**The status of education for sustainable development and sustainability knowledge, attitudes, and behaviors of UAE University students** / Ali Khalfan Al-Naqbi, Qasim Alshannag . - In: International Journal of Sustainability in Higher Education, v. 19, no. 3, pp. 566 - 588, 2018  
ISSN 1467-6370

**Abstract** : This study was descriptive in nature, and the data were obtained using a cross-sectional survey. A total of 823 participants responded to an e-education for sustainable development survey. Several data analysis procedures were used, including descriptive analyses, analyses of variance and t-tests. The study revealed that the UAEU students showed a high level of understanding, very strong positive attitudes and moderate positive behavior toward ESD and the environment. Findings associated with students’ gender, nationality, college, academic level and GPA were also reported and discussed.

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## Europe and North America

**Implementing the Sustainable Development Goals at university level** / Silvia Albareda-Tiana, Salvador Vidal-Raméntol, Mónica Fernández-Morilla . - In: International Journal of Sustainability in Higher Education, v. 19, no. 3, pp. 473-497, 2018  
ISSN 1467-6370

**Abstract** : To explore the principles linked with the sustainable development goals (SDGs) and the learning and teaching practices in sustainability at the International University of Catalonia (Universitat Internacional de Catalunya, UIC, in Catalan), an empirical study was carried out by using a mixed methodology for data collection.

Indicators related to SDGs found in the University curriculum (quantitative analysis), combined with in-depth semi-structured interviews to the deans of different faculties. Several visions, difficulties and challenges were identified in this mixed-method study around the concept of sustainability, which allowed the authors to describe and portray a specific starting position in relation to the SDGs at the university. Based on the results, proposals for making education for sustainable development more robust in higher education are given.

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**The role of distributed leadership in mainstreaming environmental sustainability in to campus life in an Israeli teaching college : a case study** / Ilana Avissar, Iris Alkaber, Dafna Gan . - In: International Journal of Sustainability in Higher Education, v. 19, no. 3, pp. 518 - 546, 2018  
ISSN 1467-6370

**Abstract** : Based on the Multi-Level Model of Leadership Practice in higher education, taken from Bolden et al. (2008) and from Woods et al. (2004), the authors investigated how the characteristics of distributed leadership are expressed in three central organization-wide structures in the college (a student group, the green council and a professional development programme). They also explored in what ways aspects of distributed leadership promote sustainability-oriented activities on campus. They used a deductive and inductive interpretive approach in this case study. The authors found three organization-level processes that are based on the principles of distributed leadership and that promote sustainability on campus: distributed leadership enables change in the organization's internal culture with respect to mainstreaming sustainability; distributed leadership encourages collaboration between the entire campus population and between different departments and distributed leadership on campus enables the development of diverse "bottom-up" and "top-down" structures in the organization.

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**Motivating students on ICT-related study programs to engage with the subject of sustainable development** / Lorenz M. Hilty, Patrizia Huber . - In: International Journal of Sustainability in Higher Education, v. 19, no. 3, pp. 642-656, 2018  
ISSN 1467-6370

**Abstract** : Many topics form a bridge between SD and ICT and could potentially be integrated into ICT-related study programs. This paper reports the findings of a study in two universities in Switzerland and in Sweden. In this exploratory study, the authors evaluated Bachelor's and Master's courses that introduced the topic of SD to students on ICT-related study programmes. The evaluation focuses on the insights that the students gained into sustainability and the extent to which their motivation to engage with the subject was increased. The evaluation combines qualitative and quantitative approaches. The authors identify five thematic clusters with the greatest potential to motivate students to engage with the topic of sustainability: A conceptual model of the positive and negative impacts of ICT; Reports on the recycling of ICT hardware; Examples of using ICT to reduce greenhouse gas emissions with a focus on the substitution of virtual for physical presence; Statistical data on post-industrial seemingly dematerialized economies and the contradiction with regard to the total material demand of such economies; Evidence for rebound effects that lead to increasing demand for goods or services that are produced with less energy input or can be consumed faster.

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**Systematic curriculum integration of sustainable development using life cycle approaches : the case of the Civil Engineering Department at the Université de Sherbrooke** / Bastien Roure, Chirjiv Anand, Véronique Bisailon, Ben Amor . - In: International Journal of Sustainability in Higher Education, v. 19, no. 3, pp. 589 - 607, 2018  
ISSN 1467-6370

**Abstract** : This paper thus proposes a framework for the systematic integration of SD through the lenses of life cycle approach and associated tools to attain effective curriculum integration. The proposed framework suggests the following five steps: mapping the curriculum, setting learning targets, developing an action plan for the assessed program, implementing the action plan and assessing the final performance? This framework was applied to the Civil Engineering curriculum at Sherbrooke University, Canada. To assess its success, a student satisfaction survey was conducted, and teachers' feedback was obtained; the results showed 85 per cent positive responses. The authors show how this study allowed the CE curriculum to be properly updated and brought in line with today's engineering profession requirements with regard to SD.

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## Values-based Leadership

**Women leading education across the continents : overcoming the barriers** / Elizabeth C. Reilly, Quirin J. Bauer, Helen C. Sobehart / American Association of School Administrators (USA)[AASA] . - AASA . - Lanham (Md.) : Rowman and Littlefield, 2015 . - xviii-206 p.  
ISBN 978-1-4758-0225-2

**Abstract** : This book is the third collection of research about and stories of women leading education on every continent in the world, in countries as diverse as Brazil; China; Cyprus; Germany; Ghana; Pakistan; Philippines; Uganda; Tanzania; the UK and USA. Internationally recognised scholars and practitioners offer a research-based conversation and systematic collaborative inquiry in exploring the status of women in educational leadership. Their work invites global policy development highlighting women's educational leadership as a critical social justice issue. The array of topics this volume includes are gender status and educational leadership, challenges and barriers for women leaders, confronting the barriers, leading in challenging contexts, and deconstructing the discourse on gendered leadership.

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## Europe and North America

**The leadership role of college deans and department chairs in academic culture change** / Jill Bystydzienski, Nicole Thomas, Samantha Howe, Anand Desai / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 42, no. 12, pp. 2301-2315, December 2017  
ISSN 0307-5079 . - Online ISSN 1470-174X

**Abstract** : This article introduces the approach utilized by one US research-intensive university to provide administrators with the tools and motivation to produce procedures to foster a broad gender equality culture. Pre- and post-training questionnaires demonstrated that training can shift administrator attitudes. In addition, interviews with participants and surveys of faculty indicated the extent to which this approach altered departmental culture beyond policy and procedure. The results demonstrate the importance of empowered unit administrators – deans and chairs – for the formation of a welcoming and inclusive departmental culture.

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**The role of the associate dean in UK universities : distributed leadership in action?** / Alan Floyd, Diane Preston . - In: Higher Education, v. 75, no. 5, pp. 925-943, May 2018  
ISSN 0018-1560 . - Online ISSN 1573-174X

**Abstract** : This paper reports on findings from a Leadership Foundation for Higher Education funded project exploring the role of associate deans in UK universities. While the number of associate deans leading cross-curricular and inter-disciplinary initiatives appears to be on the increase, there has been very little research focusing on the exact nature of the role and its importance, or otherwise, in the leadership and management of universities. Drawing on mixed-methods data from 15 semi-structured interviews and a follow-up online survey (n = 172), this paper reports on how the role is defined and positioned in relation to university organisational structures and identifies what the similarities and differences are between associate deans working at traditional and modern universities. As the first national survey of the role, it is argued that this paper makes a significant and original contribution to knowledge. By drawing on the concept of distributed leadership, the paper also offers new theoretical insights into how different types of universities in the UK are responding to external pressures as a consequence of the fast-changing and increasingly complex sector environment.

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## Latin America and the Caribbean

**Who controls the board in non-profit organizations? The case of private higher education institutions in Colombia** / Henry Bradford, Alexander Guzmán, José Manuel Restrepo, María-Andrea Trujillo . - In: Higher Education, v. 75, no. 5, pp. 909 - 924, May 2018  
ISSN 0018-1560 . - Online ISSN 1573-174X

**Abstract** : How should the governance system in a non-membership non-profit organization be designed? This organizational form has no shareholders; instead, donors provide funds. Thus, at the organizational level, the

board of directors could have all the power. Under this legal form, who controls the board? If too powerful, boards could misuse resources or distract the organization from its foundational goals. The authors examine the case of private higher education institutions (HEIs) in Colombia and the balance of power in university governance systems which feature this organizational form. Most HEIs in our sample have a kind of assembly of representatives as the governance body with the highest authority and able to appoint and control the board. The authors discuss the assemblies' reason for being, structure, and functions in private HEIs in Colombia. They analyze a total of 204 HEI governance structures and find governance arrangements with the characteristics of an assembly of representatives in 154 (75.9%). The analysis highlights features in some of these governance bodies that could lead to overly powerful assemblies (e.g., founder donors with tenure for life). The authors conclude that a proper balance of power is required to avoid rent-seeking behaviors or the pursuit of harmful private non-monetary benefits from assembly members as well as boards.

URL : <https://link.springer.com/article/10.1007/s10734-017-0177-2>

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## Other themes

### Academic teaching personnel

**Challenges and options : the academic profession in Europe** / Machado-Taylor, Maria, Soares, Virgilio Meira, Teichler, Ulrich. - Basel : Springer, 2017. - 267 p. (The Changing Academy - The Changing Academic Profession in International Comparative Perspective, 18)

ISBN 978-3-319-45843-4

**Abstract** : This book explores the various issues that have an impact on academics' careers in European higher education. Divided into three parts, the first part of the book deals with the challenges and issues in higher education academic careers. It addresses the influence of European policies and changes, cultural differences in the preferences of academics for teaching or research, the increasing inequality in working conditions for academics, and the changing nature of academic strategy in the transformational world of higher education with its implications for academic structures, work and careers. The second part of the book analyses the findings of a national study on satisfaction of academics in Portuguese higher education, carried out at the Centre for Research on Higher Education Policies (CIPES). The third part offers a comparative analysis of a number of national European case studies, focusing on the changing relevance of and increasing expectations around academic careers. The concluding chapter discusses whether the academic profession is merely an artificial term that has to do with a heterogeneous range of occupations, or if there are important common elements of the academic profession across European Higher Education systems.

