

# New in / Nouveautés

## HEDBIB

### International Bibliographic Database on Higher Education

September 2017 / Septembre 2017

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| Student Mobility                   | 442  |
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| Africa                    | 2264  |
| Arab States               | 617   |
| Asia / Pacific            | 4209  |
| Europe / North America    | 18082 |
| Latin America / Caribbean | 3070  |

## HEDBIB

International Bibliographic Database on Higher Education

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

| COLLECTIONS         |              |
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| Monographs          | 14479        |
| Periodicals         | 54           |
| Periodical Articles | 18982        |
| <b>TOTAL</b>        | <b>35440</b> |

| SERVICES  |                         |
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## Presentation

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

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

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

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

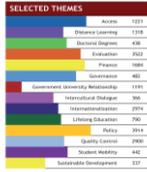
Hard copies of documents which have a classmark number are available within the IAU-UNESCO Information Centre on Higher Education. The majority of the periodical articles are from periodicals which are also available at the IAU. References with the classmark P are contributed by our Partner organizations.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

*New in HEDBIB* is produced five times a year. The next edition of *New in HEDBIB* will be released in December 2017.

***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: [www.iau-aiu.net](http://www.iau-aiu.net). To join the IAU please go to <http://www.iau-aiu.net/content/join> and contact Juliette Becker ([j.becker@iau-aiu.net](mailto:j.becker@iau-aiu.net)).



# Summary

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## IAU Themes

### Information and Communication Technologies (ICTs)

**Open educational resources: policy, costs and transformation** / Fengchun Miao, Sanjaya Mishra, Rory McGreal, Eds. / UNESCO; Commonwealth of Learning. - Paris, Vancouver: UNESCO, COL, 2016. - 231 p. ISBN 978-92-3-100148-2 . - Online ISBN 978-92-3-100158-1

**Abstract:** Drawing on case studies across six continents, this book examines the implementation of Open Educational Resources (OER) since the 2012 OER Paris Declaration. Providing a balanced perspective of OER research and practice, the case studies - in Australia, Antigua and Barbuda, Bahrain, Brazil, Canada, Germany, India, Indonesia, Malaysia, Poland, Russia, and the United States - examine government policies on OER and detail OER adoption within learning, teaching and research in both traditional and open universities and through university networks.

**Classmark:** INT-531 UNESCO

**Embedding Collaborative Online International Learning (COIL) at higher education institutions** / Jon Rubin / International Association of Universities [IAU]. - In: Internationalisation of Higher Education, no. 2, pp. 27-44, 2017

**Abstract:** This article takes the reader through the evolution of a new and increasingly popular model of international exchange called COIL, Collaborative Online International Learning. It discusses the practical limitations of physical mobility, the birth and development of virtual exchange and the implementation of specialised networks and professional development models needed to support COIL. It also offers five institutional case studies from the US and internationally, written by leaders presently engaged in embedding COIL at their universities, which taken together give an overview of where the format is today. This article also describes many aspects of COIL practice and why this format is so important in a world where mobility is not an option for most.

**Embedding online research-writing training in Africa and Asia** / International Network for the Availability of Scientific Publications [INASP][UK]. - London: INASP, 2017. - 11 p.

**Abstract :** This report details the results of a two-year project introducing online courses for researchers within partner higher education institutions in Tanzania, Ghana, Sri Lanka and Vietnam.

**URL:** [http://www.inasp.info/uploads/filer\\_public/c1/5d/c15d7228-5a52-4c6e-8bf6-08a3703a20d3/Iri\\_online\\_embedding.pdf](http://www.inasp.info/uploads/filer_public/c1/5d/c15d7228-5a52-4c6e-8bf6-08a3703a20d3/Iri_online_embedding.pdf)

**La atención a la diversidad en los MOOCs: una propuesta metodológica = Attention to diversity in MOOCs : a methodological perspective** / Alba García Barrera, Patricia Gómez Hernández, Carlos Monge López / Universidad Nacional de Educación a Distancia [UNED][Spain] . - In: Educación XX1, v. 20, no. 2, pp. 215-233, 2017  
ISSN 1139-613X

**Abstract:** Los MOOCs se están convirtiendo en un recurso cada vez más frecuentemente utilizado a nivel mundial. Se ofertan desde todo tipo de entidades y ofrecen múltiples ventajas a nivel educativo, tales como ubicuidad, gratuidad, credibilidad y calidad. Sin embargo, las investigaciones acerca de sus aportaciones al conocimiento real de cada individuo apenas están comenzando. Los MOOCs aún son unos grandes desconocidos para la ciencia, y esta aún no puede garantizar que quienes certifican posean verdaderamente las habilidades que mediante ellos se acreditan. Además, cabe destacar que su principal virtud puede convertirse a su vez en su mayor inconveniente. La masificación de sus aulas virtuales implica que sus contenidos estén dirigidos a un público general y enfocados a un alumno de competencias bajas y medias. Sus creadores desconocen por completo las características que tienen los participantes, por lo que no pueden generar contenidos en función de sus conocimientos o experiencia previa. Su enorme alcance y su amplia gama de destinatarios hacen que adecuar la educación a las necesidades de cada estudiante se convierta en una compleja misión. Sin embargo, desde una revisión teórica, en el presente artículo se estudian las posibilidades que

en realidad estos cursos ofrecen para personalizar la enseñanza y vencer los lastres que interpone la virtualidad en la educación a distancia. Se ofrecen algunas claves para poder adaptar los MOOCs sin olvidar atender a la diversidad siempre presente entre su alumnado. En consideraciones generales, pueden destacarse los aportes metodológicos y secuenciales para la implantación de un MOOC desde una perspectiva de educación inclusiva.

MOOCs are a resource that are becoming increasingly frequently used worldwide. Offered at all types of institutions, especially universities, they have many advantages such as ubiquity, gratuity, credibility and quality. However, research on their contribution to the individuals' knowledge are just beginning. MOOCs are still a big unknown for science, and it cannot be ensured that those who are certified truly possess the skills that are accredited through them. Also, its main advantage may become its biggest drawback. The overcrowding of virtual classrooms means that they are directed at the general public and targeted to students of low and average skills. Its creators are completely unaware of participants' characteristics, and so cannot generate content based on their knowledge or experience. Its enormous scope and wide range of target makes adapting education to the needs of each student a complex task. However, from a theoretical review, this article discusses the potential that these courses really offer in order to personalise teaching and overcome the drawbacks imposed by virtuality in distance education. It also provides some key points to adapt MOOCs without neglecting to meet the diversity among students. From an overall perspective, some methodological contributions are highlighted for the establishment of MOOCs from an inclusive education perspective.

URL : <http://revistas.uned.es/index.php/educacionXX1/article/view/19038>

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**Praxis**, v. 9, no. 1, pp. 1-120 International Council for Open and Distance Education [ICDE] .

ISSN 2304-070X

**Abstract** : This peer-reviewed open access scholarly journal focuses on research and innovation in open, distance and flexible education. Articles include cross-border e-mentoring for professional development; MOOCs for training researchers in developing countries; and building a virtual learning environment in Brazil.

URL : <https://openpraxis.org/index.php/OpenPraxis/issue/view/25/showToc>

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## Africa

**Tracing pathways to higher education for refugees: the role of virtual support networks and mobile phones for women in refugee camps** / Negin Dahya, Sarah Dryden-Peterson. - In: *Comparative Education*, v; 53, no. 2, pp. 284-301, May 2017

ISSN 0305-0068 - Online ISSN 1360-0486

**Abstract** : This paper explores the role of information and communication technology and online social networks in expanding opportunities for higher education for women in refugee camps. The authors compare supports garnered in local and offline settings to those accrued through online social networks and examine the differences between women and men. The paper draws on complementary original data sources, including an online survey of the Somali Diaspora (n = 248) and in-depth interviews (n = 21) with Somali refugees who do or have lived in the Dadaab refugee camps of Kenya. The authors found an important interplay of local and global interactions, mediated by mobile technology, that participants identify as critical to their access to higher education. The analysis relates these interactions to shifting social norms and possibilities for refugee women's education.

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**Space and academic identity construction in higher education: an open and distance learning perspective** / Nomanesi Madfikizela-Madiya, Cheryl Sheila Le Roux / *International Association of Universities [IAU]*. - In: *Higher Education Policy*, v. 30, no. 2, pp. 185-201, June 2017

ISSN 0952-8733. - Online ISSN 1740-3863

**Abstract**: This article reports on the findings from a study that was conducted in an open distance learning institution in South Africa to understand how the institutional space is experienced by academics as they construct their identity. Institutional policy was examined, semi-structured interviews were conducted with academics and observations were made. The findings suggest that imagined institutional space is sometimes different from the lived space due to academics' differing preferences of space. It is recommended that the institution should find the common ground between academics' spatial needs and the institution's imagined space as provided for through institutional policy.

URL: <http://rd.springer.com/article/10.1057/s41307-016-0013-9>

Access to full text article for IAU Members via HEDBIB using IAU Member Login

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## Asia and the Pacific

**What drives m-learning? An empirical investigation of university student perceptions in Pakistan** / Shakeel Iqbal, Zeeshan Ahmed Bhatti. - In: Higher Education Research and Development, v. 36, no. 4, pp. 730-746, June 2017  
ISSN 0729-4360 - Online ISSN 1469-8366

**Abstract** : Mobile learning (M-learning) is gaining popularity in formal and informal education, both in developed and developing countries. Specifically it can be an effective tool to overcome digital divide in developing countries. The success of m-learning at tertiary level depends on the perception of students towards this form of learning. A scientific approach was used in this study to explore the critical factors responsible for m-learning adoption among university students. The findings of this study, based on 628 valid survey responses, have both theoretical and practical implications for researchers and policy-makers.

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## Europe and North America

**Rebooting learning for the digital age : what next for technology enhanced higher education?** / Sarah Davies, Joel Mullan, Paul Feldman . - Oxford : HEPI, 2017 . - 56 p. (HEPI Report, 93)

**Abstract** : This publication shows where digital technology can support higher education leaders and policymakers to boost student outcomes, increase teaching quality and enhance the student experience. It identifies some of the most promising practice from the UK and around the world, and sets out the key opportunities to make the most of developments in education technology.

**URL** : [http://www.hepi.ac.uk/wp-content/uploads/2017/02/Hepi\\_Rebooting-learning-for-the-digital-age-Report-93-20\\_01\\_17Web.pdf](http://www.hepi.ac.uk/wp-content/uploads/2017/02/Hepi_Rebooting-learning-for-the-digital-age-Report-93-20_01_17Web.pdf)

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**Digital literacy in the marketing curriculum : are female college students prepared for digital jobs?** / Karen E. Mishra, Kelly Wilder, Aneil K. Mishra . - In: Industry and Higher Education, v. 31, no. 3, pp. 204–211, June 2017  
ISSN 0950-4222 . - Online ISSN 2043-6858

**Abstract** : This study examines female students' attitudes and expectations with regard to using digital tools in marketing coursework and in a future career. The study, at private accredited business school in the United States found that although students often claim they are confident about using technology, many actually feel discomfort about their preparedness for using technology in career contexts. Females in particular struggle to feel confident about their technological competence. This presents a challenge for marketing instruction, because employers have indicated that digital tools are critical for new marketing careers. The authors conclude that it is incumbent upon marketing faculty to help prepare students for the job market not only by offering instruction on marketing's theoretical foundations but also by providing hands-on opportunities for students to improve their digital skills and confidence.

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**El proyecto europeo ECO : rompiendo barreras en el acceso al conocimiento = The ECO European project : breaking down barriers to access knowledge** / Sara Osuna-Acedo, Javier Gil Quintana / Universidad Nacional de Educación a Distancia [UNED][Spain] - In: Educación XX1, v. 20, no. 2, pp. 189-213, 2017  
ISSN 1139-613X

**Abstract**: El Proyecto europeo ECO (E-learning, Communication, Open-Data) busca desarrollar un modelo educativo horizontal y bidireccional, desde la nueva realidad de los MOOC. Con base en los principios de equidad, inclusión social, accesibilidad, autonomía y apertura, el empoderamiento del alumnado se hace realidad con esta propuesta de formación, rompiendo las barreras del escenario digital del curso para repercutir, desde las redes sociales, en la capa social. Tomando como referente el impulso formativo de los MOOC de ECO, los resultados que se presentan en este estudio han sido analizados desde una metodología cuantitativa optando por el análisis, como muestra intencional, de los datos obtenidos en la primera convocatoria de cursos. Se ha optado por este tipo de análisis para identificar los rasgos que han caracterizado a este modelo formativo, la demanda que ha obtenido y su desarrollo a nivel pedagógico. Como podremos comprobar, este estudio ha dejado patente que ECO ha potenciado de forma masiva los MOOC haciéndose presente, no solo en el ámbito europeo, sino también en otros países, especialmente en aquellos que están en vías de desarrollo. Esta oferta formativa se ha implementado con éxito en el ámbito docente con la finalidad de fomentar el descubrimiento de recursos abiertos y estrategias para la mejora de la calidad educativa, ofreciendo la posibilidad de crear sus propios cursos como medio para compartir sus conocimientos con otros docentes. Como consecuencia, el éxito de los MOOC y la publicación de los mismos vienen determinados por la experiencia, la conformidad con los contenidos y por el grado de satisfacción del alumnado participante, convirtiéndose en publicista de los mismos en sus diferentes espacios sociales. El Proyecto europeo ECO se presenta como modelo de formación

accesible que permite, no solo el diseño universal, sino también la apertura y la participación en esta formación para toda la ciudadanía.

The European ECO Project (E-learning, Communication, Open-Data) seeks to develop an educational model that is horizontal and bidirectional, representing the new reality of MOOCs. It is based on principles of equity, social inclusion, accessibility, autonomy and openness, and breaking down digital barriers in order to have an impact, via social media, at a societal level. Taking the educational momentum of ECO MOOC's, the results presented in this study were a sample with the data obtained in the first round of courses. The analysis aims to identify the features characterising this educational model and the demand that has been demonstrated with its development on a pedagogical level. This study demonstrated that ECO has massively increased the presence of MOOCs, not only on a European level but also in other countries, even in those that are in the process of development. This training has been implemented successfully within the teaching sphere with the clear objective of encouraging the discovery of open resources and strategies for the improvement of educational quality, offering the possibility of creating their own courses as a means to share knowledge with other teachers.

URL : <http://revistas.uned.es/index.php/educacionXX1/article/view/19037>

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**Percepción de los estudiantes sobre el valor de las TIC en sus estrategias de aprendizaje y su relación con el rendimiento = Student perception of the value of ICT's in their learning strategies and their relation to performance** / Ana García-Valcárcel Muñoz-Repiso, Francisco Javier Tejedor Tejedor / Universidad Nacional de Educación a Distancia [UNED][Spain] . - In: Educación XX1, v. 20, no. 2, pp. 137-159, 2017  
ISSN 1139-613X

**Abstract:** Actualmente la investigación educativa se centra en la búsqueda de evidencias que pongan de manifiesto la utilidad de las TIC (Tecnologías de la Información y Comunicación) para la mejora del rendimiento académico de los universitarios. En esta línea, nuestra investigación pretende conocer el potencial de las TIC para el desarrollo de estrategias de aprendizaje relevantes de cara a mejorar el desempeño de las tareas académicas y el rendimiento. Llevamos a cabo para ello el estudio de la variable «Valoración de las TIC para el desarrollo de estrategias de aprendizaje». Profundizamos en el análisis de esta variable estableciendo, a partir de los resultados del análisis factorial, dos tipos diferenciados de estrategias de aprendizaje (de pensamiento y procedimentales). El diseño incluye el análisis de las diferencias en las valoraciones de las TIC entre alumnos con distinto nivel de rendimiento académico. Como novedad incorporamos la representación gráfica de esas diferencias mediante las curvas ROC y el análisis de la similitud de resultados entre los valores AUC y los estadísticos no paramétricos U y W. Entre las conclusiones destacar que los alumnos de mayor éxito académico reconocen en las TIC un mayor potencial de apoyo en sus estrategias de aprendizaje. Las mayores diferencias entre alumnos (considerando las notas reales obtenidas), las podemos encontrar en la valoración que hacen de las TIC para mejorar la elaboración de trabajos, la organización de su actividad académica, las tareas de repaso, el trabajo con compañeros y la búsqueda de recursos.