**Classmark** : EUR-34 LOU

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**Inside the ivory tower : narratives of women of colour surviving and thriving in British academia** / Deborah Gabriel, Shirley Anne Tate, Eds. . - London : UCL Institute of Education Press, 2017 . - 152 p.

ISBN 978-1-85856-848-5

**Abstract** : This book is centred on the perspectives, experiences and career trajectories of women of colour in British academia. The book examines how race and gender shapes the experiences of women of colour academics and reveals how racism and sexism manifests in day to day experiences within faculties and departments, and how women of colour academics develop strategies for survival and success. Each chapter explores the contributors' experiences within different disciplines from sports to science to social work and at different levels – from associate lecturer to professor. All of the chapters include defining moments and turning points for each author deepening understanding of the issues at hand. It touches on common themes such as invisibility, hypervisibility, exclusion and belonging, and highlights intersectional experience.

**Classmark** : GB-431 BUR

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**Competition in science : links between publication pressure, grant pressure and the academic job market** / Cathelijan J. F. Waaijer, Christine Teelken, Paul F. Wouters, Inge C. M. Weijden / International Association of Universities [IAU] . - In: Higher Education Policy, v. 31, no. 2, pp. 225–243, June 2018

ISSN 0952-8733 . - Online ISSN 1740-3863

**Abstract** : In the current discussions concerning the pressure for publication and to obtain grants, questions about what publication and grant pressure actually involve and how they are linked to the academic job market, are often neglected. In this study, the authors show that publication and grand pressure are not just external forces but internal ones as scientists apply pressure to themselves in the process of competition. Through two surveys, one of 1,133 recent PhDs at five Dutch universities and one of 225 postdoctoral researchers at two Dutch universities, the authors found that publication and grant pressure have to be considered in relation with competition for academic jobs. While publication and grant pressure are perceived to be too high by a majority of these early career researchers, the effects of publication and grant pressure by themselves are limited.

**URL** : <https://link.springer.com/article/10.1057/s41307-017-0051-y>

Open access to article available via link for IAU Members using login codes

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**Policy misalignments and development challenges in the Cambodian academic profession : insights from public university lecturers** / Vutha Ros, Anatoly Oleksiyenko / International Association of Universities [IAU] . -

**In:** Higher Education Policy, v. 31, no. 1, pp 19-35, March 2018

ISSN 0952-8733 . - Online ISSN 1740-3863

**Abstract :** Worldwide, markets challenge academics to keep their professional competency constantly improving. While in some countries governments, universities and individual scholars synergize their efforts to improve conditions for professional development, in others the stakeholders act in a chaotic and uncommitted manner. This paper examines the efforts of Cambodian policy-makers aimed at making structural alignments of interests, strategies, and resources at governmental and institutional levels in response to sporadic changes in academic labor markets. The qualitative research data shed light on a range of asynchronies generated by underinvestment in academic competence improvement and reliance on random actors that make choices in accordance with political circumstances, rather than professional norms. The Cambodian case stimulates thinking on what might be required to align national and institutional personnel policies and enhance opportunities for continued improvement of academic competence in a resource-deficient higher education system.

**URL :** <https://link.springer.com/article/10.1057/s41307-017-0043-y>

Open access to article available via link for IAU Members using login codes

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**Teaching in academic promotions at South African universities : a policy perspective** / Reshma Subbaye /

International Association of Universities [IAU] . - **In:** Higher Education Policy, v. 31, no. 2, pp. 245–265, June 2018

ISSN 0952-8733 . - Online ISSN 1740-3863

**Abstract :** A tension exists in universities where the recognition and rewards related to research and teaching in academic promotions are contested. Does teaching play a role in academic promotion and, if so, to what extent? This article examined these questions across South African universities by conducting an analysis of promotions policies and institutional self-reports. The findings show an increasing tendency to recognise teaching on par with research in academic promotions at all ranks, including full professor, especially by research-focused universities. This mainly occurs via single-track promotion pathways with different emphases on teaching and research. Teaching portfolios that encapsulate multiple criteria are the prevailing method for evaluating documented evidence. The most common measures of teaching are student evaluations and peer evaluations, followed by reflective statements about teaching and evidence of innovative teaching practices. Two teaching criteria were important for promotion to full professor: postgraduate supervision and curriculum design.

**URL :** <https://link.springer.com/article/10.1057/s41307-017-0052-x>

Open access to article available via link for IAU Members using login codes

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**What makes them leave? A path model of postdocs' intentions to leave academia** / Isabelle Dorenkamp,

Eva-Ellen Weiß . - **In:** Higher Education, v. 75, no. 5, pp. 747-767, May 2018

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

**Abstract :** A growing number of postdoctoral academics cite stressful working conditions for considering abandoning their studies and leaving the academic profession entirely before they obtain a tenured position. This paper identifies the mechanisms by which work stress influences postdocs' intentions to leave academia. The authors propose a professional turnover-intention model that includes both the effort-reward imbalance model as a comprehensive measure of work stress and affective professional commitment. The research model is tested data from 421 postdocs in Germany. The results show significant support for the hypothesized effects. In particular, a three-path-mediated effect is found from work stress to the intention to leave academia via strain and job satisfaction. Additional analyses reveal significant gender differences: The relationship between over-commitment and strain is stronger for female postdocs than it is for male postdocs, and the direct link between work stress and the intention to leave academia applies only to female postdocs. Further, job satisfaction fully mediates the relationship between affective professional commitment and the intention to leave academia. The authors also confirm the relevance of affective professional commitment to professional turnover intentions in academia. Specific policy recommendations for retaining more postdocs in academia are given.

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**Why lecturers still matter : the impact of lecturer-student exchange on student engagement and intention to leave university prematurely** / Michael B. Charles, Robyn Keast, Geoff Woolcott, Daniel Chamberlain Ben

Farr-Wharton . - **In:** Higher Education, v. 75, no. 1, pp. 167-185, January 2018

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

**Abstract :** This research examines the impact of lecturer-student exchange (student-LMX) on engagement, course satisfaction, achievement, and intention to leave university prematurely for 363 students in one Australian university. Survey and grade point average (GPA) data were collected from domestic undergraduate first- and second-year students and analysed using structural equation modelling. The results indicated that student's levels of engagement and course satisfaction fully mediated the relationship between student-LMX and intention to leave university, when demographic and socio-economic factors were controlled for. In an era when low student engagement and attrition is often attributed to individual demographic factors, and lecturers are under increasing threat of being replaced by technology, this research offers compelling evidence regarding the role of lecturer-student relationships in enhancing tertiary student outcomes.

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## Access and success in Higher Education

**Affirmative action in Brazil : how students' field of study choice reproduces social inequalities** / Alice Dias Lopes / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 42, no. 12, pp. 2343-2359, December 2017

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

**Abstract :** This paper aims to understand which fields of study affirmative action students graduated at the undergraduate level in public universities in Brazil in 2009 and 2010. Public universities began expanding access for underrepresented groups through racial, economic, and social affirmative action policies in 2001. The existing literature on affirmative action policies in Brazil focuses on the impact of affirmative action on the demographic characteristics of the student body, and on students' performance. Using the Higher Education National Exam database from 2009 and 2010, this paper makes an important contribution to this literature by demonstrating that affirmative action students from public universities tend to graduate in less prestigious fields of study. This is likely to translate into less eminent occupational opportunities and lower earnings in the labor market. This paper provides evidence that, despite affirmative action policies, education continues to reproduce social inequalities in Brazil.

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**Final Report : Improving retention, completion and success in higher education** / Australia. Higher Education Standards Panel . - Canberra : Australian Government, 2017 . - 54 p.

ISBN 978-1-76051-157-9 . - Online ISBN 978-1-76051-156-2

**Abstract :** The Minister for Education and Training has released the Higher Education Standards Panel's final report Improving Retention, Completion and Success in Higher Education. The report examines the factors impacting success and makes 18 recommendations for Australia's higher education community to help ensure students have the best chance of successfully completing their studies and transitioning into the workforce.

URL : [https://docs.education.gov.au/system/files/doc/other/final\\_report\\_for\\_publishing.pdf](https://docs.education.gov.au/system/files/doc/other/final_report_for_publishing.pdf)

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**Handbook on measuring equity in education** / UNESCO Institute for Statistics [Canada] . - Montreal : UNESCO-UIS, 2018 . - 139 p.

ISBN 978-92-9189-227-3

**Abstract :** Inspired by the SDGs and Education 2030, but not limited to it, the handbook is designed to be suitable for national analysis of policy and monitoring of equity in education and progress towards national goals. It covers all level levels of education including higher education.

URL : <http://uis.unesco.org/sites/default/files/documents/handbook-measuring-equity-education-2018-en.pdf>

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**Growth and Choice in University Admissions** / Universities UK . - London : Universities UK, 2018 . - 18 p.

**Abstract :** This report shows that the growth in student numbers over the past ten years has not led to university entrants having lower qualifications. The research also shows that vocational qualifications are now widely recognised in university admissions in England.