This research aims to discover the potential of Information and Communication Technologies (ICTs) as a tool to develop learning strategies for improving the performance of academic tasks. The authors studied the variable Assessment of ICT's for the development of learning strategies and using factor analysis, revealed two distinct types of strategies (thinking and procedural). The design includes the analysis of differences in ICT assessments among students with different levels of academic achievement. A new feature was the incorporation of the graphical representation of these differences. The results highlight that dependent variables show higher values in the group of students of higher performance, although all students make a positive assessment of technologies as tools to facilitate finding resources and fulfillment of academic tasks.

URL: <http://revistas.uned.es/index.php/educacionXX1/article/view/19035>

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**The role of the CIO in strategy for innovative information technology in higher education institutions** / Cláudia Pinho, Mário Franco / International Association of Universities [IAU] . - In: Higher Education Policy, v. 30, no. 3, pp. 361-380, September 2017  
ISSN 0952-8733 - Online ISSN 1740-3863

**Abstract:** This study aims to analyse the influence of the personality traits of the Chief Information Officer (CIO) in the type of strategy adopted by Higher Education Institutions (HEIs) for innovative usage of information technology (IT). In order to validate the research hypotheses, a quantitative research approach was adopted where the data collecting instrument was a questionnaire administered to the universe of CIOs in Portuguese HEIs. The results indicate that some personality traits (conscientiousness and openness) are found to have a positive influence on the type of strategy for IT innovation, and only openness shows the expected correspondence between HEIs classified as Prospectors and Defenders. Some theoretical and practical implications for higher education researchers, policy-makers and practitioners

are also presented.

URL: <https://link.springer.com/article/10.1057/s41307-016-0028-2>

Access to full text article for IAU Members via HEDBIB using IAU Member Login

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**Understanding Turkish students' preferences for distance education depending on financial circumstances: a large-scale CHAID analysis** / Mehmet Firat / UNESCO Institute for Lifelong Learning . - In: International Review of Education, v. 63, no. 2, pp. 197-212, 2017  
ISSN 0020-8566 - Online ISSN 1573-0638

**Abstract:** This study was to determine Turkish students' reasons for choosing distance education and to investigate how these reasons differ depending on their financial circumstances. The author analysed 18,856 Turkish students' reasons for choosing distance education. Results of the research revealed that Turkish students chose distance education not because of geographical limitations, family-related problems or economic difficulties, but for such reasons as already being engaged in their profession, increasing their knowledge, and seeking promotion to a better position.

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## **Latin America and the Caribbean**

**Latin America and Caribbean regional consultation on Open Educational Resources** / Commonwealth of Learning [COL][Canada] . - Latin America and Caribbean regional consultation on Open Educational Resources, Sao Paulo, Brazil, 3-4 April 2017 - Vancouver: COL, 2017 - 38 p.

**Abstract :** The theme of this regional consultation was 'OER for Inclusive and Equitable Quality Education: From Commitment to Action'. It examined examples and models available for mainstreaming OER in support of achieving Sustainable Development Goal 4 (SDG4) in Latin America.

URL : [http://rcoer.col.org/uploads/2/2/8/4/22841180/lac\\_rcoer\\_report\\_final.pdf](http://rcoer.col.org/uploads/2/2/8/4/22841180/lac_rcoer_report_final.pdf)

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## Internationalization

**Cuba: challenges and opportunities for UK higher education engagement** / Universities UK - London: UUK, 2017 - 7 p.

**Abstract** : This report opens with a summary of Cuban higher education, including the social and economic framework under which it operates, before providing a brief overview of the official visit in March 2017 of a delegation from the Cuban Ministry of Higher Education and Cuban HEIs who met with UK universities, UK government, and education sector agencies to identify UK-Cuba bilateral collaboration and partnerships. It closes with an overview of current funding opportunities available for UK higher education institutions (HEIs) wishing to engage with Cuba.

**URL** : <http://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/International/Cuba-i-note-March17.pdf>

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**“Totally different standards”: consumer orientation in study abroad contexts** / Kirsten Jæger, Malene Gram . - In: Higher Education, v. 74, no. 1, pp. 33-47, July 2017

ISSN 0018-1560 - Online ISSN 1573-174X

**Abstract** : This study compared the study abroad experience of two student groups, Chinese and Danish students, whose countries have adopted highly different approaches to marketization of higher education. This study found that despite the highly different approaches to marketization adopted in Denmark and China, indicators of consumerist thinking exist both among Danish and Chinese students. The authors note, however, the ways in which consumer orientation affects Danish and Chinese students differently, for example in their understanding of the study abroad period as an investment in future employability as either an interesting option that probably enhances employment chances (the Danish students) or as a sine qua non in relation to upwards social mobility (the Chinese students), a difference, the authors suggest, that may be linked to the countries' different approaches to higher education financing placing Danish and Chinese students in markedly different economic circumstances. The authors conclude that the findings of the study point to the importance of widening and nuancing conceptualizations of consumer orientation by taking different, especially non-Western educational cultures into account.

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**Tuition fee reform and international mobility** / Organisation for Economic Cooperation and Development [OECD] - Paris: OECD, 2017 . - 4 p. (Education Indicators in Focus, 51)

**Abstract** : A brief comparative international analysis, on the impact of tuition fee reforms on study destinations. The evidence suggests that tuition fees the choice of destination countries among international new entrants. However, higher tuition fees do not necessarily discourage international students.

**URL** : [http://www.keepeek.com/Digital-Asset-Management/oecd/education/tuition-fee-reforms-and-international-mobility\\_2dbe470a-en#page1](http://www.keepeek.com/Digital-Asset-Management/oecd/education/tuition-fee-reforms-and-international-mobility_2dbe470a-en#page1)

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**Tuition fees reforms and international mobility** / Organisation for Economic Cooperation and Development [OECD] - Paris : OECD Publishing, 2017 . - 4 p. (Education Indicators in Focus, 51)

**Abstract** : This study looks into the reforms differentiating tuition fees between national and international students. The findings reveal that although the majority of OECD countries still do not have different fees, a growing number of countries do, and that changes in foreign students' fees are reflected by changes in the number of international new entrants.

**URL** : <http://www.oecd-ilibrary.org/docserver/download/2dbe470a-en.pdf?expires=1498569621&id=id&accname=guest&checksum=1791F7E41F6C9C3751A1713141D756F1>

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**Do it yourself to optimise results** / Jeroen Torenbeek, Inez Meurs / International Association of Universities [IAU] . - In: Internationalisation of Higher Education, no. 1, pp. 83-93, 2017

**Abstract** : This article follows up on Summer School – How to Get Started (2011) which provided a basis for higher education institutions considering setting up an international summer school. This second article describes the next steps in summer school organisation once the preparatory phase is over: A summer school model and its profile have been determined and decisions on the programme have been made. It focuses on student recruitment and its instruments, enrolment, housing, social programme, quality management and integration.

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**Ethical issues in transnational higher education : the case of international branch campuses** / Stephen Wilkins / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 42, no. 8, pp. 1385-1400

ISSN 0307-5079 - Online ISSN 1470-174X

**Abstract :** This article identifies the ethical issues that higher education managers should recognise and address when considering the establishment of an international branch campus. Many of the arguments against international branch campuses are based on ethical issues, such as the lack of academic freedom and civil liberties in host countries. Ignoring ethical issues may deny institutions the achievement of legitimacy, which can result in financial losses and reputational damage. A framework based on analysing how home and host country stakeholders might be impacted by the establishment of an international branch campus is proposed. It was found that institutions which are flexible, quick to learn, and possess the dynamic capabilities necessary to drive organisational change might be the institutions that have the greatest chance of success in foreign markets. Given the increasing rate of new branch campuses, it is concluded that higher education institutions will have to continue treading the thin line between trying to fit in with their host cultures while simultaneously trying to achieve academic freedom and improve local social, political, and legal conditions.

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

ISSN 0305-0068 - Online ISSN 1360-0486

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

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**International students' and employers' use of rankings: a cross-national analysis** / Manuel Souto Otero, Jurgen Enders / *Society for Research into Higher Education [SRHE][UK]* - **In:** *Studies in higher education*, v. 42, no. 4, pp. 783-810, April 2017

ISSN 0307-5079 - Online ISSN 1470-174X

**Abstract :** The article examines, primarily based on large-scale survey data, the functionalist proposition that HE customers, students and employers, demand rankings to be able to adopt informed decisions on where to study and who to recruit respectively. This is contrasted to a Weberian 'conflict' perspective on rankings in which positional competition is key. The article concludes that rankings are better understood as instruments in positional competition for a minority of global players. They are a crucial source of information only for particular groups of international students and employers. The empirical analysis further suggests that the state of economic development, cultural aspects and the availability of top-ranked institutions in the home HE system are important factors in explaining differences in the importance of rankings across countries. We conclude by arguing that national governments and HE institutions should re-visit the assumption of a wide-spread importance of rankings for students and employers.

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**Problematising and reimagining the notion of 'international student experience'** / Elspeth Jones / *Society for Research into Higher Education [SRHE][UK]* - **In:** *Studies in higher education*, v. 42, no. 5, pp. 933-943, May 2017

ISSN 0307-5079 - Online ISSN 1470-174X

**Abstract :** This article considers whether it is appropriate to continue distinguishing between international and domestic student experiences and whether vertical institutional structures limit our thinking in the provision of relevant, targeted services and support. It reflects on the heterogeneous nature of the international student population and compares that with diversity among domestic students. Outlining some of the factors which can affect their experiences, it argues that the traditional distinction between international and domestic students may be increasingly difficult to sustain. It suggests we need greater nuance in service delivery, and that working laterally across the institution could result in a more comprehensive approach to internationalisation, diversity, social and cultural inclusion to better support students, regardless of provenance.

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**Recognition of academic qualifications in transnational higher education and challenges for recognizing a joint degree in Europe and Asia** / Angela Yung-Chi Hou, Robert Morse, Wayne Wang / *Society for Research into Higher*

Education [SRHE][UK] . - **In:** Studies in higher education, v. 42, no. 7, pp. 1211-1228, July 2017

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

**Abstract :** This study describes the current situation in the recognition of foreign qualifications in higher education institutions in Europe and Asia. It also analyses schemes, procedures and challenges for recognising a joint degree. Finally, the role of recognition bodies and quality assurance agencies in qualification recognition is discussed.

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**Strategic international partnerships and the networked international higher education space** / Steve Woodfield / International Association of Universities [IAU] - **In:** Internationalisation of Higher Education, no. 2, pp. 1-26, 2017

**Abstract :** In recent years, and particularly since the turn of the century, there has been significant growth in the reported number of international partnerships in the global higher education space. Alongside this growth has been the emergence of multiple types of partnership and collaborations, exhibiting an increasing level of complexity. One category of partnerships that receives much attention is 'strategic international partnerships'. This article focuses on this type of partnerships, first problematising the concept to try to understand its core elements, and then analysing current definitions and knowledge about this particular form of partnership activity. Finally, it asks the question – is the term strategic international partnerships helpful when seeking to differentiate different partnership activity? Perhaps we need a new shared definition or conceptualisation of this type of partnership which captures the essence of recent debates about why institutions could and should partner and collaborate with other organisations, and how they might evolve in the future. The article draws out some key messages about strategic international partnerships and makes some recommendations for institutional leaders and managers.

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**The persistent challenges of addressing epistemic dominance in higher education: considering the case of curriculum internationalization** / Sharon Stein / Comparative and International Educational Society - **In:** Comparative Education Review, v. 61, no. S1 (supplement), pp. 25-50, May 2017

ISSN 0010-4086

**Abstract :** In this article, the author argues that a failure to denaturalise and interrupt long-standing patterns of curricular 'Euro-supremacy' may result in internationalization becoming yet another means of economic expansion and epistemic erasure. However, rather than offer a prescriptive roadmap for epistemic decolonization, this article is an effort to consider the paradoxes, challenges, and difficulties that often arise in efforts to do this work. [Abstract from Publisher]

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**Three waves of international student mobility** / Rahul Choudaha / Society for Research into Higher Education [SRHE][UK] - **In:** Studies in higher education, v. 42, no. 5, pp. 825-832, May 2017

ISSN 0307-5079 - Online ISSN 1470-174X

**Abstract :** This article analyses the changes in international student mobility from the lens of three overlapping waves spread over seven years between 1999 and 2020. Here a wave is defined by the key events and trends impacting international student mobility within temporal periods. Wave I was shaped by the terrorist attacks of 2001 and enrolment of international students at institutions seeking to build research excellence. Wave II was shaped by the global financial recession which triggered financial motivations for recruiting international students. Wave III is being shaped by the slowdown in the Chinese economy, UK's referendum to leave the European Union and American Presidential elections. The trends for Wave III show increasing competition among new and traditional destinations to attract international students. The underlying drivers and characteristics of the three waves suggest that institutions are under increasing financial and competitive pressure to attract and retain international students. Going forward, institutions must innovate not only to grow international student enrolment but also balance it with corresponding support services that advance student success including expectations of career and employability outcomes.

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**Transnational education terminology chaos: working towards a common TNE classification framework** / Jane Knight / International Association of Universities [IAU] - **In:** Internationalisation of Higher Education, no. 1, pp. 67-81, 2017

**Abstract:** Transnational education (TNE), described as the mobility of programmes and providers across international borders, is a dynamic and increasingly important part of higher education provision. This article provides a brief overview of three recent studies on the impact of TNE on host countries, national TNE policies and regulations in selected host and sending TNE countries, and a review of the TNE research since 2000. Collectively, these studies show a great deal of confusion about the different types of TNE such as partnership programmes, joint universities, distance education, franchise programmes and international branch campuses. To provide some clarification, a Common TNE Classification Framework of six major modes of collaborative and independent programme and provider mobility is examined. In addition, the benefits and uses of the classification framework for data collection, development of national policies and

regulations, quality assurance, higher education planning, monitoring of trends, and cross-country comparisons are discussed.

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## Africa

**International networks in Africa** / James Otieno Jowi / International Association of Universities [IAU] - In: Internationalisation of Higher Education, no. 3, pp. 109-130, 2017

**Abstract** : Africa is increasingly an interesting and new frontier for internationalisation. International networks have provided an important response to the internationalisation of higher education in Africa, which has grown and manifested itself in different ways, especially in recent years. These networks have impacted higher education in different ways and have contributed to different aspects of institutional development and the internationalisation of higher education in Africa. This paper discusses these networks in Africa, with a focus on their roles, the fields in which they work and the specific regions in which they operate. The paper recognises the diversity of Africa, especially in the higher education sector, which also impacts internationalisation and international networks.

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**Local villages and global networks: the language and migration experiences of African skilled migrant academics** / Ellen Hurst - In: Globalisation, Societies and Education, v. 15, no. 1, pp. 50-67, February 2017  
ISSN 1476-7724 - Online ISSN 1476-7732

**Abstract** : This research was conducted a part of the World Universities Network funded project 'Skilled Migration and Global English: Language, Development and the African Professional.' The article involved empirical data collection around the world. The data for this article are from 13 interviews with African skilled migrant academics, in full time lectureships, on topics of migration, networks and language resources. The majority of the participants migrated to major receiving countries and then returned to the African continent to take up employment as academics in South Africa. In the migration trajectories of these African academics, their language expertise, specifically in English as the current global language of academia, is central to their strategies and migrant routes. It emerges that the paths of migration from their home countries (Zambia, Malawi, Nigeria, Ghana, DRC, Kenya, Uganda and Zimbabwe) are connected to language, resources and networks. African skilled migrant academics are caught, physically and metaphorically between the local, linked to the concept of village, and the global, linked to the concept of network in Castells' terms. [Abstract adapted from publisher]

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**Neo-nationalism in higher education : case of South Africa** / Jenny J. Lee / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 42, no. 5, pp. 869-886, May 2017  
ISSN 0307-5079 . - Online ISSN 1470-174X

**Abstract** : This study examined experiences of international students in South Africa. The findings of this study provide evidence that one's region and country of origin matter in students' international educational experience. The authors examine the results in the framework of extending neo-racism research, neo-nationalism is critical framework in identifying one's national origin as a potential explanation for challenges experienced by some international students. Students within Africa perceived more discrimination than those from outside the continent and students of the largest migratory group, Zimbabwe, felt the most mistreated due to their nationality. The findings have implications on better understanding and supporting international students in South Africa and abroad.

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## Arab States

**An investigation of the factors determining student destination choice for higher education in the United Arab Emirates** / Syed Zamberi Ahmad, Matloub Hussain / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 42, no. 7, pp. 1324-1343, July 2017  
ISSN 0307-5079 . - Online ISSN 1470-174X

**Abstract** : This study explores the determinants of the decision-making process for international students who study in the United Arab Emirates (UAE). A survey was undertaken among a sample of international undergraduate and postgraduate students at two private higher education institutions, in Dubai and in Abu Dhabi. Sampling ensured nationality, study discipline and gender diversity of the sample and that students from different regions (Europe, Africa, Latin America and South Asia) were equally represented. The results of the study suggest that the decision to study abroad is a complex process that is influenced by personal and situational factors, as well as the institutional and programme characteristics. Not all factors are viewed with equal importance; in this study the top three factors that

contributed to the international students' decision to study in the UAE are firstly, learning environment, secondly, cost, and thirdly, institutional reputation.

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## Asia and the Pacific

**International student wellbeing Strategy** / New Zealand. Ministry of Education. - Wellington: Ministry of Education, 2017 - 11 p.

**Abstract** : This strategy aims to help protect and enhance New Zealand's reputation as a safe and welcoming study destination. International education is New Zealand's fourth largest export industry and provides 30,000 jobs.

**URL** : <https://education.govt.nz/assets/Documents/Ministry/Strategies-and-policies/internationalStudentWellbeingStrategyJune2017.pdf>

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**Educational mobility and the role of UMAP in the Asia-Pacific region** / Shingo Ashizawa / International Association of Universities [IAU] - **In**: Internationalisation of Higher Education, no. 1, pp. 95-109, 2017

**Abstract** : In 1991, leaders of governments and universities from the Asia-Pacific Region got together to establish a new international network called "University Mobility in Asia and the Pacific" (UMAP). Since then UMAP has been promoting the mobility of university students and staff members in the region over the past 25 years. UMAP is a voluntary association of government and non-government representatives of the higher education (university) sector in the Asia-Pacific region. It has been administering its own student exchanges and promoting research collaboration through the funding of selected projects. In January 2016, Toyo University in Tokyo began a five-year term as International Secretariat of UMAP. This article gives an overview of current UMAP activities and outlines UMAP's future agenda. The author concludes that while pleased with the contributions that UMAP has made to promoting student mobility in Asia for the last 25 years, there is still critical work to be done in order to achieve UMAP's goal of becoming an 'Asian Erasmus'.

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**Internationalising pedagogy through the UK-Vietnam collaboration on CPD programmes for higher education lecturers in Vietnam** / Thy Hong Van Nguyen / International Association of Universities [IAU] . - **In**: Internationalisation of Higher Education, no. 1, pp. 35-52, 2017

**Abstract** : Vietnam is in the process of national educational reform through increased internationalisation aimed at ensuring graduates that have qualifications and skills which meet national and global requirements. The United Kingdom's higher education institutions have already internationalised in terms of research and student mobility. Many UK institutions have a strong desire to increase this through collaboration around teaching and learning practices and research. This article reviews the literature on continuing professional development of lecturers, highlights the collaboration between the UK and Vietnam on higher education pedagogy with a case study, and then draws implications for the internationalisation of pedagogy in Vietnam.

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**Motivation factors in students decision to study at international branch campuses in Malaysia** / Syed Zamberi Ahmad & Frederick Robert Buchanan / Society for Research into Higher Education [SRHE][UK] . - **In**: Studies in higher education, v. 42, no. 4, pp. 651-668, April 2017

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

**Abstract** : This paper offers insights into the motivations or choice criteria used by students currently enrolled at international branch campuses in Malaysia. Findings from a survey of 218 undergraduate and postgraduate students plus semi-structured qualitative interviews conducted with 18 students indicated that the motivations for studying at an international branch campus are a function of the combined pull-push factors (i.e. institution and academic reputations, marketability of the degree, low tuition fees compared to home institution, low cost of living, safe country for study, similarity of education systems as well as cultural proximity). The study proposes a model of student destination and institution choices based primarily upon 'push' factors which apply to international branch campuses in Malaysia. The success of a given university operating in a foreign market is shown to be influenced greatly by the destination's costs, attractiveness attributes, and locational convenience for students.

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**Sustainable internationalization in South Korean higher education: Languages and cultures in a foreign professor's course** / Eun-Young Jang . - **In**: Higher Education, v. 73, no. 5, pp. 673-689, June 2017 - ISSN 0952-8733. - Online ISSN 1740-3863

**Abstract** : In recent decades, recruiting foreign professors (FPs) has become a noticeable trend at South Korean higher

education institutions (HEIs) as they attempt to internationalize. In the context of this rapid influx of FPs and the associated proliferation of English-only courses, the study aims to understand internationalization's impacts on teaching and learning by examining professor-student interactions and instructional practices in an "internationalized" university course (an English-speaking Canadian professor's computer architecture course for domestic Korean students). The author adopts the theoretical lens of sustainability framed within an ecological perspective and focuses on languages and cultures, while resisting a market-based HEI internationalization approach. This study finds the course was characterised by linguistic and cultural reciprocity and equitable relations among the participants, revealing its potential for sustainable internationalization. Further, in addition to enhancing learning, the course increased students' English capability, and Korean capability. Although this successful symbiosis suggests a promising future for sustainable internationalization in Korean HEIs, the author highlights the need for institution-level programmes or services to assist both FPs and domestic students in FP courses.

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**Towards a common transnational education framework: peculiarities in China matter** / Mingyan Hu, Linda-Dianne Willis / International Association of Universities [IAU] - In: Higher Education Policy, v. 30, no. 2, pp. 245-261, June 2017 ISSN 0952-8733 - Online ISSN 1740-3863

**Abstract** : Knight has proposed a common transnational education framework for use within and among countries. How this framework may be applied in particular contexts such as those of host countries like China remains unclear. The purpose of this article is to examine the literature to explore the framework to ascertain the extent of its utility in China in terms of application and research. The investigation highlights two areas for considerations by researchers and data collectors who may use the framework. The article concludes that understanding the peculiarities of transnational education in host countries plays a critical role in addressing the challenges associated with the development and application of a common framework and ultimately a robust international protocol for data collection of transnational education.

URL: <http://rd.springer.com/article/10.1057/s41307-016-0021-9>

Access to full text article for IAU Members via HEDBIB using IAU Member Login

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**Transnational higher education and international student mobility: determinants and linkage: a panel data analysis of enrolment in Australian higher education** / Antonina Levatino - In: Higher Education, v. 73, no. 5, pp. 637-653, May 2017 - ISSN 0018-1560 . - Online ISSN 1573-174X

**Abstract** : This paper offers a macro-level panel data analysis of enrolment in Australian higher education within Australia, i.e. onshore, and abroad, i.e. offshore. Two goals are pursued: first, to investigate whether and to what extent the macro-determinants of traditional student mobility, as identified by the previous research, are also related to offshore enrolment and second, to examine the relation between the two phenomena in order to assess whether they could be considered substitutes. The results indicate that the macro-factors which influence onshore enrolment are also related to offshore enrolment, even if some of these relations occur in different ways and with different strengths. Studying abroad seems to be connected particularly with the lack of labour market opportunities in the home country. No substitutive linkage is found between offshore and onshore enrolment, confirming, as hypothesised by the previous research, that the two types of enrolment are absorbing different segments of international students.

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## Europe and North America

**Advising international students in an age of anxiety** / Institute for International Education [IIE][USA] - New York : IIE, 2017 - 12 p.

**Abstract** : This White Paper details actions taken by U.S. higher education institutions and organisations in support of students from the Middle East and North Africa (MENA), specifically in response to the two Executive Orders. It demonstrates U.S. higher education's determination to provide a welcoming environment for incoming international students and scholars.

URL : <https://www.iie.org/Research-and-Insights/Publications/Advising-Students-in-an-Age-of-Anxiety>

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**Gone International: mobility works** / Universities UK - London : UUK, 2017 . - 38 p.

**Abstract** : This report compares the academic attainment and employment outcomes of mobile and non-mobile first degree undergraduate students in the UK who completed their studies at the end of the 2014–15 academic year. It finds that there is a correlation between outward mobility and improved academic and employment outcomes.

URL: [http://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/International/GoneInternational2017\\_A4.pdf](http://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/International/GoneInternational2017_A4.pdf)

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**IIE Network handbook for international educators** / Institute for International Education [IIE][USA] - New York: IIE, 2017 - 214 p - ISBN 978-0-87206-3945

**Abstract** : This directory lists more than 7,000 international educators at over 1,400 higher education institutions in the USA who are active in internationalization of their institutions.

**Classmark** : US-6 IIE

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**Mapping internationalization on U.S. campuses 2017** / American Council of Education [ACE] - Washington, DC : ACE, 2017 - 43 p.

**Abstract** : This report details the results of a nation-wide survey Mapping Internationalization on U.S. Campuses in 2017. The report details how US institutions are expanding their internationalisation, with an increasing focus on international student recruitment.

**URL** : <http://www.acenet.edu/news-room/Documents/Mapping-Internationalization-2017.pdf>

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**Open doors 2016: Report on international educational exchange** / Christine Farrugia, Rajika Bhandari / Institute of International Education [IEE][USA] - New York : IIE, 2016 . - 141 p.

**Abstract** : The Open Doors 2016 report contains detailed information on international students in the USA as well as U.S. students who study abroad. It reveals that the number of international students at U.S. higher education institutions increased by seven percent over the previous year to 1,043,839 students in the 2015/2016 academic year while the number of U.S. students studying abroad increased by three percent in 2014/2015, driven by the strong growth to traditional study abroad destinations, specifically Europe with the United Kingdom remaining the most popular destination.

**Classmark** : US-444 BHA

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**PhD student outward mobility : perceived barriers and benefits** / Universities UK - London : UUK, 2017 - 9 p.

**Abstract** : This report is based on a PhD student focus group in the UK, which considered the benefits, barriers and attitudes to mobility, in addition to information and support. Recommendations for universities are summarised. Specifically, it suggests 'more consistent and coordinated support for students who are conducting a mobility period overseas'.

**URL** : <http://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/International/Phd-student-outward-mobility-December-2016.pdf>

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**Preparing to study in the USA : 15 things every international student should know** / Stacie Nevadomski Berdan, Allan E. Goodman / Institute for International Education [IIE][USA] . - New York : IIE, 2016 . - 107 p. ISBN 978-0-877206-386-0

**Abstract** : This practical guide designed for international students outlines the higher education system in the United States, the admission process, graduation requirements, degree and living costs, financial aid, campus life and healthcare services as well as ethical standards.

**Classmark** : US-12 IIE

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**The economic impact of international students** / Universities UK - London : UUK, 2017 - 7 p.

**Abstract** : A briefing paper incorporating new data on the economic impact of international students in the UK both national and regionally.

**URL** : <http://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2017/briefing-economic-impact-international-students.pdf>

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**Transitions of international students into higher education in Ireland** / National Forum for the Enhancement of Teaching and Learning in Higher Education [Ireland] - Dublin: National Forum, 2017 - 15 p. (Briefing Paper, 1, 2017)

**Abstract** : This paper presents a summary of findings from a survey of international students who were studying in Ireland during 2015.

**URL** : <http://www.teachingandlearning.ie/wp-content/uploads/2017/03/International-Transitions-web-ready.pdf>

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**Update: Incoming student mobility in Dutch higher education 2016-17** / Netherlands Organization for International Cooperation in Higher Education [NUFFIC] - The Hague : NUFFIC, 2017 - 18 p.

**Abstract** : This analysis of the latest figures on incoming student mobility in Dutch higher education for the 2016-17 academic year shows a continued upward trend in international students who study in the Netherlands.

**URL** : <https://www.nuffic.nl/en/publications/find-a-publication/update-incoming-student-mobility-in-dutch-higher-education-2016-17.pdf>

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**Academics across borders: narratives of linguistic capital, language competence and communication strategies**

/ Julio Gimenez, John Morgan - **In**: *Globalisation, Societies and Education*, v. 15, no. 1, pp. 68-95, February 2017  
ISSN 1476-7724 - Online ISSN 1476-7732

**Abstract** : This article reports on a study that examined the personal employment paths of six international academics at a British university. To complement previous accounts of difficult migration, it focuses on the successful experiences of such academics, in particular how proficiency in English facilitated their move into employment in higher education (HE), and the linguistic competences and communication strategies they deploy in their daily activities. The article identifies key factors that have facilitated to their academic achievements and contributes to the understanding of the benefits and consequences of skilled migration. In conclusion, it suggests workplace pedagogy and policy responses that could facilitate other international academics' successful experiences in the UK HE sector.

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**Comparing international and American students: involvement in college life and overall satisfaction** / Ji Zhou, Darnell Cole - **In**: *Higher Education*, v. 73, no. 5, pp. 655-672, May 2017 - ISSN 0018-1560 - Online ISSN 1573-174X

**Abstract** : Using longitudinal survey data, this study compares 191 international and 409 American students' involvement in college life, the extent to which the involvement is influenced by race/ethnicity, gender, and language background, and the extent to which the involvement influences overall satisfaction. Major findings include: International and American students had similar amount of interactions with faculty, and student–faculty interactions had the biggest, positive impact on overall satisfaction for both groups; international students had more frequent positive and negative cross-racial interactions than American students, and negative cross-racial interactions decreased international students' overall satisfaction; international students felt lonely more frequently than American students, yet loneliness did not decrease international students' overall satisfaction. Implications for research provide recommendations for studying international students' cross-racial interactions in relation to overall satisfaction, and for adapting and revising the conceptual model developed in this study in further research on what makes international students satisfied. Implications for practice focus on improving cross-racial interactions and student–faculty interactions, recommending concrete actions that can be offered to all students as well as special interventions targeting international students.

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**Erasmus students' involvement in quality enhancement of Erasmus+ mobility through digital ethnography and ErasmusShouts** / Martin Žnidaršič, Anže Vavpetič & Matej Martinc Manja Klemenčič, K / Society for Research into Higher Education [SRHE][UK] . - **In**: *Studies in higher education*, v. 42, no. 5, pp. 925-932, May 2017

ISSN 0307-5079 - Online ISSN 1470-174X

**Abstract** : So far, student surveys have been the most frequently used approach in understanding students' experiences of Erasmus, which supports short-term international student mobility within Europe. This commentary argues that qualitative approaches to collect data on student lived experiences are superior to survey research, yet more costly. In times when all students are digital natives, it has become possible, however, to canvass data from students through digital ethnographic approaches. The commentary introduces ErasmusShouts, a web application, which engages Erasmus students as auto-ethnographers and prompts them to reflect on, and record their lived experiences of Erasmus mobility. This approach can be adopted to generate large-scale qualitative data on international students' experiences for use by higher education practitioners and researchers to improve educational practices and learning environments.

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**Faculty as bridges to co-curricular engagement and community for first-generation international students** / Chris R. Glass, Peggy Gesing, Angela Hales, Cong Cong / Society for Research into Higher Education [SRHE][UK] . - **In**:

*Studies in higher education*, v. 42, no. 5, pp. 895-910, May 2017

ISSN 0307-5079 - Online ISSN 1470-174X

**Abstract** : The proportion of first-generation international students at US institutions ranges from one-tenth to one-half of the total international student body. First-generation status is an underexplored, and potentially significant, demographic factor in international students' adaptation to college. Researchers examined how faculty interaction out-of-class, engagement with cultural variation in-class, and students' interest in cross-cultural interaction relates to sense of community and co-curricular engagement among first-generation (n = 508) and non-first-generation (n = 955)

international students', respectively. The primary contribution of this study is providing evidence for the importance of interactions with professors out-of-class and engagement with cultural variation in-class on international students' sense of community and co-curricular engagement, especially first generation students. Implications for research and practice are discussed.

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**International academics in the Netherlands: changes, characteristics and implications** / Futao Huang / Hiroshima University. Research Institute for Higher Education - **In:** Higher Education Forum, v. 14, pp. 79-97, March 2017  
ISSN 2432-9614

**Abstract :** The purpose of this study is to provide an overview of changes to inbound international faculty members to Dutch higher education institutions, their main characteristics, and forces or agents of change which occurred in them, and the implications for Japanese higher education. The analysis and discussion are based primarily on official statistics issued by the Dutch government, professional associations, individual higher education institutions, earlier relevant literature, case studies and interviews with administrative and academic staff in the Netherlands. It begins with a short introduction to the Dutch higher education system and academic profession and then analyses key characteristics of international faculty members being employed in Dutch higher education research universities. The third section deals with major forces and agents of change which affected international faculty members in Dutch higher education institutions. The article concludes by offering implications for research, policy, and practice.