URL : <https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2018/growth-and-choice-in-university-admissions-final.pdf>

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**How availability of capital affects the timing of enrollment : the routes to university of traditional and non-traditional students** / Tobias Brändle / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 42, no. 12, pp. 2229-2249, December 2017  
ISSN 0307-5079 . - Online ISSN 1470-174X

**Abstract** : In the aftermath of the Bologna Process, Germany decided to open universities for individuals who do not possess a scholastic university entrance qualification but completed vocational education. This paper questions how long it takes until these so-called non-traditional students enroll and compares their routes to university to the routes of traditional students. In this context, the effects of social, cultural, and economic capital are pointed out. Event-history analyses for 892 bachelor students of one German university indicate that these effects vary across the groups. On the one hand, social capital accelerates the process of entering university solely for traditional students. On the other hand, cultural capital prolongs the process only for non-traditional students. However, economic capital slows down the process for both groups. Multivariate Cox models indicate that the availability of capital strongly affects the timing of enrollment of traditional and non-traditional students even under control for socio-demographic criteria.

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**Learning outcomes in higher education : assumptions, positions and the views of early-career staff in the UK system** / Marios Hadjianastasis / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 42, no. 12, pp. 2250-2266, December 2017  
ISSN 0307-5079 . - Online ISSN 1470-174X

**Abstract** : According to the UK Quality Assurance Agency, the adoption and use of learning outcomes has been complete across UK higher education since 2007, when it declared that 'most departments and institutions have fully adopted the principles of learning outcomes'. And yet, the evidence from the ground to support this statement is currently lacking. Whether they indeed support student learning, or whether they are simply another bureaucratic hoop to jump through which has no impact on the learning process. This paper aims to add to the increasing evidence base by presenting the findings of research carried out amongst early career, probationary staff at a research-led institution in the UK, and hopes to contribute to wider debates which will eventually influence policy.

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**Minority serving institutions as engines of upward mobility** / American Council on Education [ACE] . - Washington, DC : ACE, 2018 . - 19 p.

**Abstract** : This report shows that Minority serving institutions (MSIs) in the USA propel students up the economic ladder at two to three times the rates of non-MSIs. The report is a first-of-its-kind analysis of MSIs using newly released federal data that examines upward income mobility rates.

**URL** :

[http://www.sfc.ac.uk/web/FILES/statisticalpublications\\_sfcst062018/SFCST062018\\_Report\\_on\\_Widening\\_Access\\_2016-17.pdf](http://www.sfc.ac.uk/web/FILES/statisticalpublications_sfcst062018/SFCST062018_Report_on_Widening_Access_2016-17.pdf)

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**Scottish Funding Council Report on Widening Access 2016-17**. - Edinburgh : Scottish Funding Council, 2018 . - 36 p.

**Abstract** : The report, which presents data from 2016-2017 towards the Scottish Government access targets, finds positive trends on entry rates for students with disabilities, ethnic minority students, students with care experience and for gender balance. However there was a slight annual decrease in entry to university for students from the poorest areas of Scotland.

**URL** :

[http://www.sfc.ac.uk/web/FILES/statisticalpublications\\_sfcst062018/SFCST062018\\_Report\\_on\\_Widening\\_Access\\_2016-17.pdf](http://www.sfc.ac.uk/web/FILES/statisticalpublications_sfcst062018/SFCST062018_Report_on_Widening_Access_2016-17.pdf)

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**Social origins, academic strength of school curriculum and access to selective higher education institutions : evidence from Scotland and the USA** / Adriana Duta, Brian An, Cristina Iannelli . - In: Higher Education, v. 75, no. 5, pp. 769-784, May 2018  
ISSN 0018-1560 . - Online ISSN 1573-174X

**Abstract :** This paper analyses the role that different components of the academic strength of the secondary-school curriculum (i.e. number, subjects and grades of advanced academic courses) play in explaining social origin differences in access to prestigious universities (but also to other higher education institutions) in Scotland and the USA. A central aim of the paper is to investigate whether the mechanism behind the studied patterns of inequality differs depending on the characteristics of each educational system. The results show pronounced social class gaps in entering top higher education institutions in both Scotland and the USA. Academic curriculum plays an important role in explaining these social class differences in both countries. However, while in Scotland type of subjects taken at an advanced level is the strongest mediator for the identified social class differences, in the USA, number of advanced subjects is the strongest. Moreover, taking into account the three academic components combined entirely explains the social class differences in Scotland. Considerable inequalities which are not explained by the strength of academic curriculum remain in the USA.

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**Vers l'égalité femmes-hommes? Chiffres clés** / France. Ministère de l'enseignement supérieur, de la recherche et de l'innovation . - Paris : MESRI, 2018 . - 59 p.  
ISBN 978-2-11-152543-6

**Abstract :** This infographic brochure provides an update on gender equity in higher education, research and innovation in France and the European Union.

**URL :** [http://cache.media.enseignementsup-recherche.gouv.fr/file/Brochures/32/8/parite2018\\_stats\\_A5\\_11d\\_908328.pdf](http://cache.media.enseignementsup-recherche.gouv.fr/file/Brochures/32/8/parite2018_stats_A5_11d_908328.pdf)

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**High school ranking in university admissions at a national level : theory of action and early results from Chile** / Maria Veronica Santelices, Ximena Catalán, Catherine Horn, Alejandra Venegas / International Association of Universities [IAU] . - In: Higher Education Policy, v. 31, no. 2, pp. 159–179, June 2018  
ISSN 0952-8733 . - Online ISSN 1740-3863

**Abstract :** Alternative university admissions models like the recent consideration of high school ranking by universities in Chile offer the promise of increasing access to higher education by considering academic performance in context of opportunities to learn. The intent is to employ this policy without sacrificing predictive validity of college success. This study explores the theory of action of the high school ranking policy, as well as the high school ranking's ability to predict students' persistence in higher education system and in Chile's higher education institutions using logistic regressions with fixed and random effects (intercepts) and country-wide data. The theory of action shows a main focus on access and a less intense emphasis on the goal of predicting academic success. The access goal is addressed through considerations during the admission process, and there are few efforts geared toward recruitment and graduation. Results also suggest that the high school ranking marginally helps predict college persistence at the institutional level, but only among students attending traditional universities. In light of results, it is recommended that traditional institutions keep working collaboratively to provide new admissions processes that are transparent, equitable, efficient and predict college success.

**URL :** <https://link.springer.com/article/10.1057/s41307-017-0048-6>

Open access to article available via link for IAU Members using login codes

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**How availability of capital affects the timing of enrollment : the routes to university of traditional and non-traditional students** / Tobias Brändle / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 42, no. 12, pp. 2229-2249, December 2017  
ISSN 0307-5079 . - Online ISSN 1470-174X

**Abstract :** In the aftermath of the Bologna Process, Germany decided to open universities for individuals who do not possess a scholastic university entrance qualification but completed vocational education. This paper questions how long it takes until these so-called non-traditional students enroll and compares their routes to university to the routes of traditional students. In this context, the effects of social, cultural, and economic capital are pointed out. Event-history analyses for 892 bachelor students of one German university indicate that these effects vary across the groups. On the one hand, social capital accelerates the process of entering university solely for traditional students. On the other hand, cultural capital prolongs the process only for non-traditional students. However, economic capital slows down the process for both groups. Multivariate Cox models indicate that the availability of capital strongly affects the timing of enrollment of traditional and non-traditional students even under control for socio-demographic criteria.

**Widening higher education participation in rural communities in England : an anchor institution model /** Geoffrey Elliott / UNESCO Institute for Lifelong Learning . - **In:** International Review of Education, v. 64, no. 1, pp. 65-84, 2018

ISSN 0020-8566 . - Online ISSN 1573-0638

**Abstract :** Against a United Kingdom policy background of attempts to widen higher education participation in a socially inclusive direction, this article analyses theory, policy and practice to understand why past efforts have had limited success and to propose an alternative: an “anchor institution” model. A university and a private training provider were the principal partners in this venture, known as the South-West Partnership; the model was developed by them to meet the particular needs of mature female students who want and/or need to study part-time in a rural, coastal and isolated area of south-west England. While the concept of “anchor institutions” has previously been used in government social policy, and in higher education to promote knowledge transfer, it has not yet been adopted as a method for widening participation. The study researched student voices to illustrate the character of education required to widen participation in vocational higher education by mature female students in rural communities, through semi-structured qualitative interviews on a range of topics identified from relevant theoretical literature, and by drawing on the research team’s professional knowledge and experience. These topics included student aspirations and career destinations, motivations, access, learning experiences, and peer and tutor support. It is hoped the findings will inform the future development of adult vocational higher education provision in rural areas, where opportunities have been limited.

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**Teaching Australian Aboriginal higher education students : what should universities do? /** Judith Rochecouste, Rhonda Oliver, Debra Bennell, Roz Anderson, Inala Cooper, Simon Forrest / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 42, no. 11, pp. 2080-2098, November 2017

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

**Abstract :** This paper reports findings from a recent study of Australian Aboriginal higher education student experience. Reported here are extracts from a set of case studies of staff, specifically those working in Indigenous Centres, involved with these students in both teaching and support capacities. These participants provided a rich set of qualitative data regarding their own experiences in the learning and teaching of Australian Aboriginal students. The paper raises important issues for the improvement of Aboriginal and Torres Strait Islander university student experience and for increasing their representation in higher education, a strategy strongly supported by several current government initiatives. Best practice in the context of this paper not only includes teaching and learning, which in turn has implications for raising the awareness of university teaching staff, but also applies more broadly at the level of university-wide responsibility including policy-making and future directions.

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## Curriculum

**Communities of practice in higher education : contradictory narratives of a university-wide curriculum reform /** Johanna Annala, Marita Mäkinen / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 42, no. 11, pp. 1941-1957, November 2017

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

**Abstract :** This article presents an analysis of the experiences of scholars in a university-wide curriculum reform in one public research university in Finland. The focus is on the intentions and dynamics that shape the curriculum process in the local communities of practice (CoPs). The data, comprising interviews with 25 scholars, are examined as experience-centred narratives of curriculum change. Two distinct types of narrative – dialogical and reproductive – are found to reflect how the curriculum change was negotiated. In further analysis, Wenger's dimensions of CoPs are used as a conceptual framework to identify the intentions and dynamics behind the narratives. The following dimensions emerged: (1) intending to cross borders versus maintaining prevailing traditions and positions; (2) attempting to find shared goals versus delaying or discontinuing the process and (3) having enough curiosity to familiarise oneself with the unfamiliar versus deprecating and rejecting it.

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**The effect of curricular and extracurricular activities on university students' entrepreneurial intention and competences /** Nieves Arranz, Francisco Ubierna, Marta. F. Arroyabe, Carlos Perez, J.C. Fdez. de Arroyabe /

Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 42, no. 11, pp. 1979-2008, November 2017

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

**Abstract** : This paper examines the effect of curricular and extracurricular activities on the entrepreneurial motivation and competences of university students. The study is based on a sample of 1475 students university students at two Spanish institutions. The results showed that participation in curricular and extracurricular activities generate positive attitudes for entrepreneurship but at the same time they lower capacity and intention to start a business. Similarly, the study shows the different effects of these variables on the competencies for entrepreneurship. Strategic and methodological implications of these results are discussed.

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## Doctoral education

**Contemporary trends in professional doctorates** / Michael Jones / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 43, no. 5, May 2018

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

**Abstract** : Undertaking a PhD is commonly viewed as an apprenticeship, where the student learns the trade of becoming an academic. Recently, the purpose of the doctorate has been under examination. This re-examination has come about because: (1) Employment options within academe are no longer as abundant or secure as they once were; (2) Employers have become more discerning; they are looking for specific skills and qualifications which are absent from the traditional PhD; (3) Government and society are demanding a research degree that is more relevant to the needs of business and the growth of the economy; and (4) universities are seeing the economic value of increasing student numbers, and creating better alignments with industry. This paper examines the contemporary trends in professional doctorates provides and its impact on academia and business.

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**Desirable qualities of modern doctorate advisors in the USA : a view through the lenses of candidates, graduates, and academic advisors** / Rosemarye T. Taylor, Thomas Vitale, Colton Tapoler, Kari Whaley / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 43, no. 5, pp. 854 - 866, May 2018

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

**Abstract** : Desirable qualities for modern doctorate academic advisors in the USA that provide for successful completion were explored in this mixed method study, both interview and survey data were collected. Interviews took place with 13 academic advisors and 18 doctoral candidates and graduates. Thirty-eight academic advisors and 151 candidates and graduates in the USA completed the survey. Participants were from 33 states and represented disciplines of physical therapy, nursing, health, education, and business. Findings across academic advisors, doctoral candidates, and graduates indicate that participants preferred structure in the advising process, helpful and timely feedback, regular communication, emotional support during the doctoral research journey, and a professional relationship that transitions from hierarchical to collegial as the candidate moves to completion of the modern doctorate process. Implications for preparation of academic advisors for modern doctorate candidates may be helpful in supporting their successful completion.

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**Finding a purpose for the doctorate? A view from the supervisors** / Andrew Loxley, Mark Kearns / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 43, no. 5, pp. 826-840, May 2018

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

**Abstract** : This paper is based on a study of interviews conducted with doctoral supervisors in a range of disciplines in Ireland, the UK, Italy, the Netherlands, and the US). It focuses on the notion of 'purpose' from the perspective of doctoral supervisors which the authors collated into four themes: knowledge generation, recognition, positionality and instrumentalism.

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**How can we develop supervisors for the modern doctorate?** / Anne Lee / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 43, no. 5, pp. 878-890, May 2018

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

**Abstract :** This paper explores supervisor development in the light of information generated by an Erasmus-funded project on the modern doctorate. It is structured in four phases. Firstly examining interview data to isolate some distinguishing features of the modern doctorate. Secondly re-examining that data to see if these distinguishing features can be mapped on to an existing framework of approaches to research supervision. Thirdly looking at the survey responses relating to that same framework. Fourthly, having found coherence with the five approaches, the initial outcomes from a Norwegian project are examined. The project worked with experienced academics nominated to 'support and develop their colleague supervisors' primarily by designing and leading supervisor development programmes. The findings show that the original framework is also appropriate for supervisors of the modern doctorate and that there are some important organisational factors that need to be taken into account when developing the developers of supervisors.

**URL :** <https://www.tandfonline.com/doi/full/10.1080/03075079.2018.1438116>

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**Making the familiar strange : a research pedagogy for practice** / Annette Fillery-Travis, Linda Robinson / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 43, no. 5, pp. 841-853, May 2018

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

**Abstract :** This paper examines pedagogical needs of researching professionals undertaking a professional or practice-based doctorate. It first undertakes a critical exploration of the literature and then explores how research supervision can address the emergent needs of the advanced practitioner as they undertake research at the doctoral level for the first time. Taking a practice theory perspective, the practitioner can be considered as approaching their programme already engaged with the knowledge objects that arise in their self-authored practice. The supervisor's role is to encourage the dissociation of the practitioner from both practice and object to allow them to critically engage with them – in effect to make the familiar strange. This critical engagement is encouraged through a learning framework that supports the development of knowledge beyond disciplinary constraints i.e. through the integration of knowledge from contributing perspectives on the object and with appropriate boundaries to the enquiry. The personal and relational aspects of the supervisory engagement must also be considered as well as the contribution of the practitioner's own experience of work. The engagement is facilitated by a high 'quality' supervisory relationship sufficiently robust to allow reflective dialogue on these issues.

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**Minding the gap in doctoral supervision for a contemporary world : a case from Italy** / Kate Maguire, Elena Prodi, Paul Gibbs / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 43, no. 5, pp. 867-877, May 2018

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

**Abstract :** This paper presents exploratory findings from interviews with workplace supervisors analysed within the framework of the SuperProfDoc research project. It then draws on these findings and the mentoring and coaching literature to contribute to integrating supervision practices between the academy and the workplace.

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**The influence of professional doctorates on practice and the workplace** / David Boud, Annette Fillery-Travis, Nico Pizzolato, Brian Sutton / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 43, no. 5, pp. 914-926, May 2018

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

**Abstract :** This paper reports on a qualitative study of practitioners from a range of professional arenas and sectors who have graduated from a professional doctorate within the past 10 years from a university in the United Kingdom. Through thematic analysis of semi-structured interviews and the candidates' project reports, we explore their experience of applying their learning within their workplaces providing insight into the level and degree of influence such development can have on organisational contexts. The paper does not focus on the academic or personal impact of their experience as the intention of these particular doctoral researchers is the creation of new knowledge embedded in practice.

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**Transitioning student identity and sense of place : future possibilities for assessment and development of student employability skills** / David A. Griffiths, Margaret Inman, Harriet Rojas, Kent Williams / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 43, no. 5, pp. 891-913, May 2018

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

**Abstract** : This research explores employability skills through the lens of Student Development Theory and Bloom's adapted taxonomy to produce and rigorously test a new employability skills maturity framework, delivered using a 360° analysis tool in a Midwestern University in the United States. The findings identify significant gaps in current thinking, specifically a lack of consensus as to what constitutes employability skills and how they are levelled, that demonstrate the need for educational institutions to improve resources, challenges and support related to the awareness of graduate identity and self-perception of employability, if graduates are to remain relevant in rapidly changing labour market landscapes.

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## Economics of education

**Task Force Review of research policy and funding : Interim Report** / University Grants Committee. Task Force on Review of Research Policy and Funding . - Hong Kong : UGC, 2018 . - 54 p.

**Abstract** : This report presents findings and preliminary recommendations from the Task Force Review of research Policy and funding review of research support strategy and the allocation of research funding for the higher education sector in Hong Kong.

**URL** : <https://www.ugc.edu.hk/doc/eng/ugc/publication/report/report20180606/interim.pdf>

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**Not all markets are created equal : re-conceptualizing market elements in higher education** / Jens Jungblut, Martina Vukasovic . - **In:** Higher Education, v. 75, no. 5, pp. 855 - 870, May 2018

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

**Abstract** : Increasing reliance on market mechanisms in higher education is analysed both as one of the approaches to steering as well as in relation to the consequences of markets for quality and accessibility of higher education. This article goes beyond the normative considerations of market elements as inherently good or bad and the economic theory-guided focus on freedoms of users and providers, by presenting an alternative conceptualization. The conceptualization adapted from studies of markets in other parts of the welfare state to the context of higher education is based on two dimensions: (1) who effectively controls production of certain goods and services and (2) how access to and funding of these goods and services are regulated. It focuses on interests of three main actors—the state, the users (students) and the providers (higher education institutions). This leads to six conceptually distinct markets, whose key characteristics are illustrated by examples from Denmark, England, India, Norway, Portugal and Serbia. The key message is that this alternative conceptualization allows identifying variance in marketization of higher education with regards to (1) which actors are empowered, (2) who are the likely winners and losers and (3) what might be the risks of introducing specific market elements in a higher education system. More generally, a more nuanced analysis relying on this conceptualization can potentially contribute to a deeper understanding of political and policy dynamics in higher education.

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**The student-as-consumer approach in higher education and its effects on academic performance** / Amy Baird & Siân E. Jones Louise Bunce / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 42, no. 11, pp. 1958-1978, November 2017

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

**Abstract** : This study surveys 608 undergraduates at higher education institutions in England about their consumer attitudes and behaviours in relation to their higher education, learner identity, and academic performance. The analysis revealed that consumer orientation mediated traditional relationships between learner identity, grade goal and academic performance, and found that a higher consumer orientation was associated with lower academic performance. Furthermore, responsibility for paying tuition fees and studying a Science, Technology, Engineering and Mathematics subject were associated with a higher consumer orientation and subsequently lower academic performance. Implications for academic performance are discussed

**URL** : <https://www.tandfonline.com/doi/full/10.1080/03075079.2015.1127908>

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## Education and development

**Castells in Africa : universities and development** / Johan Miller, Nico Cloete, Francois Van Schalkwyk, Eds. . - Cape Town : African Minds, 2017 . - 248 p.