**URL :** [http://ir.lib.hiroshima-u.ac.jp/files/public/4/42954/20170516094848520211/HigherEducationForum\\_14\\_79.pdf](http://ir.lib.hiroshima-u.ac.jp/files/public/4/42954/20170516094848520211/HigherEducationForum_14_79.pdf)

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**Internationalization of Canadian higher education: discrepancies between policies and international student experiences** / Yan Guo, Shibao Guo / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v/ 42, no. 5, pp. 851-868, May 2017  
ISSN 0307-5079 - Online ISSN 1470-174X

**Abstract :** The internationalization of higher education in Canada is happening at a rapid pace. One manifestation of internationalization is the increasing enrolment of international students in Canadian institutions. There is little research on international undergraduate students' experiences from their own perspectives as they adapt to a new educational system in Canada. This research examines how internationalization policies at a university in Western Canada were interpreted and experienced by international undergraduates. Based on interviews with 26 such students from 9 countries, this study shows that students have multiple understandings of internationalization and view internationalization as a positive experience for academic and personal growth. Findings also indicated several persistent problems, including a neoliberal approach that treats internationalization as a marketing strategy, limited internationalization of the curriculum, and gaps between the internationalization policy and the experience of international students. The findings have important implications for providing appropriate support for international students and for internationalization policy in higher education.

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**Language (in)competency, communication strategies, and the development of an international academic teacher identity : becoming an audible minority** / Kirstie McAllum - **In:** Higher Education Research and Development, v. 36, no. 4, pp. 763-776, June 2017  
ISSN 0729-4360 - Online ISSN 1469-8366

**Abstract :** This article examines international academic mobility through the lens of language competency and in particular, the impact of language proficiency on professional identity. Using an autoethnography method, the author documents conversations about language ability during her first two years as an academic in a French-language university in Canada. She notes that her responses to language-related comments evolved over time, reflecting how she positioned herself as a linguistic – or audible – minority, vis-à-vis the linguistic majority. Using cultural phenomenology, the findings highlight the interactional, unstable nature of international academic identities and the importance of positive collective support for international academics who shift from majority to minority linguistic status.

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**Supporting international students through strengthening their social resources** / Nancy Arthur / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 42, no. 5, pp. 887-894, May 2017  
ISSN 0307-5079 - Online ISSN 1470-174X

**Abstract :** The motives of international students for pursuing international studies, including academic and career goals, are facilitated through building strong relationships with members of the host institution. The social integration of international students is important for their academic performance, for building a sense of connection to the destination country, and for supporting career plans post-graduation. Three key social resources for supporting international student transitions include academic faculty, counsellors, and local students. However, these groups need to be prepared to

support international students through a high-quality educational experience and through addressing the demands of living and learning in a new cultural and academic environment. Engagement with international students is critical for their success and offers unique relationships to increase the cross-cultural learning of all members of the campus community. [Abstract from publisher]

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**The ECA certificate for quality in internationalisation** / Axel Aerden, Mark Frederiks / International Association of Universities [IAU] . - In: Internationalisation of Higher Education, no. 3, pp. 71-84, 2017

**Abstract** : This article presents the emergence, background and essential characteristics of the ECA Certificate for Quality in Internationalisation. The certificate and the frameworks on which it is based have been developed by quality assurance agencies in cooperation with stakeholders. The aim of the certificate methodology is to assess, enhance and reward internationalisation. The methodology is focused on the contribution of internationalisation to the quality of education, is policy-driven, and takes international and intercultural learning outcomes as essential linking pins. After a pilot phase and fine-tuning of the methodology, applications can now be made by higher education institutions around the world for assessing internationalisation, both on the programme and the institutional level.

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**The EAIE : driving responsible international education** / Markus Laitinen, Laura Caldas de Mesquita, Anna-Malin Sandström / International Association of Universities [IAU] . - In: Internationalisation of Higher Education, no. 2, pp. 59-69, 2017

**Abstract** : The European Association for International Education was founded in 1989. The Association has developed and professionalised in tandem with changes in the field of international education. Through its growth the EAIE has been progressively aiming to drive positive change in the field. In an increasingly challenging political climate, advocacy and commitment from associations such as the EAIE strives to promote responsible international education throughout Europe and the world. (Abstract from publisher)

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**The role of academic departments in promoting faculty engagement in internationalisation** / Lisa K. Childress / International Association of Universities [IAU] . - In: Internationalisation of Higher Education, no. 1, pp. 15-34, 2017

**Abstract** : This article presents a framework and new model for promoting faculty engagement in internationalisation within academic departments. It can be used as a primer for university presidents, provosts, deans, senior international officers (SIOs), and department chairs to engage faculty in international teaching and research, and in so doing promote the advancement of global learning outcomes for students and the development of more complex and comprehensive scholarship for faculty. While the context for this article is US oriented, similar opportunities, including funding, are available in most well-developed higher education systems.

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**Voices of Chinese international students in USA colleges: 'I want to tell them that ...'** / Tang T. Heng / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 42, no. 5, pp. 833-850, May 2017  
ISSN 0307-5079 . - Online ISSN 1470-174X

**Abstract** : This study asks mainland Chinese students, the largest proportion of international students worldwide, to voice their desires about how their USA institutional communities can support their college experience. Through 3 interviews and 4 journals with 18 first and second year students, it was found that Chinese internationals wanted their professors and host peers to be cognizant of and curious about their backgrounds, as well as to show care and initiative in approaching them. They also asked for improved international student services and more academic support to decode implicit norms of the academy. Findings stress the imperative for institutions to include international students in voicing ways to enhance their college experience so that all institutional members can benefit from the internationalization of higher education.

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## Sustainable Development

**Opening up the Pandora's box of sustainability league tables of universities : a Kafkaesque perspective** / David R. Jones / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 42, no. 3, pp. 480-503, March 2017 - ISSN 0307-5079 . - Online ISSN 1470-174X

**Abstract** : This paper explores the institutional impact of sustainability league tables on current university agendas. It focuses on a narrative critique of one such league table, the UK's 'Green League Table', compiled and reported by the NGO, 'People & Planet' annually between 2007 and 2013. The paper proposes that such league tables may act as an institutional hegemonic mechanism for social legitimacy, through universities' desire to show that environmental issues are effectively under control. Espoused eco-narratives of the 'carbon targets imperative' and 'engagement' can serve as a form of deception, by merely embracing the narrative as a rhetorical device. Moreover, they can serve the exclusive, particularistic self-interests of a growing legion of 'carbon managers', 'sustainability managers' and 'environmental managers' in satisfying the neo-liberal institutional drive from their vice chancellors. (Abstract from publisher)

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**Professional development of sustainability competences in higher education : the role of empowerment** / Wim Lambrechts, Elli Verhulst, Sara Rymenams . - In: International Journal of Sustainability in Higher Education, v. 18, no. 5, pp. 697-714, 2017  
ISSN 1467-6370

**Abstract** : This paper combines a literature review, a desk research on key publications and reports and a socio-political analysis to reveal the specific context of sustainable development professional development (PD) in Flanders, Belgium. The paper provides a number of PD initiatives that focus on sustainability in general and in a single higher education institution. Framing such initiatives as an organisational change process offers insights on how elements of empowerment are currently incorporated in PD initiatives and how it can strengthen them to lead to the further integration of sustainability competences in HE.

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**Social media for environmental sustainability awareness in higher education** / Suraya Hamid, Mohamad Taha Ijab, Hidayah Sulaiman, Rina Md. Anwar, Azah Anir Norman - In: International Journal of Sustainability in Higher Education, v. 18, no. 4, pp. 474-491, 2017  
ISSN 1467-6370

**Abstract** : This paper examine the role of social media to garner interest of students and staff on environmental sustainability issues. The authors conducted a systematic literature review, and three selected online databases were searched for relevant papers for review. Specific data were extracted from each paper, and the discussion section is based on the developed research questions. The findings showed that higher education needs to fully leverage the ubiquity of social media to extend how environmental sustainability is viewed by the students and staff. Sustainability practices conducted at the university level such as recycling, reduction of electricity and water consumptions and paper reduction in classroom and used to engage students on environmental matters. For staff, social media can be leveraged as to convey the university policy and assist in their quest to become full-fledged green universities. [Abstract from publisher]

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## Africa

**Engaging teacher educators with the sustainability agenda: a case study of a pilot professional development program from Ethiopia** / Addise Amado, Aklilu Dalelo, Maik Adomßent, Daniel Fischer - In: International Journal of Sustainability in Higher Education, v. 18, no. 5, pp. 715-737, 2017 - ISSN 1467-6370

**Abstract** : This paper presents a case study from a pilot professional development program (PDP) that sought to implement and mainstream ESD among Ethiopian colleges of teacher education (CTEs) and theological seminaries (TSs). The research analyses the PDP's specific objectives with regard to capacity and structure building, describes major activities implemented and how these relate to the objectives and explores its major outcomes. It describes a comprehensive training curriculum aimed at addressing ESD in Ethiopian CTEs and TSs in a whole-institution approach. Results suggest that the PDP's approach to combine human capacity and institutional structure building was effective in supporting the implementation and mainstreaming of ESD in CTEs and TSs in Ethiopia.

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**Environmental literacy of business students in Ghana** / Godfred Matthew Yaw Owusu, Teddy Ossei Kwakye, Edem Emerald Welbeck, Charles Gyamfi Ofori . - In: International Journal of Sustainability in Higher Education, v. 18, no. 3, pp. 415-435, 2017  
ISSN 1467-6370

**Abstract :** This study examines the multidimensionality of the environmental literacy concept among university business students in Ghana. The study also investigates the relationship between students' interests in environmental issues and knowledge levels of environment and assesses how these two constructs influence students overall environmental behaviour and actions. Using a total of 591 business students at a business school in a university in Ghana, the study examines the multidimensionality of environmental literacy concept. Based on factor analysis, the study documents that environmental literacy concept can be grouped under four distinct factors (general environmental factors; industry-related factors; environmental assessment factors; and accounting-related factors). The results indicate a direct and positive relationship between students' interest in environmental issues and their environmental literacy level. Also, students' interest and their knowledge levels of environmental issues were found to be good predictors of actual students' involvement in activities that promote sustainable environment.

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## Asia and the Pacific

**An auto-photographic study of undergraduate students' conceptions of sustainability** / Chi-I Lin, Yuh-Yuh Li - In: International Journal of Sustainability in Higher Education, v. 18, no. 4, p. 554-575, 2017  
ISSN 1467-6370

**Abstract :** This paper investigates students' understandings of ocean sustainability and the pedagogical influence of higher education on those conceptions. 54 students of various academic disciplines enrolled in the 2014/2015 semester course "Sustainable Oceans" at a university in Taiwan were assessed through use of auto-photography - students were asked to take photos on issues or personal interest representing the concept of "sustainable oceans" at the beginning and end of the course. The findings showed that auto-photography is effective in assessing notions of sustainability. Social and economic dimensions were captured less frequently than environmental aspects in the students' photographs. Overall, students demonstrated vague perceptual awareness about who should take responsibility concerning lifeworld-related issues. Also, their perceptions were affected by their academic discipline. Engaging students in inter-/transdisciplinary learning, integrating the arts, science and community, helped develop a more balanced, action-motivated conception of sustainability. Post-test patterns of change in students' vision and action were observed.

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**Supporting collaborative and continuing professional development in education for sustainability through a communities of practice approach** / Kristin Warr Pedersen . - In: International Journal of Sustainability in Higher Education, v. 18, no. 5, pp 772-797, 2017  
ISSN 1467-6370

**Abstract :** This paper considers an expanded vision of professional development for embedding education for sustainability (EfS) in a higher education institution. Through an exploration of a community of practice at the University of Tasmania, Australia, this paper examines how collaborative peer learning can sustain and promote continued professional development for staff in higher education who are committed to EfS as an educational paradigm. The research was conducted through a mixed methods investigation that involved participant observation and semi-structured interviews and focus groups. This research reveals that personal values and professional identity were the two driving factors for continued engagement in a collaborative peer learning initiative. Despite institutional challenges and a lack of success of growing membership in the community of practice, participants found a level of job satisfaction and personal connection to the initiative and to each other that has sustained action and impact for this group.

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## Europe and North America

**Plan d'action de développement durable (2016-2020)** / Canada, Quebec Province, Ministère de l'éducation et de l'enseignement supérieur, 2016 . - 36 p.  
ISBN 978-2-550-76175-4

**Abstract :** This publication details the objectives and actions by the Ministry of Education and Higher Education in Quebec, Canada towards sustainable development.

**URL :** [http://www.education.gouv.qc.ca/fileadmin/site\\_web/documents/PSG/politiques\\_orientations/PADD\\_2016-2020.pdf](http://www.education.gouv.qc.ca/fileadmin/site_web/documents/PSG/politiques_orientations/PADD_2016-2020.pdf)

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**A comparative study of the efficacy of intervention strategies on student electricity use in campus residence halls** / Allison K. Wisecup, Dennis Grady, Richard A. Roth, Julio Stephens . - In: International Journal of Sustainability in Higher Education, v. 18, no. 4, pp. 503-519, 2017  
ISSN 1467-6370

**Abstract :** This paper details the results of a study at a university in the United States exposing first year university students in four matched residence halls and the use of three different interventions designed to encourage energy conservation, specifically electricity conservation. A control residence hall received no intervention. One residence hall had an energy dashboard prominently displayed. Another received various communications and programming designed to raise awareness of the need for energy conservation. A fourth residence hall had an energy dashboard and received programming. Electricity consumption among the residence halls was compared using multivariate analysis. The results showed that students in all residence halls receiving interventions demonstrated significantly lower electricity consumption compared to the control residence hall. Across two years with different student populations, results were consistent: the residence hall receiving only the communications and programming, but not the dashboard, had the lowest electricity use. The residence hall with only the dashboard also demonstrated a significant but smaller decline in electricity use. Curiously, the residence hall wherein both interventions were used demonstrated the smallest decline in electricity use.

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**Applying a transportation rating system to advance sustainability evaluation, planning and partnerships** / Elise Barrella, Kelsey Lineburg, Peter Hurley - In: International Journal of Sustainability in Higher Education, v. 18, no. 4, pp. 608-626, 2017 - ISSN 1467-6370

**Abstract :** This paper is to describe a pilot application of the Sustainable Transportation Analysis & Rating System (STARS) in a university in the United States. STARS is an example of a second-generation “green” rating system focused on transportation planning, design, operations and maintenance. The article highlights how a sustainability rating system can be used to promote sustainable urban development through a university–city partnership. The pilot’s purposes were to develop attainable transportation-development targets, evaluate infrastructure and programmatic options in the context of a credit-based system and demonstrate a decision-making framework centered on sustainability optimization. The paper provides an overview of the STARS framework and the pilot’s collaborations, analysis, findings and recommendations for credits across sustainability dimensions.

The research team found that STARS may initially be easier to integrate into a comprehensive transportation planning process than a corridor-level evaluation due to data needs, in-house expertise and planning timelines for campus and city developments. A campus-wide master plan based on STARS would enable a university and a city to apply sustainability principles to their physical and/or policy interfaces to systemically create change and achieve quantifiable targets.

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**Defining sustainable universities following public opinion formation process** / Deniz Zaptcioglu Celikdemir, Gonca Gunay, Alev Katrinli, Sebnem Penbek Albaz - In: International Journal of Sustainability in Higher Education, v. 18, no. 3, pp. 294-306, 2017  
ISSN 1467-6370

**Abstract:** This paper aims to re-define the “sustainable university” with all dimensions including environmental, economic and social factors in Turkey. Based on the model shaping the policy agenda and public opinion formation by certain groups presented by Papadakis (1996), the researchers collected data from intellectuals, rectors, political parties, media and public simultaneously. Focus groups and archival research was undertaken. The results found that the definition of sustainable universities in Turkey includes the economic, ecological and social aspects and a holistic view of different groups. The findings of the study indicate that the definition of sustainable universities in Turkey has many facets. Different groups in the public opinion formation process share almost similar views, though these points are usually mentioned under different topics.

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**Empowerment for sustainability in higher education through the EYE learning tool** / Valentina C. Tassone, Giel Dik, Thekla Anna van Lingen - In: International Journal of Sustainability in Higher Education, v. 18, no. 3, pp. 341-358, 2017 - ISSN 1467-6370

**Abstract :** While empowerment for sustainability is considered a major objective within sustainability-oriented educational programs and policies, little is known about the actual process of empowering students for sustainability through higher education. This study aims to explore empowerment for sustainability within sustainability-oriented educational programmes and policies, by introducing the EYE (Educating Yourself in Empowerment) for Sustainability learning tool and by analysing the effects of its application within a university in The Netherlands. Using questionnaire analyses, the authors analysed the effects of the EYE tool on the empowerment process as perceived by the students. The results

suggest that the EYE is a comprehensive and adaptive tool, conducive to empowerment for sustainability. The authors note that a key aspect contributing to students' empowerment for sustainability is the development and execution of a real-life project of their own choice. Learning about the diverse worldviews underlying the search for sustainability appears to be an eye opener for the students. Empowerment does not seem to require long-term training. Rather, it emerges and is experienced by university students within a few weeks.