ISBN 978-1-929677-92-3

**Abstract** : This book examines the pioneering work of the Sociologist Manuel Castells on higher education and development and the influence of his work today. It documents Castells' intellectual footprint, highlights Castells' most important publications on the functions of universities in the African context and presents the main messages of his public lectures in South Africa and their influence on the country's policymakers. Several chapters are based on seminal works by African and associated higher education scholars who have applied Castells' concepts to investigate the challenges faced by African universities and their role in knowledge production. Some chapters also analyse the lack of alignment between official government declarations about the importance of higher education and actual funding allocations in many Sub-Saharan African countries. The book also showcases the innovative work of HERANA, the Higher Education Research and Advocacy Network in Africa, which adapted Castells' framework to examine the evolution of Sub-Saharan African universities.

**Classmark** : AFR-13 MUL

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**The influence of higher education development on economic growth : evidence from Central China** / Tian-Tian Zhu, Hua-Rong Peng, Yue-Jun Zhang / International Association of Universities [IAU] . - In: Higher Education Policy, v. 31, no. 2, pp. 139–157, June 2018

ISSN 0952-8733 . - Online ISSN 1740-3863

**Abstract** : The modernization of central China may highly affect the overall well-off society in China. Meanwhile, higher education plays a prominent role in determining the competitiveness of a country or region. Hence, how to bring the promotional role of higher education in economic growth of central China into play has become a focus for the government and the academia. Under this circumstance, this paper develops a comprehensive index of education and then employs the panel data model to investigate the influence of both higher education scale and quality on economic growth in the six provinces of central China from 2003 to 2014. The empirical results show that the contribution of higher education to comprehensive education level in the six provinces was all <1% within the sample period, and its contribution to economic growth was <5%, far lower than that of basic education to economic growth. Moreover, in general, higher education scale exerts significant positive effect on economic growth in central China while the effect of higher education quality appears insignificant. In addition, technological innovation plays a remarkably positive role in economic growth of all the six provinces in central China.

**URL** : <https://link.springer.com/article/10.1057/s41307-017-0047-7>

Open access to article available via link for IAU Members using login codes

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## Education and employment

**20 ans d'insertion professionnelle des jeunes : entre permanences et évolutions** / Centre d'études et de recherches sur les qualifications [CEREQ][France] . - Marseille : CEREQ, 2018 . - 191 p. (Essentials, 2018 / 1) ISBN 972-2-11-138836-9

**Abstract** : Cette publication des permanences et des principaux changements en matière d'accès des jeunes au marché du travail, au terme de deux décennies marquées par l'installation du chômage massif et par un accès toujours plus important à l'enseignement supérieur. Ce travail de synthèse et d'analyse sur longue période est l'occasion d'une prise de recul utile au moment où le champ de la relation formation emploi connaît, ou s'apprête à connaître, une série de réformes.

This publication highlights the main changes and changes in young people's access to the labour market, after two decades marked by the installation of massive unemployment and increasing access to higher education. This work of synthesis and analysis is an opportunity to take a step back when the relationship between employment and training is undergoing a series of reforms.

**Classmark** : FR-37 CER

**URL** : <http://www.cereq.fr/actualites/20-ans-d-insertion-professionnelle-des-jeunes-entre-permanences-et-evolutions>

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**Generation Ys' employment expectations : UK undergraduates' opinions on enjoyment, opportunity and progression** / G. A. Maxwell, A. M. Broadbridge / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 42, no. 12, pp. 2267-2283, December 2017  
ISSN 0307-5079 . - Online ISSN 1470-174X

**Abstract** : This paper investigates the career entry and long-term career employment expectations of UK undergraduate Generation Ys (those born between 1977 and 2000), in order to inform employability skills development in higher education. The empirical research comprises 26 focus groups with 172 undergraduates of this generation in 2 universities in the UK. The focus group participants are found predominantly to have high expectations of their employment in enjoyment, opportunity and progression. Overall, the respondents appear enthusiastic and optimistic, with a positive work ethic and healthy mindset. Fundamentally, recognising and appreciating undergraduate Generation Ys' opinions on their employment expectations enables development of their employability skills while they are in university. The paper sets out implications for higher educational stakeholders including students, graduates and employers on the development of employability skills.

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**L'insertion des diplômés des Grandes écoles** / Conférence des grandes écoles [France] . - Paris : CGE, 2018 . - 82 p.

**Abstract** : This survey published by the Conférence des Grandes Ecoles shows that 90 % of graduates of 176 Grandes Ecoles were in employment less than six months after graduating, Graduate employment has reached its highest level since 2010 for graduates of Grandes Ecoles. Grandes Ecoles are French higher education institutions mainly in the fields of engineering, business, research and public administration with highly selective admissions.

**URL** : <http://www.cge.asso.fr/themencode-pdf-viewer/?file=http://www.cge.asso.fr/wp-content/uploads/2018/06/2018-06-19-Rapport-2018.pdf>

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**Les parcours éducatifs : comment renforcer les passerelles et les liens entre l'enseignement supérieur et la formation professionnelle pour répondre aux besoins du monde socio-économique ?** = Educational pathways: How to Strengthen Bridges and Links between Higher Education and Vocational Training to Meet the Needs of the Socio-Economic World? / Mediterranean Universities Union [UNIMED] . - Rome : UNIMED, 2018 . - 15 p.

**Abstract** : This report is of the eponymous seminar, held in Barcelona, Spain on 8 May which was organised by UNIMED-Mediterranean Universities Union, in partnership with the Union for the Mediterranean and the European Training Foundation, within the Erasmus+ projet RESUME (RESeaU Méditerranéen pour l'Employabilité).

**URL** : [http://www.uni-med.net/wp-content/uploads/2018/06/RESUME\\_Conf\\_UpM ETF\\_rapport-suivi\\_FR-final.pdf](http://www.uni-med.net/wp-content/uploads/2018/06/RESUME_Conf_UpM ETF_rapport-suivi_FR-final.pdf)

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**Orientación, empleabilidad e inserción laboral en la universidad a través de un modelo de ecuaciones estructurales** / Pilar Martínez Clares, Cristina González Lorente / Instituto Europeo de Iniciativas Educativas [IEIE][Spain] . - In: Revista española de pedagogía, v. 76, no. 269, pp. 119-139, enero-abril 2018  
ISSN 0034-9461

**Abstract** : This research presents a model of university students' perceptions of their current preparation for entering the workforce. A structural regression model connects various aspects of training, satisfaction, information, and career guidance programmes. A representative sample of 931 final year undergraduate students from the University of Murcia and the University of Grenada in Spain from a range of degrees completed a questionnaire. The results highlighted the role of career guidance as a key connection between higher education and employment at a time of change and transition to the workforce for university students where difficulties are not measured by the benefits achieved, but rather by the configuration of the changing and ambiguous social context in which they must make this transition.

En este trabajo se propone un modelo hipotético acerca de la valoración que presentan los universitarios sobre su actual preparación para hacer frente al proceso de inserción sociolaboral. Se trata de un modelo de regresión estructural que pone en relación diferentes variables relacionadas con la formación, la satisfacción, la información y la orientación profesional del estudiante, entre cuyos objetivos de investigación se encuentra determinar la bondad de ajuste del modelo, analizar las relaciones que se establecen entre las variables y

contrastar el efecto de la Orientación Profesional sobre las mismas. Para ello, participan de forma anónima y voluntaria una muestra representativa de 931 estudiantes de último curso de Grado de la Universidad de Murcia y de la Universidad de Granada, distribuidos en diferentes titulaciones y ramas del conocimiento, a partir de la cumplimentación del Cuestionario de Inserción y Orientación Laboral (COIL), diseñado ad hoc. Para realizar el análisis de los datos y estimar las relaciones que se establecen entre las diferentes variables del modelo, se utiliza el programa AMOS v21. Entre los principales resultados obtenidos, destacan los elevados índices de bondad de ajuste del modelo, que corroboran su diseño con los datos empíricos, así como las relaciones causales estadísticamente significativas en todos los casos analizados. Además, se produce un incremento en dichas relaciones causales al introducir la participación obligatoria y/o voluntaria en programas de orientación profesional como variable de agrupación. Unos resultados que enfatizan el rol de la orientación como eje vertebrador entre la formación superior y el empleo, en un momento de cambio y transición a la vida activa de los universitarios donde las dificultades no se miden tanto por los beneficios conseguidos, sino por la permanente configuración de un contexto social cambiante y ambiguo en el cual deben realizar dicha transición.

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**Tertiary students' entrepreneurial career intentions of entrepreneurship-embedded internship programs /** Chien-Hua Shen, Hsi-Chi Hsiao & Su-Chang Chen Chun-Mei Chou / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 42, no. 11, pp. 2116-2133, November 2017  
ISSN 0307-5079 . - Online ISSN 1470-174X

**Abstract :** This study examines 1630 tertiary students in regard to their entrepreneurial career intentions and their influencing factors in Taiwan. The results show that students' computer self-efficacy has a significant direct effect on entrepreneurial career intentions, and entrepreneurship cognition has a significant effect on entrepreneurial career intentions, via computer self-efficacy.

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## **Educational assessment**

**A competency model for higher education : an assessment based on placements /** Mar Gómez, Evangelina Aranda, Jesús Santos / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 42, no. 12, pp. 2195-2215, December 2017  
ISSN 0307-5079 . - Online ISSN 1470-174X

**Abstract :** This study examines the importance of student placements for the development of competencies and integration of students into the employment market in Spain. The study employs a sample of 351 student reports by professional supervisors of social sciences students who held two-year placements. The results identify the extent to which students acquired competencies and the primary differences between both academic years. Useful information for teachers and professionals is provided in a proposed learning and assessment tool for placements.

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**Evaluating research-oriented teaching: a new instrument to assess university students' research competences /** Felicitas Thiel Franziska Böttcher . - **In:** Higher Education, v. 75, no. 1, pp. 91-110, January 2018  
ISSN 0018-1560 . - Online ISSN 1573-174X

**Abstract :** This article describes a new model of research competences across various academic disciplines - the RMRC-K-model. This model comprises five dimensions: skills in reviewing the state of research, methodological skills, skills in reflecting on research findings, communication skills, and content knowledge. In this study, the authors present an instrument (R-Comp) developed on the basis of this cross-disciplinary competence model. The instrument was examined with data from 391 university Bachelor's degree, Master's degree, or PhD students within various academic disciplines in a German university. Results supported the hypothesised structure of the instrument for the five dimensions in accordance with the RMRC-K-model. Additionally, results provided evidence for a more detailed differentiation of all dimensions with sub-dimensions reflecting facets of the model.

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## Educational policy

**MOE Strategic Plan 2018 - 2022** / Brunei. Ministry of Education . - Bandar Seri Begawan : Ministry of Education, 2018 . - 5 p.

**Abstract** : This presents the Ministry's strategic objectives, the plan's structure and its three focus areas - leadership and governance, system-wide support, teaching and learning.

**URL** :

<http://www.moe.gov.bn/DocumentDownloads/Ministry%20of%20Education%20Strategic%20Plan/MOE%20Strategic%20Plan%202018%20-%202022%20Layout.pdf>

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## Educational publications

**Changing higher education practice in Malaysia: the conundrum of incentives** / Chang Da Wan, David Chapman, Sigrid Hutcheson, Molly Lee, Ann Austin, Ahmad Nurulazam Md. Zain / Society for Research into Higher Education [SRHE][UK] . - **In**: Studies in higher education, v. 42, no. 11, pp. 2134-2152, November 2017 ISSN 0307-5079 . - Online ISSN 1470-174X

**Abstract** : This study examined the manner in which public universities in Malaysia have created and aligned incentives in an effort to encourage faculty members to increase their publication rate in top-tier international journals. The study utilised data from 47 interviews conducted with faculty members from across four public universities in Malaysia. Findings suggest that while university administrators' aspirations for higher international rankings are high, administrators are limited in the incentives they can utilise in effecting the change they seek. Their levers of influence over faculty work are limited in the Malaysian context.

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## Educational qualifications

**Proposal for a Council Recommendation on promoting automatic mutual recognition of higher education and upper secondary education diplomas and the outcomes of learning periods abroad** / European Commission . - Brussels : European Commission, 2018 . - 16 p.

**Abstract** : This Recommendation is for simplifying recognition procedures and establishing transparent criteria for recognition that are applied consistently throughout higher education institutions throughout Europe.

**URL** : [https://ec.europa.eu/education/sites/education/files/recognition\\_en\\_act\\_part1\\_v6.pdf](https://ec.europa.eu/education/sites/education/files/recognition_en_act_part1_v6.pdf)

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**Competences in Romanian higher education : an empirical investigation for the business sector** / Adela Deaconu, Cristina Silvia Nistor / Society for Research into Higher Education [SRHE][UK] . - **In**: Studies in higher education, v. 42, no. 11, pp. 1917-1940, November 2017 ISSN 0307-5079 . - Online ISSN 1470-174X

**Abstract** : This research study applies the general descriptions of the European Qualifications Framework for Lifelong Learning, as compiled and developed within the Romanian qualification framework, to the business and economics field. By means of an empirical analysis, the study validates the importance of a series of competences for the labour market and their hierarchy, while defining the cultural, economic and technical factors that shape employers' profiles and influence their viewpoints on competences. The research findings support cross-sectional comparison between sectors, occupations and regions, in order to enhance the implementation of competency-based education in a post-communist European country.

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## Educational quality

**Enhancing Quality : from policy to practice** / Enhancing Quality through Innovative Policy & Practice [EQUIP] . - Brussels : EQUIP, 2018 . - 55 p.

**Abstract** : This publication constitutes one of the main outcomes of the Enhancing Quality Through Innovative Policy and Practice (EQUIP) project in Europe, and tries to highlight changes to be made in quality assurance at

various levels and implementation challenges. The study contains also examples of concrete cases that overcame some of those challenges. Moreover, it puts forward European-level policy recommendations to feed into the discussions leading up to the 2018 EHEA Ministerial Conference and to upcoming initiatives from the European Union.

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**Internal quality assurance : enhancing higher education quality and graduate employability** / Michaela Martín, Ed. . - Paris : IIEP, 2018 . - 289 p.  
ISBN 978-92-803-1415-1

**Abstract** : How do universities around the world evaluate and enhance the quality of education and research in their institutions? This book, based on the findings of the UNESCO IIEP research project on internal quality assurance, begins with a comparative overview of international trends. This reveals that a growing number of institutions worldwide are adopting, or have already established, internal quality assurance. While IQA is often focused on teaching and learning, there are a variety of understandings of IQA, and there can be gaps in its development. Case studies in eight countries - Austria, Germany, Bahrain, South Africa, Chile, China, Kenya and Bangladesh - explore how IQA structures are developed within universities and how integrating innovative IQA tools and processes can support a 'quality culture' throughout the institution and improve graduate employability.

**Classmark** : INT-42 MAR

**URL** : <http://unesdoc.unesco.org/images/0026/002613/261356e.pdf>

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**Quality Mandate** / University Grants Commission [India] . - New Delhi : UGC, 2018 . - 2 p.

**Abstract** : Quality Mandate presenting approved objectives and initiatives for improving quality in Higher Education Institutions by 2022. These include: institutional accreditation; improving graduate outcomes; Promoting links between students and industry during their studies; including in the curriculum professional ethics and soft skills such as teamwork, communication and leadership skills; ensuring that teacher vacancies at HEIs do not exceed 10%.

**URL** : [https://www.ugc.ac.in/pdfnews/9470862\\_letter-to-VCs-reg-Quality-Mandate.pdf](https://www.ugc.ac.in/pdfnews/9470862_letter-to-VCs-reg-Quality-Mandate.pdf)

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**The European Standards and Guidelines for quality assurance in the European Higher Education Area in Portugal and the Czech Republic : between the worlds of neglect and dead letters?** / Jan Kohoutek, Amélia Veiga, Maria J. Rosa, Cláudia S. Sarrico / International Association of Universities [IAU] . - In: Higher Education Policy, v. 31, no. 2, pp. 201–224, June 2018  
ISSN 0952-8733 . - Online ISSN 1740-3863

**Abstract** : The paper enquires into the institutional impact of European policies, as embodied by the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). Theoretically, the work departs from the 'worlds of compliance' framework in relation to EU law implementation to study EU initiatives under the Open Method of Coordination. Empirically, it presents how ESG are taken up by higher education institutions in Portugal and the Czech Republic. The study finds a substantial misfit between the modes of governance traditionally ascribed to Portugal and the Czech Republic and the identified patterns of ESG translations in those countries.

**URL** : <https://link.springer.com/article/10.1057/s41307-017-0050-z>

Open access to article available via link for IAU Members using login codes

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## Educational role

**L'Enseignement supérieur et universitaire en Afrique: contextes, débats, critiques, enjeux et perspectives** / Chrysostome Cijika Kayombo . - Paris : Les Imprimés éditeur, 2017 . - 438 p.  
ISBN 978-2-343-11126-1

**Abstract** : Cet ouvrage propose un modèle africain original pour réformer son Université, à l'exemple d'une démocratie à l'africaine que l'auteur nomme « afrocratie » qu'il faudra vulgariser en fournissant ainsi des repères indispensables pour se repérer face à une institution si complexe ainsi qu'à sa mondialisation. L'auteur prouve que cela est le vrai défi de l'Université africaine. Il estime qu'il va falloir qu'on se penche avec sérieux sur ces

débats et qu'on aide nos politiques qui, eux-mêmes, n'arrivent pas bien à cerner ces questions et à les aborder pour pouvoir aller de l'avant de manière performante et innovante.

This book proposes an original African model for reforming its University, following the example of an African-style democracy that the author names "Afrocracy", and provides essential benchmarks for identifying oneself in the face of an institution. complex and its globalization. The author asserts that this is the real challenge of the African University. He proposes to take a serious look at these debates and help politicians, who themselves, are not able to identify these issues and to address them in order to be able to move ahead in a successful and innovative way.

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**The future of the university in a polarizing world** / Luc E. Weber, Howard Newby, Eds. . - Geneva : Association Glion Colloquium, 2018 . - 219 p. (Glion Colloquium Series, v. 11)  
ISBN 978-8399-2272-2

**Abstract** : This book provides diverse perspectives on the challenges facing research universities in an increasingly uncertain future. It is developed from topics discussed at the 11th Glion Colloquium, held in 2017. The contributors - Rectors and Presidents from universities around the world as well as leading researchers - discuss the impact of recent scientific and technological developments on universities. Specifically, they examine how the digital revolution has disrupted traditional approaches to learning and research and promoted new forms of learning, research and governance. While fresh approaches brought about by technological change have benefited many universities, the authors argue that with globalisation, these advances can inadvertently deepen the divide between universities that are able to adapt and benefit from these changes and those who are excluded.