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**Greening the campus intentions: a study of the University of the Aegean non-academic staff** / Chrysanthi Bellou, Vassiliki Petreniti, Constantina Skanavis - **In:** International Journal of Sustainability in Higher Education, v. 18, no. 4, pp. 520 - 532, 2017 - ISSN 1467-6370

**Abstract :** This study focuses on a study non-academic staff's environmental sustainability attitudes and behavior both at work and at home, their perceptions for sustainability enforcement and their active participation skills at a university in Greece. A questionnaire consisting of 45 questions was completed by 101 non-academic staff working at a campus in Lesbos Island. The analysis of the results brings light on the environmental profile of the University's non-academic staff on their intentions for greening their campus and the barriers that obstruct their attempts to promote sustainability at the University.

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**Industrialized higher education and its sustainable alternatives** / Joseph A. Ostenson, Joshua W. Clegg, Bradford J. Wiggins / Association for the study of higher education [ASHE][USA] - **In:** The Review of Higher Education, v. 40, no. 4, pp. 509-532, Summer 2017 - ISSN 0162-5748 . - Online ISSN 1090-7009

**Abstract :** In this article, the authors argue that academic life is increasingly giving way to forces of industrialization and that many of the problems confronting higher education arise within this transformation. They discuss how a culture of standardisation has led to academic monocultures; how faculty autonomy has been subverted by top down management structures; how locally based academic communities have been dispersed by mission creep and institutional isomorphism; and how many institutions have grown unsustainably, even in the midst of austerity. Drawing inspiration from sustainability discourses, they propose that the individuals and communities that make up higher education seek out and nourish practices that permit organic (local, slow) institutional development and relationally structured cultures of care and responsibility.

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**Integration of sustainability in engineering education: Why is PBL an answer?** / Aida Guerra - **In:** International Journal of Sustainability in Higher Education, v. 18, no. 3, pp. 436-454, 2017 - ISSN 1467-6370

**Abstract :** Problem based learning (PBL) has been one of the main learning pedagogies used to integrate sustainability in engineering education. The study starts with a review of the literature which is followed by an empirical study in which PBL and ESD are investigated in relation to engineering curricula. The research involves two engineering master programmes at a university in Denmark, while documentary analysis and interviews are used as methods for data collection. The results show that even though PBL and ESD share common learning principles, their practice presents limitations that challenge the full integration of sustainability, namely, the crowded, strict and academic-centred curriculum, the struggle to balance different contexts with professional, interdisciplinary and collaborative knowledge and the tacit presence of sustainability.

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**Stakeholders' perception of sustainability orientation within a major Romanian University** / Dan-Cristian Dabija, Cătălin Postelnicu, Vasile Dinu, Alin Mihăilă . - **In:** International Journal of Sustainability in Higher Education, v. 18, no. 4, pp. 533-553, 2017 - ISSN 1467-6370

**Abstract :** This research evaluates the perception that different stakeholder groups have of a large university in Romania with respect to its sustainability orientation. Data were collected by questionnaires and in-depth-interview from different stakeholder groups: staff members of the university holding coordination and/or management positions; bachelor (undergraduate) and master's students; lifelong learning programme participants coming from different secondary schools across the country enrolled on a training course organised by the university and secondary schools. Using factor analysis, the ways in which different stakeholders value and perceive the specific measures and efforts undertaken by the university were analysed. The findings showed that students, lifelong learning participants and members of the university staff perceived the university's positive orientation towards sustainability and the measures taken in this respect. All stakeholders expressed highly favourable opinions of the university's actions towards different sustainability aspects, such as its attitude towards its employees, its performance within the higher education market and its establishment of an attractive and innovative educational programme, in compliance with sustainability principles, environmental protection and modern attitudes towards society.

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**The European virtual seminar on sustainable development as an opportunity for staff ESD competence development within university curricula** / Joop de Kraker, Jana Dlouhá, Laura Machackova Henderson, Dana Kapitulcinová . - In: International Journal of Sustainability in Higher Education, v. 18, no. 5, pp. 758-771, 2017  
ISSN 1467-6370

**Abstract :** This paper assesses the current and potential value of the European Virtual Seminar (EVS) on Sustainable Development (EVS) as an opportunity for professional development in Education for Sustainable Development (ESD) for teaching staff at university level. The European Virtual Seminar currently extends to a partnership of ten universities from across Europe. The paper pays particular attention to the development of ESD competences of tutors through participation in EVS, based on the UNECE (2011) competence framework and supported by the results from a small-scale questionnaire. Three major aspects of EVS as a professional opportunity in ESD are elaborated: EVS as an on-the-job training opportunity, EVS as an international staff mobility opportunity and EVS as an active learning and innovation community. The results show that EVS is an effective opportunity for developing a range of ESD competences, especially for junior university staff.

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**The use of educational game design and play in higher education to influence sustainable behaviour** / Theresa G. Mercer, Andrew P. Kythreotis, Zoe P. Robinson, Terje Stolte, Sharon M. George, Stephanie K. Haywood - In: International Journal of Sustainability in Higher Education, v. 18, no. 3, pp. 359-384, 2017 - ISSN 1467-6370

**Abstract :** A case study on the creation, development and utilisation of educational games by university students for use in by school children of 10-13 years is presented. The paper discusses the case study in the context of Kolb's experiential learning and dynamic matching model, Perry's stages of intellectual development and Beech and Macintosh's processual learning model. The data used were from questionnaire feedback from the university students who designed the games and the school students who played the games. Further qualitative feedback was collected from local schools involved in playing the games created by the students. Overall, the university students responded positively to the assessment and would like to see more of this type of assessment. They enjoyed the creativity involved and the process of developing the games. For the majority of the skill sets measured, most students found that their skills improved slightly. Many university students felt that they had learnt a lot about effectively communicating science. The school children involved in playing the student-created games found them accessible with variable degrees of effectiveness as engaging learning tools dependent on the game.

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**Training sessions fostering transdisciplinary collaboration for sustainable development: Albania and Kosovo case studies** / Jonas Meyer, Marlene Mader, Friedrich Zimmermann, Ketrina Çabiri - In: International Journal of Sustainability in Higher Education, v. 18, no. 5, pp. 738-757, 2017 - ISSN 1467-6370

**Abstract :** This paper examines sustainability-related challenges in the two Western Balkan countries – Albania and Kosovo. It discusses the opportunities of local higher education institutions (HEIs) taking responsibility to tackle these challenges by providing professional development through science–society collaboration in innovative training sessions for university educators. The paper starts with a literature review on actual challenges and transformations of higher education for sustainable development (ESD) in Albania and Kosovo. Subsequently, experiences from the on-going European Union (EU) project “ConSus” are used to draw both a competence framework for ESD within science–society collaboration based on the training sessions, as well as possible scaling opportunities. The paper concludes by addressing possible scaling opportunities of the project's activities.

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**Transition communities and the glass ceiling of environmental sustainability policies at three universities** / Miguel Pardellas Santiago, Pablo Meira Cartea, Lucía Iglesias da Cunha - In: International Journal of Sustainability in Higher Education, v. 18, no. 4, pp. 576-593, 2017 - ISSN 1467-6370

**Abstract :** This paper reports on the experiences of three European universities in Spain, Portugal and Scotland that have implemented transition initiatives, using the Transition Network's methodology to promote their sustainability plans. The Transition Communities' model for change is presented from a socio-educational perspective as an effective methodology for encouraging university environmental sustainability processes. The comparative analysis between the universities revealed three very different scenarios, which shared an absence of explicit theoretical–methodological references in the design, execution and evaluation of the educational actions that were implemented. Examination of the impact and continuity of these initiatives uncovered the existence of a “glass ceiling” in university environmental sustainability strategies. The authors note that the innovative Transition methodology was unable to alter the established academic, corporate, organisational and cultural structures and dynamics that perpetuate unsustainability.

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**Universities' intermediary role in the "design for sustainability" field : case studies from the Netherlands and Turkey** / Elif Küçüksayraç, Renee Wever, Han Brezet . - In: International Journal of Sustainability in Higher Education, v. 18, no. 3, pp. 455-472, 2017 - ISSN 1467-6370

**Abstract :** This paper investigates the intermediary role of universities in spreading design for sustainability into industry. Three case studies were undertaken on a Design for Sustainability Programme in a university in The Netherlands; a centre on sustainable consumption and production within a university in Turkey; and an individual scientist within an Environmental Engineering Department in a university in Turkey.

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**Using module-based learning methods to introduce sustainable manufacturing in engineering curriculum** / Debalina Sengupta, Yinlun Huang, Cliff I. Davidson, Marrio R. Eden, Mahmoud El-Halwagi - In: International Journal of Sustainability in Higher Education, v. 18, no. 3, pp. 307-328, 2017 - ISSN 1467-6370

**Abstract :** This paper reports on the implementation into the curriculum of a United States National Science Foundation-sponsored project titled: "The Sustainable Manufacturing Advances in Research and Technology Coordination Network (SMART CN)". The project aims to bridge the gap between the academic knowledge discovery and industrial technology innovation for sustainable manufacturing, defined as the creation of manufactured products that use processes that are non-polluting, conserve energy and natural resources, and are economically sound and safe for employees, communities and consumers. The paper reports on research and educational activities that have been undertaken to introduce Sustainable Manufacturing Case Studies for use by academic instructors to a diverse group of undergraduate, graduate and industry professionals. Specifically, the creation of structured modules for introducing the topic of sustainable manufacturing in the curriculum. The article concludes with examples of case studies developed through the SMART-CN project framework.

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**Working with the divides: two critical axes in development for transformative professional practices** / Helen Avery, Birgitta Nordén - In: International Journal of Sustainability in Higher Education, v. 18, no. 5, pp. 666-680, 2017 ISSN 1467-6370

**Abstract:** The paper provides a conceptual map of how to mediate between sustainability theory and practice in higher education and how disciplinary divides can be bridged. It further looks at issues linked to knowledge views and drivers for institutional change that affect opportunities for whole institution development promoting action preparedness. Taking its point of departure the University Educators for Sustainable Development report UE4SD (2014, 2015), the authors also carried out a study of links between teacher education and sustainability environments and two Swedish and two Danish universities. The findings showed that although the literature stresses both action orientation and the need for holistic transdisciplinary approaches, many institutional drivers limit opportunities for more integrating approaches.

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## **Latin America and the Caribbean**

**Higher education for sustainable development at EARTH University** / Carlos Rafael Rodríguez-Solera, Marisol Silva-Laya - In: International Journal of Sustainability in Higher Education, v. 18, no. 3, pp. 278-293, 2017 ISSN 1467-6370

**Abstract :** This article presents the experience of a Central American university that has been successfully advancing an educational model focused on sustainability for over 25 years. It reports on a study conducted on perceptions of the impact from graduates of EARTH (Escuela de Agricultura de la Región Tropical Húmeda) University in Nicaragua, Honduras and Guatemala. The study uses a mixed methodology that combined the application of a standardised questionnaire, together with focus groups and semi-structured interviews of graduates, their employers, members of their communities, clients of the companies where they work and colleagues. The results show that agricultural engineers who graduated from EARTH University have had a positive social, economic and environmental impact in their communities of origin. They have taken on leadership positions and have become change agents who are aware of the social needs around them. They contribute to economic growth and job creation, and at the same time, promote sustainable management of natural resources. The authors conclude that this study reveals that, in the case of Latin America, education for sustainability cannot be limited to providing training in natural resources management. The promotion of inclusive development supposes that students have learned how to manage productive activities that are economically and socially sustainable, and that students have received a solid education in values, aimed at fostering a commitment to build a fairer society.

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**Professional development of university educators in ESD : a study from pedagogical styles** / Maria Mercedes Callejas Restrepo, Norka Blanco-Portela, Yolanda Ladino-Ospina, Rosa Nidia Tuay Sigua, Kenneth Ochoa Vargas . - In:

**Abstract :** This paper describes a study in a Higher education institution in Colombia on the effect of department's integration of sustainable Professional Development Programme on academics' self-assessed pedagogical styles. The programme aims to articulate the relationship between ESD processes and university educator training in interdisciplinary groups of educators from different backgrounds.

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## Values-based Leadership

### Asia and the Pacific

**2017 Southeast Asian Higher Education (SEA-HiEd) Forum on Leadership and Governance: country papers and presentations** / SEAMEO Regional Centre for Higher Education and Development [RIHED][Thailand] - SEA-HiEd Forum on Leadership and Governance, Manila, Philippines, 5 April 2017 - Bangkok : SEAMEO RIHED, 2017 - 332 p.

**Abstract** : This compilation of country papers and presentations from the SEAMEO RIHED Forum on Leadership and Governance covers higher education policies and good practices in Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, the Philippines, Singapore, Thailand and Vietnam.

URL :

[https://files.mycloud.com/home.php?brand=webfiles&seuuid=c9c08580b7a2006f271dd190bf611447&name=2017\\_SEA-HiEd\\_Forum\\_Compilation](https://files.mycloud.com/home.php?brand=webfiles&seuuid=c9c08580b7a2006f271dd190bf611447&name=2017_SEA-HiEd_Forum_Compilation)

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**Australian universities at a crossroads : insights from their leaders and implications for the future** / University of Melbourne [Australia]. Centre for the Study of Higher Education [CSHE]; University of California [USA]. Center for Studies in Higher Education. - Melbourne, Berkeley: CSHE, 2017 - 86 p.

**Abstract** : This publication provides an overview of the history, current status, and future challenges to the Australian university system through the eyes of its leaders.

URL :

<http://www.cshe.berkeley.edu/sites/default/files/shared/publications/docs/Australian%20Universities%20at%20a%20Crossroads.pdf>

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**Research-university governance in Thailand : the case of Chulalongkorn University** / Kreangchai Rungfamai . - In: Higher Education, v. 74, no. 1, pp. 1-16, July 2017 - ISSN 0018-1560 - Online ISSN 1573-174X

**Abstract** : This paper provides a description of the environments, changes, and university stakeholders' perceptions in terms of governance arrangements when a university in Thailand repositioned itself to be a comprehensive public research-oriented university, in line with national and international changes in the higher education landscape. It illustrates how this university responded to the changes through the internal governance structure. This was examined through three dimensions: (1) context-underpinning factors; (2) incentive arrangements and funding; and (3) monitoring and oversight mechanisms. The study adopted a qualitative approach, based on document analysis, interviews, and observations. 33 interviews were conducted with senior officials from governmental agencies and independent organizations; junior officials working for the Office of the Higher Education Commission; top executives of different faculties and the central administration; academics and a graduate student.

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### Europe and North America

**Individuals in action : bringing about innovation in higher education** - In: European Journal of Higher Education, v. 7, no. 2, pp. 101-119, June 2017 - ISSN 2156-8235

**Abstract** : This article addresses academics who innovate in higher education and their characteristics. The authors undertake a qualitative case study of six individuals who implemented disruptive and transformative pedagogical approaches and curricular practices in their departments and/or their institutions in universities of applied sciences in Portugal, the Netherlands and Germany. The findings point to six common characteristics – motivation to change institutionalised practices, interest in change, experience in the field, multi-embeddedness, authority to act, and the strategic use of social networks – which seem to play a role at individual levels in driving these disruptive and transformative approaches. While acknowledging studies in higher education that address innovation as a response to exogenous influences, this study highlights the role of individuals with certain characteristics in driving innovation and processes of endogenous change in higher education institutions.

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**Shared leadership in higher education : important lessons from research and practice** / American Council of Education [ACE] . - Washington, DC : ACE, 2017 . - 29 p.

**Abstract** : This report examines how a changing environmental context in higher education requires new leadership skills and approaches. It reviews the research on shared leadership, and the small body of research in higher education on shared leadership. The authors examine the significance of this research for leadership development, discuss challenges

to this approach, and offer implications for practice within higher education institutions.

URL : <http://www.acenet.edu/news-room/Documents/Shared-Leadership-in-Higher-Education.pdf>

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**Glass cliffs, queen bees, and the snow-woman effect : persistent barriers to women's leadership in the academy**

/ Lynn Pasquerella, Caroline S. Clauss-Ehlers . - In: Liberal Education, v. 103, no. 2, pp. 14-21, Spring 2017

ISSN 0024-1822

**Abstract :** The author outlines some of the factors which act as barriers to women's leadership at the highest administrative levels within colleges and universities.

URL : <https://www.aacu.org/liberaleducation/2017/spring/lawrence>

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## Other themes

### Academic freedom

**Unsafe space : the crisis of free speech on campus** / Tom Slater, Ed. - Basingstoke : Palgrave Macmillan, 2016 . - 134 p. - ISBN 978-1-137-58785-5

**Abstract** : This book makes the case for free speech in higher education. The contributors - academics, journalists, lawyers, campaigners and activists from the United States and the United Kingdom - discuss recent debates on free speech at universities such as safe spaces in universities and "trigger warnings" to avert students of sensitive subjects; the Boycott, Divestment and Sanctions (BDS) movement; and university responses to student groups perceived to hold extremist opinions. The book concludes that rather than creating 'safe spaces' within universities, students and academics should turn their universities into 'unsafe spaces', where open debate is both necessary to make universities welcoming and stimulating environments, but also essential to intellectual and scientific progress.

**Classmark** : INT-21 SLA

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**Academic freedom and the critical task of the university** / Judith Butler - In: Globalizations, Published online 16 May 2017 - ISSN 1474-7731 - Online ISSN 1474-774X

**Abstract** : The author examines the concept of academic freedom as both a right and an obligation to preserving the institution as a site where freedom of inquiry can take place free of intervention and censorship. She provides an analysis of the 1950 founding conference of the International Association of Universities in Nice which established principles for global higher education with academic freedom having a central place within the university. The paper ends with an examination of current breaches of academic freedom in Turkey.

**URL** : <http://www.tandfonline.com/doi/pdf/10.1080/14747731.2017.1325168?needAccess=true>

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**How to liquidate a people? Academic freedom in Turkey and beyond** / Umut Özkirimli - In: Globalizations, Published online 22 May 2017 - ISSN 1474-7731 . - Online ISSN 1474-774X

**Abstract** : This article discusses the context of the suppression of freedom of academics in Turkey, particularly subsequent to a 'Academics for Peace' declaration signed by over 1000 academics in Turkey in January 2016 and after the July 2016 attempted coup. Subsequent to the coup, a total of 48111 academics lost their jobs and were subjected to a number of rights violations. The author describes this 'war on academe' as neither unique nor new, contextualising it as part of a global attack on academic freedom.

**URL** : <http://www.tandfonline.com/doi/pdf/10.1080/14747731.2017.1325171?needAccess=true>

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**Les libertés académiques comme vecteurs de l'enseignement supérieur et de la paix** / Oleg Curbatov - In: Regards dynamiques et critiques de la gouvernance des universités . - Marrakech, Paris: IAUPL, 2017 - pp. 157-170 ISBN 978-2-9557439-0-4

**Abstract** : This article examines academic freedom in the French university context. Three aspects are examined: Freedom of expression; freedom of research and publication; and freedom of teaching. The article also discusses the results of a survey of 1932 university lecturers and lecturers undertaken by the French section of the International Association of University Professors and Lecturers.

**Classmark** : FR-42 IAUPL

**URL** : <https://hal.archives-ouvertes.fr/hal-01485738/document>

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**Requiem for a dream: Academic Freedom under threat in democracies** / Daniela Craciun, Georgiana Mihut. - In: International Higher Education, no. 90, pp. 15-16, 2017 - ISSN 1084-0613

**Abstract** : The authors examine recent actions against academic freedom taken by governments in Turkey, Poland, Hungary and Russia toward academics and higher education institutions.

**URL** : <https://ejournals.bc.edu/ojs/index.php/ihe/article/view/9999/8682>

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### Academic teaching personnel

**Modernization of higher education in Europe : academic Staff : 2017** / European Commission. EURYDICE . -

Luxembourg : Publications Office of the European Union, 2017 . - 172 p. - ISBN 978-92-9492-510-7

**Abstract :** This report looks at the current realities faced by academic staff within a changing higher education landscape. It covers higher education systems in 35 countries. It focuses on the qualification requirements for academic staff, the recruitment process, employment and working conditions in academia, the impact of external quality assurance, and top level strategies for internationalisation.

URL : [https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/images/3/3c/209\\_Academic\\_Staff\\_2017.pdf](https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/images/3/3c/209_Academic_Staff_2017.pdf)

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**Recalibrating careers in academia : professional advancement policies and practices in Asia-Pacific** / Libing Wang, Wesley Teter, Eds. / UNESCO; UNESCO Asia and Pacific Regional Bureau for Education [UNESCO Bangkok] . - Paris, Bangkok : UNESCO, 2017 . - 402 p.

ISBN 978-92-9223-573-4 . - Online ISBN 978-92-9223-574-1

**Abstract :** This publication is based on a two-year project launched by UNESCO Bangkok and ERI-Net to assess professional advancement policies and practices of higher education teaching personnel in Australia, Cambodia, Hong Kong, India, Indonesia, Japan, Korea, Malaysia, the Philippines, Sri Lanka and Thailand. It provides a collection of case studies on academic promotion, highlighting promising practices and assessing emerging challenges in how higher education teaching personnel are recruited, evaluated and promoted in Asia and the Pacific.

URL : <http://unesdoc.unesco.org/images/0024/002479/247904E.pdf>

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**Academic inbreeding in Portugal : does insularity play a role?** / Orlanda Tavares, Vasco Lança, Alberto Amaral . -

**In:** Higher education policy, v. 30, no. 3, pp. 361-380, September 2017

**Abstract :** A recent study has highlighted the high level of 'inbreeding' in Portuguese academia, relating this phenomenon with the age of the institution and with the core academic values of different disciplinary areas. Defining academic inbreeding as the recruitment of academics by the same institution that awarded their PhD, this study extends the research to Portuguese universities in peripheral areas affected by insularity which might increase levels of inbreeding. Using data from the national Agency for Assessment and Accreditation of Higher Education (A3ES), the levels of inbreeding in universities of peripheral areas, such as the Portuguese islands and other second-tier urban centres in the hinterland of the country, and in different disciplinary areas were compared with universities located in larger and coastal urban centres. Overall results do not support a major influence of insularity in inbreeding, however, inbreeding levels were masked by disparities in the development stage of disciplines - when the age of the first PhD awarded in different disciplinary areas was taken into account, an increasing effect of insularity in academic inbreeding was noted.

URL : <https://link.springer.com/article/10.1057/s41307-016-0029-1>

Access to full text article for IAU Members via HEDBIB using IAU Member Login

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**Being and becoming a university teacher** / Wendy McMillan, Natalie Gordon - **In:** Higher Education Research and Development, v. 36, no. 4, pp. 777-790, June 2017 - ISSN 0729-4360 - Online ISSN 1469-8366

**Abstract :** This paper, part of a broader South African national study of university teaching, examines how one academic framed the enablements and constraints to her project of being and becoming an academic. A visual representation of data was used to generate a concept map, representing as equal all the component parts of her landscape. Five spaces with emancipatory potential to assist the academic in her professional development emerged, namely: communities of practice, academic freedom, position statements, development opportunities and a supportive environment.

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**Constructions of success in academia : an early career perspective** / Kathryn A. Sutherland / Society for Research into Higher Education [SRHE][UK]. - **In:** Studies in higher education, v. 42, no. 4, pp. 743-759, April 2017

ISSN 0307-5079 - Online ISSN 1470-174X

**Abstract :** Taking a social constructionist approach, this paper considers the constructs of objective and subjective career success in academia and shares the perspectives of early career academics in Canada, New Zealand and Sweden in relation to these narratives. Key findings are that objective career success in academia dominates the literature but remains ill-defined in the minds of the early career academics to whom the measures are applied, and that subjective career success in academia needs both more research attention and more consideration in promotion, tenure, and workload deliberations and policies.

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**Counting on demographic equity to transform institutional cultures at historically white South African universities?** / Masixole Booii, Louise Vincent, Sabrina Liccardo. - **In:** Higher Education Research and Development, v. 36, no. 3, pp. 498-510, May 2017

**Abstract :** Several South African universities have responded to the challenge of recruiting and retaining black academics by initiating programmes for the 'accelerated development' of these candidates. The Accelerated Development Programme (ADP) on which this investigation is based was located at one historically white university (HWU). The paper draws on interviews with 18 black lecturers who entered the academic workforce through the university's ADP. Employing a theoretical framework of social and cultural reproduction, the authors examine how racialised, classed and gendered assumptions remain deeply entrenched in the values, norms and practices of historically white measured universities in South Africa. The findings suggest that it is difficult for even the most conscious and personally invested agents to interrupt the naturalised norms and values that form part of the existing institutional culture. Agents struggle to interrupt normalised practices because of the highly valued currency of capital possessed by dominant actors in the form of white-middle-class habitus, disguised as academic experience and 'excellence'. [Abstract adapted from publisher]

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**Fear and loathing in the academy? The role of emotion in response to an impact agenda in the UK and Australia**

/ Jennier Chubb, Richard Watermeyer, Paul Wakeling . - In: Higher Education Research and Development, v. 36, no. 3, pp. 555-568, May 2017 - ISSN 0729-4360 . - Online ISSN 1469-8366

**Abstract :** The research impact agenda is frequently portrayed through 'crisis' accounts whereby academic identity is at risk of a kind of existential unravelling. In this article, the authors attempt to examine the role of the affective in academics' responses to a particular research policy directive – the impact agenda. The authors undertook interviews with 51 mid-senior career academics between 2011 and 2013 in the UK and Australia in two research intensive universities. Interviewees, representing a range of disciplines, were asked how they felt about the introduction of an impact agenda in terms of both funding and higher education research policy. They observed a community heavily emotionally invested in what they do, such that threats to academic identity and research are consequently threats to the self. In doing so, they revealed the contributing factors affecting the community's reaction to impact. In cases where personal, moral and disciplinary identities align with the impact agenda, the emotional response is positive and productive. For many academics, however, misalignment gives rise to emotional dissonance. [Abstract adapted from publisher]

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**Lost souls? The demoralization of academic labour in the measured university** / Paul Sutton - In: Higher Education Research and Development, v. 36, no. 3, pp. 625-636, May 2017 - ISSN 0729-4360 . - Online ISSN 1469-8366

**Abstract :** In this conceptual paper, the author contends that the soul of academic labour is becoming lost in performativity. Performativity, he explains, is a form of regulation and control that deploys technical rationality and judgements to incentivize and punish academics. Indeed, performativity is central to the culture of measurement within contemporary universities. This, he contends, is demoralizing academic labour as performativity only measures and values those dimensions of academic labour that can be captured by quantitative performance indicators. To critique this process, the author firstly locates performativity within a moral economy perspective. I argue that the university economy is no longer structured by the moral norm of education as a public good. It has been restructured, commodified and marketised by neo-liberal capitalism. Secondly, he explores how the reorganisation of institutional practices and academic identity within the university by performativity wreaks terror in the academic's soul. Thirdly, he critiques the unsatisfying post-structural reduction of the soul to a synonym for subjectivity and offer a sociological conception of the soul as the spiritual dimension of academic labour emerging from deep, rich social relations of production. My conjecture is that the soul is the moral energy and purpose central to species-being: the peculiarly human ability to transform the socio-human world for the good of all. Finally, he suggests that within the soulless technical measure of academic labour that now dominates the university lies the possibility for developing a more soulful normative measure. My aim then is to articulate a dialectical humanist conception of the soul of academic labour in order to critique the reductive positivism of the measured university.

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**Reciprocal commitment in academic careers? Finnish implications and international trends** / Taru Siekkinen, Kari Kuoppala, Elias Pekkola, Jussi Valimaa . - In: European Journal of Higher Education, v. 7, no. 2, pp. 120-135, June 2017 ISSN 2156-8235

**Abstract :** This study explores the nature of reciprocal commitment in academic careers. The article is based on a survey conducted in autumn 2013 among 810 fixed-term employees at eight major universities in Finland. The analysis focuses on researchers who have a doctoral degree and who are working on a fixed-term contract at their university (n = 308). The results showed that researchers experience their working conditions as insecure and many of them have considered leaving their universities. Despite the fact that they find their work meaningful their uncertain and poor working conditions are related to their thoughts of leaving the university. In addition, in many cases leaving the university is not a choice of the researcher – they wish they would not have to leave. Based on these findings, the authors conclude that higher

education institutions should consider if both the benefits of fixed-term contracts and their transaction costs are related to academics' well-being and motivational issues.

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**The mismeasure of academic labour** / Angelika Papadopoulos - In: Higher Education Research and Development, v. 36, no. 3, pp. 511-525, May 2017 - ISSN 0729-4360 - Online ISSN 1469-8366

**Abstract** : This paper explores the construction of academic labour through key documents associated with workload allocation processes adopted by nine Australian universities. The primary materials for analysis are clauses written into enterprise agreements, principles for workload allocation and specific instances of metrics allocating academic work. This is supplemented by analyses of survey results regularly commissioned by the national academics' union. Claiming that workload models operate as policy technologies, the author advances a case that these models seldom begin from real empirical grounds, but she also displays how these models obscure the very 'thing' they aim to be transparent about.

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**The missing measure? Academic identity and the induction process** / Jennie Billot, Virginia King - In: Higher Education Research and Development, v. 36, no. 3, pp. 612-624, May 2017 - ISSN 0729-4360 - Online ISSN 1469-8366

**Abstract** : This article offers a dual lens into the induction of early career academics in the contemporary university. The authors surveyed recent research into induction from the fields of Higher education studies and of human resources (HR). The HR literature displays a greater emphasis on organisational socialisation but also on performance measures. Secondly, drawing on an empirical study of researcher experiences within a measured and funding-directed environment within a university in New Zealand, the authors surfaced the challenges faced by new academics and the tensions of juggling multiple roles and identities. They found that induction programmes that encourage and educate individuals to take responsibility for their socialisation can enhance positive outcomes. Paradoxically, traditional, one-size-fits-all, induction that focuses on the 'doing' of academic practice leaves individuals unequally prepared for academic life. The empirical study findings echo claims in the literature that communities of practice can act to positively support newer academics. The induction challenge then is to provide personalised, professional scaffolding for scholarly development and to monitor its effectiveness, while seeking opportunities to build a more supportive academic culture.

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## Access and success in Higher Education

**A stronger nation: learning beyond high school builds American talent** / Lumina Foundation [USA] - Indianapolis : Lumina Foundation, 2017 . - 326 p.

**Abstract** : This report shows that while attainment is increasing among all groups in the United States, large gaps persist. Recommendations are provided as part of a Road Map for Goal 2025, which calls for 60 percent of Americans to hold a degree, certificate or other high-quality postsecondary credential by 2025. Currently, degree attainment (associate and above) among working-age Americans (ages 25-64) is 40.9 percent. Degree attainment statistics per State and metropolitan area are provided.

URL : <blob:http://strongernation.luminafoundation.org/1ecdafd1-9119-4f0e-9fa3-3b62daa81276>

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**A study of progression in Irish higher education** / Higher Education Authority [Ireland] . - Dublin : HEA, 2017 . - 60 p. ISBN 1-905135-55-6

**Abstract** : This report examines student progression in 2014/15. The data shows that the dropout rate for first year undergraduates at all Irish HEIs is 15% and 11% at universities. Analysis of student characteristics shows a higher dropout rate for male students and students of lower socioeconomic status.

URL : <http://hea.ie/assets/uploads/2017/06/A-STUDY-OF-PROGRESSION-IN-IRISH-HIGHER-EDUCATION.pdf>

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**Data infrastructure for studying equity of access to postsecondary education in Ontario** / Kelly Gallagher-Mackay / Higher Education Quality Council of Ontario [Canada] . - Toronto : HEQCO, 2017 . - 59 p.

**Abstract** : This report finds that limited data, in particular demographic data, is currently collected across Ontario. The report recommends that data on race, indigenous identity, disability, sexual orientation, and immigrant/minority status be collected and that student data be linked to access and graduation rates.

URL : <http://www.heqco.ca/SiteCollectionDocuments/FINAL%20Data%20Infrastructure.pdf>

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**Expanding the circle : creating an inclusive environment in higher education for LGBTQ students and studies** / John C. Hawley, Ed. . - Albany, NY : SUNY Press, 2015 . - 366 pp.

ISBN 978-1-4384-5461-0

**Abstract :** This collection of essays, case studies and research aims to assist high education professionals in helping LGBTQ students. It offers examples from institutions in the context of the United States that can "expand the circle of acceptance" and provide a model for inclusion for all in higher education.