**Classmark** : INT-6 WEB

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**La propuesta de educación moral de Kohlberg y su legado en la universidad : actualidad y prospectiva** / Carmen Caro Samada, Josu Ahedo Ruiz, Francisco Esteban Bara / Instituto Europeo de Iniciativas Educativas [IEIE][Spain] . - In: Revista española de pedagogía, v. 75, no. 269, pp. 85-100, enero-abril 2018  
ISSN 0034-9461

**Abstract** : Kohlberg's theory of the development of moral judgement is regarded as being very important in educational practice. This article addresses his legacy and his influence in education, especially at university level. It notes possible criticisms and misinterpretations of his ideas. Relevant literature is analysed and discussed. There are two current university pedagogical models that draw on Kohlberg as a source: an increase in methodologies that address ethical dilemmas; and the idea of bring the university closer to reality, promoting it as a community service. The article concludes with a discussion of possible deficiencies resulting from Kohlberg's theories. Areas discussed include the current approach to university education in terms of competencies, the pursuit of utility as a trend in pedagogy, and the importance of understanding cultural formation linked to moral education and the vital system of community ideas.

La teoría del desarrollo del juicio moral de Kohlberg ha tenido una gran importancia en la práctica educativa. Este artículo aborda el legado e influencia de Kohlberg en el contexto educativo actual, especialmente en el universitario. Además tratará de señalar las posibles críticas y malas interpretaciones que de dichas ideas se hayan realizado. Esto se llevará a cabo mediante el análisis y discusión de bibliografía relevante sobre el autor. En el caso del modelo pedagógico vigente en la universidad hay dos aspectos que beben de la fuente kohlberiana: el incremento de las metodologías que abordan dilemas éticos y la idea de acercar la universidad a la realidad, fomentando que sea un servicio a la comunidad. El artículo concluye señalando las posibles contrariedades que se derivan de ello. Así se discute el planteamiento actual de la formación universitaria en términos de competencias, la búsqueda de la utilidad como tendencia de la pedagogía universitaria y la importancia de entender la formación cultural ligada a la educación moral y al sistema vital de las ideas de una comunidad.

## Educational systems

**Higher Education in Norway : Labour Market Relevance and Outcomes** / Organisation for Economic Cooperation and Development [OECD] . - Paris : OECD Publishing, 2018 . - 173 p.  
ISBN 978-92-64-30174-0

**Abstract** : Part of the OECD Enhancing Higher Education System Performance project, the report includes recommendations to improve the labour market relevance and outcomes of higher education in Norway where forty three percent of the population have a tertiary degree.

**URL** : [https://read.oecd-ilibrary.org/education/higher-education-in-norway\\_9789264301757-en#page4](https://read.oecd-ilibrary.org/education/higher-education-in-norway_9789264301757-en#page4)

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**Education Sector Plan 2018-2020 : Sierra Leone : Getting it right - service delivery, integrity and learning in Sierra Leone** / Sierra Leone. Ministry of Education, Science and Technology . - Freetown : Government of Sierra Leone, 184 p. . - 184 p.

**Abstract** : Sierra Leone's education sector plan runs from 2018-2020 and covers all education subsectors including pre-primary, primary, secondary education as well as higher and non-formal education.

**URL** : <http://www.education.gov.sl/PDF/Slider/ESP-2018-2020-V6-ONLINE.pdf>

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**La Grande course des universités** / Christine Musselin . - Paris : Presses de Sciences Po, 2017. - 304 p.  
ISBN 978-2-72462-057-3

**Abstract** : Dans ce livre, l'auteur décrit les enjeux de l'enseignement supérieur en France aujourd'hui. D'un côté, l'État organise une compétition généralisée entre enseignants-chercheurs et entre universités. Les financements sur projet de la recherche, la publicisation des évaluations et leur utilisation pour allouer les budgets à la performance. De l'autre, un remodelage du paysage universitaire est à l'œuvre. Il impose que les grandes écoles, les organismes de recherche et les universités d'une même région coordonnent leurs actions dans le but de rationaliser les coûts et de grimper dans les classements mondiaux.

In this book, the author describes the issues impacting higher education in France today. On the one hand, the State has put in place a generalised competition between teacher-researchers and between universities. Project funding for research, publicising evaluations and their use to allocate budgets to performance. On the other, a restructuring of the university landscape is taking place. It requires universities, research organizations and universities in the same region to coordinate their actions in order to rationalise costs and climb the world rankings.

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**Panorama de la educación médica en América Latina y el Caribe** / Union de Universidades de América Latina y Caribe [UDUAL]; Asociación Latinoamericana y del Caribe de Facultades y Escuelas de Medicina [ALAFEM] . - Mexico : UDUAL, 2018 . - 16 p.

**Abstract** : This report provides detailed analysis of medical education in Latin America and the Caribbean. The report is based on the results of a survey of 105 Medical Schools, both public and private, in 17 countries in the region.

**URL** : <https://www.udual.org/principal/wp-content/uploads/2018/04/LaEducacionMedicaALyCaribe-UDUAL.pdf>

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**Sustainable transformation in African Higher Education : Research, governance, gender, funding, teaching and learning in the African university** / Felix Maringe, Emmanuel Ojo, Eds. - Rotterdam : Sense Publishers, 2018 . - 249 p.  
ISBN 978-94-6300-900-3

**Abstract** : The book brings together a broad range of contributions regarding the imperatives of transformation in Africa's higher education systems. Not only do some of the chapters provide critical discussion about the conceptualisation of transformation, the majority of the chapters reflect on empirical evidence for transformation in diverse fields of mathematics, science, gender, the training of doctoral students and the governance and management of universities. This central theme of sustainable change and reform runs across the chapters of the book.



## Ethics

**Dealing with plagiarism in the academic community : emotional engagement and moral distress** / Sanna Vehviläinen, Erika Löfström, Anne Nevgi . - In: Higher Education, v. 75, no. 1, pp. 1 - 18, January 2018  
ISSN 0018-1560 . - Online ISSN 1573-174X

**Abstract** : This article deals with the demands that plagiarism places on academic communities, and with the resources staff possess in dealing with these demands. The article examines the way teachers deal with plagiarism from the point of view of work engagement and work-related wellbeing. In particular, we analyse job demands created by episodes of dealing with plagiarism as well as job resources teachers possess that aid them in coping with these demands. The authors used thematic analysis of semi-structured interviews of teachers in two universities in Finland. The results show that the demands fall into five thematic categories: 1. rupture in the personal pedagogical relationship, 2. challenge on the supervisory "gatekeeping" responsibility; 3. a breach of the "everyday normality"; 4. ambivalence in explaining plagiarism and 5. the strain of performing the act of accusation. A key job demand in dealing with plagiarism is that teachers must balance both rule-ethical and care-ethical orientations in their reactions and actions. The resources teachers draw upon when dealing with these demands are: 1) dialogue and reflection in collegial dialogue 2) support from superiors and administration 3) shared protocols, procedures and plagiarism detection software. The authors' analysis shows that there are various demands that make dealing with plagiarism a strenuous task, but university environments also provide teachers with resources to cope with them.

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**L'Éthique professionnelle en enseignement supérieur : orientations et cas typiques** / Christiane Gohier, France Jutras, Luc Desautels . - Quebec : PUL, Presses de l'Université Laval . - 274 p.  
ISBN 978-2-7637-3579-5 (Presses de l'Université Laval);978-2-7056-9604-7 (Hermann)

**Abstract** : Quelles sont les caractéristiques de l'éthique professionnelle en enseignement supérieur ? Quelles préoccupations éthiques les enseignants du supérieur ont-ils ? Quels points de repère se donnent-ils ? Quelles sont leurs stratégies de résolution de dilemmes éthiques ? Plusieurs pistes de réponses proviennent des résultats de deux recherches au Canada menées sur le sujet auprès d'enseignants de l'ordre collégial. Quatre études de cas qui ont fait l'objet de discussions entre collègues, faisant état de leurs questionnements et de pistes de solutions, viennent illustrer certains aspects. Le processus de délibération adopté est schématisé dans un modèle de délibération éthique. Des orientations pour soutenir le développement de l'éthique professionnelle sont mises en relief. Les questions du souci éthique et des valeurs de la profession enseignante sont abordées et des ateliers sont proposés comme dispositifs pour le développement éthique.

What are the characteristics of professional ethics in higher education? What ethical concerns do higher education teachers have? What points of reference do they give themselves? What are their strategies for solving ethical dilemmas? Several tracks of answers come from the results of two researches carried out on the subject with teachers of the college order. Four case studies that were the subject of discussions among colleagues, highlighting their questions and possible solutions, illustrate some aspects. The process of deliberation adopted is schematised in a model of ethical deliberation. Guidelines to support the development of professional ethics are highlighted. Issues of ethical concern and values of the teaching profession are discussed and workshops are offered as means for ethical development.

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## Regional cooperation

**Declaración final y plan de acción de la Conferencia Regional de Educación Superior** . - Cordoba : CRES, 2018 . - 1 p.

**Abstract** : CRES, the Regional Conference for Higher education for Latin America and the Caribbean, concluded on 15 June in Cordoba, Argentina with the release of a Final Declaration and a Plan of Action for the next 10 years. The Plan of Action includes promoting the expansion and quality of higher education with local and regional relevance, social inclusion and diversity; putting in place regional quality assurance systems; enhancing

the participation of women in all areas of university life; and building a regional Science, Technology and Innovation agenda. The Plan also states its opposition to the commercialisation of education and affirms the responsibilities of governments in regulating higher education. Cres was organised by the UNESCO Institute for Higher Education in Latin America and the Caribbean (IESALC), the Argentinian Ministry of Education, the National Interuniversity Council (CIN) and the National University of Cordoba (UNC).

URL : <http://grupomontevideo.org/sitio/noticias/declaracion-final-y-plan-de-accion-de-la-conferencia-regional-de-educacion-superior/>

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**Europe des Universités** / Conference des Présidents d'Université [CPU][France] . - Paris : CPU, 2018 . - 8 p.