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**Gender in higher education in Puntland : from accessibility to creating supportive environment for women in higher education and research** / Somali Institute for Development and Research Analysis [SIDRA Institute] . - Garowe : SIDRA, 2017 . - 4 p. (Policy Brief, 5)

**Abstract :** This policy brief details the challenges of women's under representation in HEIs and research, and proposes key recommendations and policy proposals. This document is an outcome of the First Annual Conference on Gender Equality in Higher Education, held in Puntland, Somalia, on 21 - 23 November 2016.

**URL :** [http://www.inasp.info/uploads/filer\\_public/15/66/1566af35-d359-43a3-89f9-84687cb2029e/policy\\_brief\\_gender\\_in\\_higher\\_education\\_sidra.pdf](http://www.inasp.info/uploads/filer_public/15/66/1566af35-d359-43a3-89f9-84687cb2029e/policy_brief_gender_in_higher_education_sidra.pdf)

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**HER future in university : Impact evaluation one year on** / Institute of International Education [IEE][USA] - New York : IIE, 2017 - 22 p.

**Abstract :** This publication provides results of the IE Higher Education Readiness Program (HER): increasing access to higher education for Ethiopian girls which provided scholarships and academic support to 100 female secondary school students in Ethiopia, among whom 89% went on to enrol in higher education.

**URL :** <https://p.widencdn.net/aylmf6/HER-Future-2016>

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**Higher Education Students and Qualifiers at Scottish Institutions 2015 -16** / Scottish Funding Council . - Edinburgh : Scottish Funding Council, 2017 - 29 p.

**Abstract :** These statistics on student enrolment and participation rates which show an increase in undergraduate students in Scotland, an increase in the proportion of women students, and continued underrepresentation of students from deprived areas of Scotland, in particular at 'ancient' universities.

**URL :**

[http://www.sfc.ac.uk/web/FILES/Statistical\\_publications\\_SFCST062017\\_HigherEducationStudentsandQualifiersatSFCST062017\\_HE\\_Students\\_and\\_Qualifiers\\_2015-16.pdf](http://www.sfc.ac.uk/web/FILES/Statistical_publications_SFCST062017_HigherEducationStudentsandQualifiersatSFCST062017_HE_Students_and_Qualifiers_2015-16.pdf)

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**Manitoba post-secondary sexual violence policy guide: promoting awareness and prevention** / Canada. Manitoba government - Winnipeg: Manitoba government, 2017 . - 18 p.

**Abstract :** These guidelines released by the Government of the of Manitoba, Canada, aim to assist institutions to comply with the 2017 Sexual Violence Awareness and prevention Act, which applies to all higher education institutions in the province. Under this legislation, institutions must have appropriate policies and procedures in place to respond when students report an incident of sexual violence.

**URL :** [http://www.edu.gov.mb.ca/docs/sexual\\_violence/guide.pdf](http://www.edu.gov.mb.ca/docs/sexual_violence/guide.pdf)

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**Out in the open: education sector responses to violence based on sexual orientation and gender identity/expression** / UNESCO - Paris : UNESCO Publishing, 2016 - 144 p. - ISBN 978-92-3-100150-5

**Abstract :** This report provides the results of a global review of homophobic and transphobic violence in educational settings and of education sector responses. It primarily reports on secondary school students but also includes some findings for university students It also intends to provide education sector stakeholders with a framework for planning and implementing effective responses as part of wider efforts to prevent and address violence in educational settings.

**URL :** <http://unesdoc.unesco.org/images/0024/002447/244756e.pdf>

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**Refugees welcome? Recognition of qualifications held by refugees and their access to higher education in Europe: country analyses** / European Student's Union [ESU] . - Brussels : ESU, 2017 . - 88 p.

**Abstract :** This report examines the educational chances of refugees in European higher education. Focusing on access and recognition of qualifications, it profiles case studies of Romania, Belgium, Norway and Germany.

**URL :** [https://www.esu-online.org/wp-content/uploads/2017/05/ESU-Are-Refugees-Welcome\\_-WEBSITE-1.compressed-1.pdf](https://www.esu-online.org/wp-content/uploads/2017/05/ESU-Are-Refugees-Welcome_-WEBSITE-1.compressed-1.pdf)

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**Supporting student success : strategies for institutional change** / Higher Education Academy [UK]; Action on Access [UK] . - Bristol, London : HEFCE, Action on Access, 2017 - 165 p.

**Abstract** : This final report of the What Works? programme analyses effective interventions in retention and success across 13 UK universities.

URL : <https://www.heacademy.ac.uk/knowledge-hub/supporting-student-success-strategies-institutional-change>

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**Class differentials in getting parental assistance for seeking a second chance of getting into university: an illustration of community-college students in Hong Kong** / Yi-Lee Wong - In: Higher Education, v. 74, no. 1, pp. 163-178, July 2017 - ISSN 0018-1560 - Online ISSN 1573-174X

**Abstract** : This article describes a qualitative study of 85 community-college students in Hong Kong where they discussed how they desired a second chance option to be able to go to university by studying an associate degree in community college. Encouragement and emotional support to seek this new, costly, and risky second chance was provided by parents of most respondents. However, middle-class respondents received more relevant information and academic advice with financial support from their parents than working-class respondents. The authors conclude that the availability of a second chance does not immediately imply that the middle and the working classes are equally capable of taking advantage of it to rectify their previous educational failure. [Abstract adapted from publisher]

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**Creating a positive environment for widening participation: a taxonomy for socially just higher education policy and practice** / Gina Wisker, Rachel Masika . - In: Higher Education Review, v. 49, no. 2, pp. 56-84, 2017  
ISSN 0018-1609

**Abstract** : This article draws on the experiences of South African universities to theorise the elements underpinning more just forms of higher education. Drawing on interviews with senior managers, teaching, research, academic and educational development staff and students at six South African universities (2012-2016) and a survey of literature, this study develops a taxonomy of social justice practices: epistemological access; values-oriented curriculum; critical pedagogies and professionalism; student engagement and belonging; critical enquiry and communities of practice; ethical leadership and strategic embedding of practice.

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**How mature-age students succeed in higher education : implications for institutional support** / Margaret Heagney, Robyn Benson / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - In: Journal of Higher Education Policy and Management, v. 39, no. 3, pp. 216-234, June 2017  
ISSN 1360-080X . - Online ISSN 1469-9508

**Abstract** : This article draws on stories of success in higher education by mature-age students of diverse backgrounds to highlight some key implications for institutional support. The article begins by reviewing the background of mature-age study in Australian higher education to provide a context for presenting some major findings from a small, in-depth research project. The authors focus on the role of institutional support in the success of mature-age students, particularly given recent sectoral factors affecting their access and support. The results show that students' primary supports were families and friends. Participants all belonged to equity categories as designated by the Australian government, but many did not use institutional supports. Some lacked the confidence to approach staff; others were unaware support services existed or lacked the time to access them. The participants' stories demonstrate the complex disadvantages experienced by mature-age students. The authors conclude that this study highlights universities' need to ensure support services are 'student-centred' in order to ensure improved educational and equity outcomes for their mature-age student populations.

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**L'accès des filles à l'enseignement supérieur au Burkina Faso : choix parentaux, parcours d'étudiantes et défis = Girls' access to higher education in Burkina Faso: parental choices, student trajectories, challenges** / Joséphine Wouango / UNESCO Institute for Lifelong Learning . - In: International Review of Education, v. 63, no. 2, pp. 213-233, 2017  
ISSN 0020-8566 . - Online ISSN 1573-0638

**Abstract** : Many studies on Burkina Faso's education system show that there are still disparities between girls and boys at all levels, with the gap widening as the level of studies gets higher. Under these conditions, the prospect of pursuing higher education is less certain for girls from less well-off families. Yet, girls from these backgrounds are relatively present at the University of Ouagadougou. Based on a qualitative survey of students and their parents, this article highlights the social rationale determining the specific educational trajectories of these girls. The level of schooling of the older siblings, the girl's position in relation to her siblings, or concern for equity are factors in some parents' decision to

enrol their daughters in school. Parents invoke several reasons to justify sending their daughters to university, one of the most frequent being the argument that their daughters faithfully help them in return. The students mention various motivations to explain why they have persisted with their schooling and university studies, often in difficult circumstances, notably the desire to help their parents. The article also highlights the importance of family support as a factor in girls attending school and university, as well as in the pursuit and success of their studies.

De nombreuses recherches sur le système éducatif burkinabé montrent qu'il existe encore des disparités entre filles et garçons à tous les niveaux, avec une aggravation de l'écart à mesure que le niveau d'études augmente. Dans ces conditions, la perspective pour des filles issues de familles moins aisées de poursuivre des études supérieures est moins certaine. Pourtant, on remarque une relative présence de filles issues de ces milieux à l'université de Ouagadougou. À partir d'une enquête qualitative auprès d'étudiantes et de leurs parents, cet article met en exergue les logiques sociales qui expliquent le parcours scolaire particulier de ces filles. Le niveau de scolarisation des aînés, la place de la fille dans la fratrie ou le souci d'équité sont des facteurs à l'origine du choix de certains parents de scolariser leurs filles. Les parents se réfèrent à plusieurs formes de justification en faveur des études universitaires des filles, parmi lesquelles la logique de fidélité des filles dans le retour de l'aide revient à de multiples reprises. Quant aux étudiantes, elles évoquent des motivations diverses pour expliquer leur parcours scolaire et universitaire, souvent émaillé de difficultés, notamment la volonté d'aider leurs parents. L'article montre en outre l'importance du soutien familial dans l'entrée des filles à l'école et à l'université, ainsi que dans la poursuite et la réussite de leurs études.

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**Limited means, limited options: college remains unaffordable for many Americans** / Institute for Higher Education Policy [IHEP][USA] . - Washington, DC: IHEP, 2017 . - 17 p.

**Abstract** : Based on analysis of over 2,000 higher education institutions, the report asserts that affordability is largely a problem of inequity and offers recommendations for policymakers and institutions.

**URL** : [http://www.ihep.org/sites/default/files/uploads/docs/pubs/limited\\_means\\_limited\\_options\\_report\\_final.pdf](http://www.ihep.org/sites/default/files/uploads/docs/pubs/limited_means_limited_options_report_final.pdf)

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**Promoting the persistence of indigenous students through teaching at the cultural interface** / Gregory Martin, Vicky Nakata, Martin Nakata, Andrew Day / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 42, no. 6, pp. 1158-1173, July 2017  
ISSN 0307-5079 . - Online ISSN 1470-174X

**Abstract** : The promise of higher education remains elusive for many Indigenous students in Australia. To date, institutional efforts to improve the persistence and retention of Indigenous students have been largely piecemeal, poorly integrated and designed to remediate skill deficits. Yet, market-led expansion of Australian higher education is driving curricular reform and demands for accountability and quality. In this context, the paper examines current debates and positions concerned with indigenous education and examines how teaching and pedagogy can be used to support the learning and persistence of Indigenous students. (Abstract adapted from publisher)

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**Q Success: Supporting underrepresented students in transition** / Higher Education Quality Council of Ontario [Canada] - Toronto: HEQCO, 2017 - 32 p.

**Abstract** : This report presents results from one of six Ontario institutions participating in HEQCO's Access and Retention Consortium. The results indicate that students, in particular from groups who are underrepresented, can benefit from programmes designed to support their transition into higher education.

**URL** : [http://www.heqco.ca/SiteCollectionDocuments/Formatted\\_Q%20Success%20ENG\\_FINAL.pdf](http://www.heqco.ca/SiteCollectionDocuments/Formatted_Q%20Success%20ENG_FINAL.pdf)

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**A multilevel competing risks model for analysis of university students' careers in Italy** / Silvia Meggiolaro, Anna Giraldo, Renata Clerici / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 42, no. 7, pp. 1259-1274, July 2017  
ISSN 0307-5079 . - Online ISSN 1470-174X

**Abstract** : This paper examines individual and institutional characteristics which may influence the outcomes of university students' careers. Withdrawals, course changes, delays and graduations of students enrolled in first-cycle degree courses in a large public university in Italy are examined. Individual longitudinal data from administrative archives were used, taking into account both the temporal dimension and the organisational and structural characteristics of the degree courses. Results indicate that the profile of a successful student is defined by both socio-demographic factors and pre-university educational experience. At course level, restricted access to courses, study fields and course size were important for students' university careers.

**'Forgotten Lore': can the Socratic method of teaching be used to reduce the attainment gap of black, Asian and minority ethnic students?** / Dan Berger, Charles Wild . - In: Higher Education Review, v. 49, no. 2, pp. 29-55, Spring 2017

ISSN 0018-1609

**Abstract :** Teaching standards within the UK's higher education sector are under scrutiny not only in terms of variable standards of teaching but also in relation to the attainment gap between black, Asian and minority ethnic (BAME) students and their white counterparts. The authors state that inequality of education and the need for reform have been largely ignored within the higher education sector, leading ultimately, to the Teaching Excellence Framework (TEF). The authors suggest that in much the same way that Edgar Allen Poe's slumbering scholar revisits 'forgotten lore', so too the time has come for higher education institutions to fundamentally rethink the way in which curriculum delivery should take place for the benefit for all students. Consequently, the authors assert that the effective implementation of the classical Socratic method could provide a viable response to the TEF. (Abstract adapted from publisher]

**URL :** <http://www.iises.net/proceedings/25th-international-academic-conference-oecd-paris/table-of-content/detail?article=using-the-socratic-method-to-enhance-student-engagement-and-reduce-the-bme-attainment-gap>

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**Graduate views on access to higher education: is it really a case of pulling up the ladder?** / Duncan Watson, Steve Cook, Fabio Arico, Rob Webb / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 42, no. 3, pp. 504-518, 2017

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

**Abstract :** Using as a starting point in the recent work of Mountford-Zimdars et al., the authors analyse attitudes towards expanding higher education (HE) opportunities in the UK. The authors propose that the approach of Mountford-Zimdars et al. is flawed not only in its adoption of a multivariate logistic regression but also in its interpretation of results. The authors make a number of adaptations, chief among them being the use of an ordered probit approach and the addition of a time dimension to test for changes in attitudes between 2000 and 2010. The authors find that attitudes towards HE expansion have intensified during the decade 2000–2010, but the authors uncover no evidence that this is due to graduates wanting to 'pull up the ladder', as suggested by Mountford-Zimdars et al. The authors argue that evidence of a widespread desire to reduce access to HE can most likely be explained by social congestion theory, internal institutional disaffection and rising tuition fees.

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**Progress and paradox for women in US higher education** / Daryl G. Smith / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 42, no. 4, pp. 812-822, April 2017

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

**Abstract :** In the United States, there is a prevailing assumption, because women are a majority of the undergraduate and graduate populations in higher education that a threshold concerning access and equity has been reached. The story of gender, however, is a more complex one. This article focuses on the parallel notions of significant progress in some domains for women in higher education and the paradox that depending on the level, and depending on which women, progress and in some cases lack of progress is clear. The article reviews changes over the last decades and address the deeper issues of institutional transformation and the emerging issues for policy including conceptualizations of gender. [Abstract from publisher]

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**Success and impact in widening participation policy : what works and how do we know?** / Neil Harrison, Richard Waller / International Association of Universities [IAU] - In: Higher Education Policy, v. 30, no. 2, pp. 141-160, June 2017 - ISSN 0952-8733 . - Online ISSN 1740-3863

**Abstract :** Efforts to widen the participation in higher education for disadvantaged and under-represented groups are common to many countries. In England, higher education institutions are required by government to invest in 'outreach' activities designed to encourage such groups. There is increasing policy and research interest around the effectiveness of these activities and how this might be evaluated. This paper reports the results of a project designed to explore concepts of 'success' and 'impact' with two generations of practitioner-managers working in this field, including extended telephone interviews with ten active in the mid-2000s, and online questionnaires from 57 engaged in the mid-2010s. The paper concludes that the drive to 'measure the measurable' may be undermining successful activities, while unhelpful inter-institution competition has replaced the co-operative ethos and wider social justice aims that dominated ten years ago.

**URL :** <http://rd.springer.com/article/10.1057/s41307-016-0020-x>

**Access to full text article for IAU Members via HEDBIB using IAU Member Login**

**The experiences of incoming transgender college students : new data on gender identity** / Ellen Bara Stolzenberg, Bryce Hughes . - In: Liberal Education, v. 103, no. 2, pp. 386-43, Spring 2017 - ISSN 0024-1822

**Abstract** : This article presents an analysis of data from a survey of first year undergraduate students in the USA (the Cooperative Institutional Research Program (CIRP) Freshman Survey) which was modified in 2015 to allow students to indicate whether students identify as transgender. Data for a sample of incoming first-year students consisting of 678 transgender students from 209 colleges and universities, were compared to national norms. Results were analysed to examine students' financial concerns, students' self-rated emotional health; and reported political and social activism.