**Abstract** : This report is of the outcomes of the CPU conference which took place in Dijon in March. The recommendations include support for widening open access in Europe; a call for mobilisation of universities throughout Europe to promote 'European values' such as tolerance, open-mindedness, academic freedom and solidarity. It also calls for investment for the development of innovative pedagogies and infrastructures to enable virtual mobility; and asserts its continued collaboration with British universities post-Brexit, particularly in research, innovation and mobility.

URL : <http://www.cpu.fr/wp-content/uploads/2018/06/VF-F.pdf>

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**'Mature regionalism' and the genesis of 'functional projects': 'educational regionalism' in small (and micro-states)** / Tavis D. Jules . - In: Globalisation, Societies and Education, v. 15, no. 4, pp. 482-498, August 2017

ISSN 1476-7724 . - Online ISSN 1476-7732

**Abstract** : This article advances that the movement towards 'deeper' Caribbean integration has generated a shift from 'immature' regionalism to a 'mature' form of regionalism. Thus, mature regionalism, a new governance mechanism, in regulating the institutional and legal framework of Caribbean Single Market and Economy is drastically altering national education governance within the Caribbean Community. In focusing on the functional aspects integration, this article suggests that mature regionalism in education is built upon collaborative governance and encompasses multipartner governance arrangement – with the state, private sector, civil society, and the community as well as hybrid public–private and private–social partnerships and co-management regimes. It concludes that the instrumentalisation of mature regionalism in education is giving way to 'educational regionalism' defined by the movement towards structured institutional mechanisms, to facilitate the deepening of Caribbean integration.

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**Nadi Declaration : Education can deliver** . - Conference of Commonwealth Education Ministers (20CCEM), Nadi, Fiji, 19 - 23 February 2018 . - Nadi : Conference of Commonwealth Education Ministers, 2018 . - 6 p.

**Abstract** : Delegations from 34 Member States gathered at the 20th Conference of Commonwealth Education Ministers in February 2018 adopted the Nadi Declaration which recognises the importance of investing in higher education and strengthening educational partnerships.

URL : <http://thecommonwealth.org/sites/default/files/inline/20CCEMNadiDeclaration.pdf>

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**Paris Communiqué** / European Higher Education Ministerial Conference . - Paris : Ministerial Conference, 2018 . - 5 p.

**Abstract** : The Paris Communiqué was adopted by education ministers at the Ministerial Conference held in Paris on May 24 - 25 2018.

URL : [http://www.ehea.info/media.ehea.info/file/2018\\_Paris/77/1/EHEAParis2018\\_Communique\\_final\\_952771.pdf](http://www.ehea.info/media.ehea.info/file/2018_Paris/77/1/EHEAParis2018_Communique_final_952771.pdf)

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## Religion and education

**Religion and education : comparative and international perspectives** / Malini Sivasubramaniam, Ruth Hayhoe, Eds. - Oxford : Symposium Books, 2018 . - 388 p.

ISBN 978-1-910744-01-7

**Abstract :** This book examines the role and impact of the major faith traditions at all levels of education. It presents global perspectives and case studies in Bangladesh, Canada, China, Kenya, Korea, Haiti, India, Israel, Russia, Northern Ireland, Tazikistan, Thailand and Senegal. The book is structured into three thematic sections. Internationalisation / Globalising Religious Values explores the interaction between the global and the local and the contribution religious institutions make to the Sustainable Development Goals. Contributors look at the delivery of education to underserved populations; educational interventions for refugees; pluralism in the curriculum; training of religious leaders and interfaith dialogue. The second section, Curriculum, Pedagogy and Leadership focuses on religious education in secondary schools. The third section investigates Religion in Policy Processes and Conflict Resolution, specifically the role of religious education in countering religious extremism and its contribution to citizenship and peace.

**Classmark :** INT-72 SIV

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## Research

**Australian Code for the Responsible Conduct of Research 2018** / National Health and Research Council [Australia] . - Canberra : National Health and Medical Research Council, 2018 . - 6 p.  
Online ISBN 978-1-86496-013-6

**Abstract :** Jointly developed with the Australian Research Council and Universities Australia, this updated version presents the broad principles that characterise an honest, ethical and conscientious research culture and the responsibilities and expectations for research across all disciplines.

**URL :** [https://www.nhmrc.gov.au/files\\_nhmrc/file/publications/17628\\_nhmrc\\_-\\_nhmrc\\_the\\_australian\\_code\\_for\\_the\\_responsible\\_conduct\\_of\\_research\\_-\\_v1-1-accessiblefinal\\_0.pdf](https://www.nhmrc.gov.au/files_nhmrc/file/publications/17628_nhmrc_-_nhmrc_the_australian_code_for_the_responsible_conduct_of_research_-_v1-1-accessiblefinal_0.pdf)

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**Artifice or integrity in the marketization of research impact? Investigating the moral economy of (pathways to) impact statements within research funding proposals in the UK and Australia** / Jennifer Chubb, Richard Watermeyer / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 42, no. 12, pp. 2360-2372, December 2017  
ISSN 0307-5079 . - Online ISSN 1470-174X

**Abstract :** In this article, the authors consider how academics sacrifice scholarly integrity when selling their research ideas, or more specifically, the non-academic impact of these, to research funders. The authors review attitudes towards pathway to impact statements – formal components of research funding applications, that specify the prospective socio-economic benefits of proposed research – from (n = 50) academics based in the UK and Australia and how the hyper-competitiveness of the HE market is resulting in impact sensationalism and the corruption of academics as custodians of truth. [Abstract from publisher]

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**Gold-diggers, supporters and inclusive profilers : strategies for profiling research in Swedish higher education** / Charlotte Silander & Ulrika Haake / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 42, no. 11, pp. 2009-2025, November 2017  
ISSN 0307-5079 . - Online ISSN 1470-174X

**Abstract :** This article aims to describe how the changing system of assessing and funding research impact Swedish higher-education institutions (HEIs) regarding the universities' internal organisation of research and research priorities. A study of seven Swedish universities and university colleges shows that governmental prompting on concentration of research resources in some ways has been followed by all HEIs. Strategies for profiling research are found to be done in different ways; including digging after 'gold', as supporting priorities from bottom-up or profiling only by words. Ambitions to profile research are strongest among the central university management and vice chancellors. In the lower layers of HEIs, academic norms prove resistant to quick changes.

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## Student welfare

**Towards a reframing of student support : a case study approach** / Pamela Anne Roberts, Katie Dunworth, Duncan Boldy . - **In:** Higher Education, v. 75, no. 1, pp. 19 - 33, January 2018

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

**Abstract :** This paper reports on a study that investigated the range of institutional support needs of international students at one Australian university with a view to increasing understanding of their needs and the ways in which support was provided. The study involved a number of data collection methods including focus groups, key informant interviews and a larger scale survey, undertaken in an inductive and sequential process. The results indicated that the levels of awareness about services differed, that lack of knowledge of how to access a service and finding information about it were key reasons for non-use, and that the helpfulness of staff impacted on the perception of services as useful. The paper concludes by recommending a reconsideration of current practices to move towards a model of student support service provision in which the student is at the centre.

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## Students

**Approaches to studying in first-year engineering : comparison between inventory scores and students' descriptions of their approaches through interviews** / Kerstin Pettersson, Maria Svedin, Max Scheja, Olle Bälter . - **In:** Higher Education, v. 75, no. 5, pp. 827-838, May 2018

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

**Abstract :** This combined interview and survey study at a university in Sweden explores engineering students' ratings of their approaches to studying, using the Approaches and Study Skills Inventory for Students (ASSIST) students. A subsample of nine first-year engineering students participated in subsequent interviews exploring their experiences of studying and learning. The students' views were examined and interpreted into inventory scores which were compared to the students' actual ratings. The interviews confirmed the scales measured in the inventory and provided illustrations to them. While students who were extreme in either approach were easier to interpret, others provided a good example of the complex combination of approaches that can exhibit itself in one individual. The authors conclude that the study illustrates how combined data sets can contribute to achieve a holistic understanding of student learning.

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**Tertiary students' entrepreneurial career intentions of entrepreneurship-embedded internship programs** / Chien-Hua Shen, Hsi-Chi Hsiao & Su-Chang Chen Chun-Mei Chou / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 42, no. 11, pp. 2116-2133, November 2017

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

**Abstract :** This study examines 1630 tertiary students in regard to their entrepreneurial career intentions and their influencing factors in Taiwan. The results show that students' computer self-efficacy has a significant direct effect on entrepreneurial career intentions, and entrepreneurship cognition has a significant effect on entrepreneurial career intentions, via computer self-efficacy.

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## Teaching

**A systematic review of English medium instruction in higher education** / Samantha Curle, Jack Pun, Jiangshan An, Julie Dearden Ernesto Macaro . - **In:** Language Teaching, v. 51, no. 1, pp. 36-76, January 2018

ISSN 0261-4448 . - Online ISSN 1475-3049

**Abstract :** The authors briefly situate the rapidly growing EMI phenomenon in the broader field of research in which content and language have been considered and compare HE research outputs with those from other phases of education. An in-depth review of 83 studies in HE documents the growth of EMI in different geographical areas. The authors describe studies which have investigated university teachers' beliefs and those of students before attempting to synthesise the evidence on whether teaching academic subjects through the medium of English as a second language (L2) is of benefit to developing English proficiency without a detrimental effect on content learning. The authors conclude that key stakeholders have serious concerns regarding the introduction and implementation of EMI despite sometimes recognising its inevitability. They also conclude that the research evidence to date is insufficient to assert that EMI benefits language learning nor that it is clearly detrimental to content learning. There are also insufficient studies demonstrating, through the classroom

discourse, the kind of practice which may lead to beneficial outcomes. This insufficiency, they argue, is partly due to research methodology problems both at the micro and macro level.

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