**URL** : [https://www.aacu.org/liberaleducation/2017/spring/stolzenberg\\_hughes](https://www.aacu.org/liberaleducation/2017/spring/stolzenberg_hughes)

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## Civic education

**The civic university** / John Goddard, Ellen Hazelkorn, Paul Vallance, Eds . - Cheltenham, UK, Northampton, USA : Edward Elgar, 2016 . - 328 p. - ISBN 978-1-78471-771-1 . - Online ISBN 978-1-78471-772-8

**Abstract** : This book provides an analysis of civic universities - academic institutions with particularly strong ties to their cities and regions in terms of research, teaching and civic engagement. Examining the historical roots of civic universities and the developing academic engagement agenda, the book argues that contemporary dynamics in higher education, notably marketisation and globalisation, are in tension with the continuation of these civic missions. Eight institutional case studies of civic universities in Finland, Ireland, the Netherlands and the United Kingdom reflect on institutional challenges faced by university leaders in putting civic purpose into practice and how universities manage these.

**Classmark** : INT-7 GOD

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**The role of higher education in fostering civic values** / Jonathan A. Lembright, Jessica S. Loh / International Association of Universities [IAU] . - In: Internationalisation of Higher Education, no. 2, pp. 45-58, 2017

**Abstract** : Students graduating from higher education institutions increasingly find themselves in a dynamic and global landscape that requires diverse skill sets and competencies for further education or career placements. The need for cultural awareness, practical training and experiential learning in the university setting is important, not only for developing these competencies but also for shaping global citizenship. Regarding global citizenship, it is significant to be mindful of the fact that a) it involves fostering civic values that transcend traditional borders, and b) there is an intentional educational process that must take place to develop these values. There are many long-standing assumptions about how global citizenship transpires with young people, with international education often driving the discussion. This article examines the assumptions and key features of global citizenship, exploring methods and lessons learned of programmes that have deliberately incorporated a 'global civic values' pedagogy within the experiential learning context, both in and outside of the classroom, the advantages of these models, and the sustainability and future impact. [Abstract from publisher]

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## Economics of education

**Financing universities through vouchers : lessons from the Republic of Georgia** / Adrian Ziderman / International Association of Universities [IAU] . - In: Higher Education Policy, v. 30, no. 2, pp. 161-184, June 2017  
ISSN 0952-8733 . - Online ISSN 1740-3863

**Abstract** : An approach to state funding of universities that has attracted some attention in the literature is the funding of universities indirectly through state-funded student vouchers; vouchers would replace, or complement, direct budgetary allocations to individual universities. Proponents of this form of demand-side funding for higher education see it as a means of incorporating market mechanisms into public subsidies for universities; a central motivation is to promote both student choice and university competition, which, in turn, is expected to stimulate efficiency and quality of the university system as a whole. It is unclear how well such a system would perform because its adoption in practice has been rare and only minimal analyses of the few existing schemes have been executed. A voucher system for universities was introduced in the Republic of Georgia two decades ago. Exceptionally, a comprehensive administrative database, containing individual information on all students enrolled in the higher education system, was available. This has formed the basis for the review of the detailed working of this voucher scheme, and the lessons to be learned from it, which constitutes the focus of the paper.

**URL** : <http://rd.springer.com/article/10.1057/s41307-016-0008-6>

**Access to full text article for IAU Members via HEDBIB using IAU Member Login**

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**Making student loans work in Africa** / D. Bruce Johnstone / International Network for Higher Education in Africa [INHEA] . - In: International Journal of African Higher Education, v. 2, no. 1, pp. 55-67, 2015  
ISSN 2313-5069

**Abstract** : Cost-Sharing—meaning the shift of a portion of the costs of higher education (including the costs of student living) that may once have been borne predominantly or even exclusively by governments, or taxpayers, to parents and students—has been deeply contested, but found to be financially necessary (and according to many analysts more equitable) in more and more countries, including in Sub-Saharan Africa. Student loans have been part of this process, allowing students the opportunity to invest in their own further educations, placing needed revenue in the hands of students supposedly at less cost to taxpayers than outright grants (presuming loan recovery), and providing colleges and universities (again presuming loan recovery) with revenue that would not be forthcoming from governments. However, African student loan programs have been largely unsuccessful at providing significant net revenue supplementation: that is, after covering the cost of capital as well as the costs of originating, servicing, and collecting plus covering the substantial costs of defaults. This essay analyzes some of these problems and suggests some principles for making student loans work better in Africa.

URL : <https://ejournals.bc.edu/ojs/index.php/ijahe/article/view/9256>

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**Shifting from government bursaries to a loan scheme in higher education : exploring the Zambian experience in student financial aid** / Gift Masaiti, Kapambwe Mwelwa, Nelly Mwale / International Network for Higher Education in Africa [INHEA] . - In: International Journal of African Higher Education, v. 2, no. 1, pp. 69-99, 2015  
ISSN 2313-5069

**Abstract** : This article presents a case study and conceptualizes the scenario of shifting government bursaries to a student loan scheme in Zambia's higher education sector. Based on student views (N=729) and international experience, the article presents student reactions to the announcement of the implementation of the loan scheme in Zambia. Other issues explored in detail include cost-effectiveness and sustainability, loan conditionalities and forms of assistance to poor students. The article also highlights, and provokes policymakers with, questions on student loan schemes based on international experience. These are related to the modalities of who bears the ultimate risks; when and how to make the recoveries; and difficulties associated with "means testing" for would-be beneficiaries. The article uses quantitative methodological perspectives, in which "descriptive statistics" and "factor analysis" are employed. The major finding is that Zambian students are not opposed to the introduction of the student loan scheme, instead they see it as a cost-effective way of assisting students from a vulnerable background. The article strongly recommends exploring in detail the situation in other countries, so that all strengths and weaknesses are identified and carefully considered, before implementing the scheme.

URL : <https://ejournals.bc.edu/ojs/index.php/ijahe/article/view/9260>

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## Education and development

**Higher education for development: an evaluation of the World Bank Group's support** / World Bank. Independent Evaluation Group - Washington, DC : World Bank, 2017 . - 130 p.

**Abstract** : This publication provides the result of an independent evaluation of the World Bank Group's education strategy for higher education.

URL : <https://openknowledge.worldbank.org/bitstream/handle/10986/26486/113867-WP-PUBLIC.pdf?sequence=1&isAllowed=y>

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**The Africa Capacity Report 2017 : Building Capacity in Science, Technology and Innovation for Africa's Transformation** / African Capacity Building Foundation [Zimbabwe] . - Harare : ACBF, 2016 . - 209 p.  
ISBN 978-1-77937-079-2

**Abstract** : This report provides information and data for science, technology, and innovation development across Africa. It details performance across four thematic indices: policy choices for capacity development, development cooperation effectiveness related to capacity development, gender equality and social inclusion, and partnering for capacity development.

URL : <http://elibrary.acbfpact.org/acbf/collect/acbf/index/assoc/HASH417f.dir/doc.pdf>

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**"It would be great to see an example..." Collaboration between international NGOs and national knowledge institutes in six African countries** / Gerard Prinsen, Ilse Hartog, Martijn Vink / International Association of Universities [IAU] - In: Higher Education Policy, v. 30, no. 2, pp. 203-223, June 2017 - ISSN 0952-8733 . - Online ISSN 1740-3863

**Abstract** : This paper shares findings from a research project by a consortium of four international NGOs exploring the

potential for collaboration with knowledge institutes in Burundi, DR Congo, Liberia, South Sudan, Sudan, and Uganda. The findings are based on analysis of interviews with NGO managers in these countries and on subsequent interviews by these NGO managers of staff in national knowledge institutes. The views of the NGO managers regarding collaboration lean towards scepticism, in keeping with the limited literature on the matter. However, after interviewing staff in the knowledge institutes, the NGO managers did find potential for collaboration based on personal relations and meeting both parties' more immediate interests.

URL : <http://rd.springer.com/article/10.1057/s41307-016-0006-8>

Access to full text article for IAU Members via HEDBIB using IAU Member Login

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**Higher education in developing countries: peril and promise, a decade and a half later: development lost?** / Tor Halvorsen / International Network for Higher Education in Africa [INHEA] . - In: International Journal of African Higher Education, v. 3, no. 1, pp. 75-90, 2016 - ISSN 2313-5069

**Abstract:** The author of this article argues that the Task Force behind the Peril and Promise report created a document that represents a silent compromise between what he calls "UNESCO values" and what is seen as "World Bank values." In the years after the report was written, development has been mostly shaped by WB values. The question is raised whether this is partly due to a weakening of UNESCO as an oppositional force to the hegemonic trend of neoliberalism and academic capitalism. In conclusion, the article advocates that we need to opt again for a development of universities based on UNESCO values. We have to engage in an analytical evaluation of the present hegemony of academic capitalism, and argue more strongly for the alternative: higher education and research as part of culture and the public space, and as a precondition for strengthening democracy through academic freedom.

URL : <https://ejournals.bc.edu/ojs/index.php/ijahe/article/view/9638>

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**Peril and promise: a decade later** / Jamil Salmi / International Network for Higher Education in Africa [INHEA] - In: International Journal of African Higher Education, v. 3, no. 1, pp. 39-45, 2016 - ISSN 2313-5069

**Abstract :** This paper examines the impact of the 2000 report 'Higher Education in Developing Countries: Peril and Promise' which called for scaling up investment in higher education and research as a key vehicle to equip developing countries with the knowledge and qualified workforce needed to fight poverty and accelerate economic growth. The report had a major influence on the policies of developing countries and the type of interventions that donor agencies fund to accompany the higher education development in these nations. The article also reviews major global changes in the context and content of higher education: quality assurance, the impact of the financial crisis, the technological revolution and the "excellence initiatives" in several countries and gives recommendations on how to move forward.

URL : <https://ejournals.bc.edu/ojs/index.php/ijahe/article/view/9636>

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**Beyond peril and promise : from omission to conviction** / Damtew Teferra / International Network for Higher Education in Africa [INHEA] . - In: International Journal of African Higher Education, v. 3, no. 1, pp. 5-15, 2016 ISSN 2313-5069

**Abstract :** Higher Education in Developing Countries: Peril or Promise (2000), produced by the World Bank and UNESCO-led 'Task Force on Higher Education and Society', declared that developing countries will find it increasingly difficult to benefit from the global knowledge-based economy, without more and better higher education. This introduction to the Special issue sets the background of the international discourse which took place during and subsequent to the Peril and Promise.

URL : <https://ejournals.bc.edu/ojs/index.php/ijahe/article/view/9634>

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**From peril to promise : repositioning higher education for the reconstruction of Africa's future** / Ibrahim Oanda, Ebrima Sall / International Network for Higher Education in Africa [INHEA] . - In: International Journal of African Higher Education, v. 3, no. 1, pp. 47-73, 2016 - ISSN 2313-5069

**Abstract :** What efforts and policy commitments need to be made, to ensure that higher education in Africa is central to realizing Africa's development imperatives? Both in Africa and among the development partner community, academics and policy makers recognize the importance of higher education for Africa's development. Public and private higher education institutions are expanding, boosting enrolments. In most countries, new buffer bodies have been created to provide governance oversight, guarantee greater institutional autonomy from undue political control, and strengthen the institutions, to allow them engage in national and continental development issues. Greater policy commitments from the African Union Commission (AUC) have rejuvenated regional higher education bodies working to set quality assurance frameworks, and reorganized commissions for science and technology that are mobilizing funding for research and innovation for higher education institutions. Are these developments leveraging higher education institutions to play new

important roles in crafting Africa's future? What will it take for Africa's higher education to be pivotal in reconstructing Africa's future?

URL : <https://ejournals.bc.edu/ojs/index.php/ijahe/article/view/9637>

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## Education and employment

**Does a bachelor's degree pay off labour market outcomes of academic versus vocational education after Bologna : Discussion paper** / Martin Neugebauer, Felix Weiss . - Berlin : Free University Berlin, 2017 . - 40 p.

(Economics, No. 2017/11)

**Abstract** : What happens to graduates if they are trained for two years less and have to compete with vocationally trained labor market entrants in a similar field of study? Focusing on Germany, the authors analyse labor market entries of individuals eligible for higher education, who either opted for newly introduced short bachelor's degrees, or for well-established vocational degrees. Based on Microcensus data, they found that bachelor's degrees from classical universities are associated with higher earnings and more prestigious jobs than initial vocational training degrees, and with higher prestige (but similar earnings) than further vocational degrees. However, bachelor's degrees from universities are also related to higher risks of unemployment or fixed-term employment. Universities of applied sciences, which combine academic and practical training, offer both high earnings and prestigious jobs as well as low risks of unemployment or fixed-term employment at the bachelor's and the master's level. Variations by field of study are reported.

URL : <https://www.econstor.eu/bitstream/10419/157274/1/884799352.pdf>

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**Employment and earnings outcomes of higher education graduates** / United Kingdom. Department for Education . - London : Department for Education, 2017 . - 35 p.

**Abstract** : This report provides longitudinal statistics on employment and earnings for those who graduated from UK universities in 2009 - 2013 for five years after graduation. Data is split by subject studied, sex and institution.

URL :

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/619512/SFR\\_18\\_2017\\_LEO\\_mainText.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/619512/SFR_18_2017_LEO_mainText.pdf)

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**HEA national review of gender equality in Irish higher education institutions** / Higher Education Authority [Ireland] . - Dublin : HEA, 2017 . - 201 p.

ISBN 1-905135-53-X

**Abstract** : The review provides an in-depth analysis of the gender-balance of academic and non-academic staff across all grades of employment in Irish higher education institutions.

URL : [http://hea.ie/assets/uploads/2017/04/hea\\_review\\_of\\_gender\\_equality\\_in\\_irish\\_higher\\_education.pdf](http://hea.ie/assets/uploads/2017/04/hea_review_of_gender_equality_in_irish_higher_education.pdf)

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**L'insertion des diplômés des Grandes écoles** / Conférence des grandes écoles [France] . - Paris : Conférence des Grandes Ecoles, 2017 . - 83 p.

**Abstract** : This publication provides the results of the 2017 survey on employment destinations, sectors and salaries of Grandes Ecoles graduates.

URL : <http://www.cge.asso.fr/themencode-pdf-viewer/?file=http://www.cge.asso.fr/wp-content/uploads/2017/06/2017-06-15-Rapport-enqu%C3%AAtes-Insertion-CGE-2017.pdf>

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**Perceived employability among undergraduates and the importance of career self-management, work experience and individual characteristics** / Denise Jackson, Nicholas Wilton . - In: Higher Education Research and Development, v. 36, no. 4, pp. 747-762, June 2017

ISSN 0729-4360 - Online ISSN 1469-8366

**Abstract** : This study focuses perceptions of employability (PE) among undergraduates and the associated influence of career management competencies, work experience and individual characteristics. Data were collected for 480 business undergraduates at a UK and Australian university using an online survey. Findings indicate that, overall, undergraduates demonstrated reasonably high levels of PE. Certain career management competencies influenced perceptions, in addition to work experience and individual characteristics. The study highlights coherent strategies to enhance PE among higher education students. These may lead to increased individual success in the labour market and more effective recruitment, retention and performance of new graduates.

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**The myth of job readiness? Written communication, employability, and the 'skills gap' in higher education** / Tim Moore, Janne Morton / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 42, no. 3, pp. 591-609, March 2017 - ISSN 0307-5079 . - Online ISSN 1470-174X

**Abstract :** This Australian-based study is focused on perceptions and attitudes around one graduate 'job ready' ability – professional writing skills. 'Discourse-based interviews' were conducted with managers and supervisors from a range of professional areas. Their responses were most interesting, and served, among other things, to challenge some of the emerging ideas about 'job readiness' in current debates about the directions of higher education.

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## Educational autonomy

**University autonomy in Europe III: the scorecard 2017** / Enora Bennetot Pruvot, Thomas Estermann / European University Association [EUA] - Brussels : EUA, 2017 . - 72 p.

**Abstract :** This report compares and benchmarks university autonomy across 29 European countries. In addition to an in-depth analysis of the current state of institutional autonomy in Europe, it includes four scorecards which rank and rate higher education systems in four areas: organisational, financial, staffing and academic autonomy. The analysis reveals that there is no uniform trend towards university autonomy in Europe. The monitoring shows that the topic continues to be heavily discussed across Europe; promoting university autonomy as a core principle continues to be highly relevant and important to European universities.

**URL :** <http://www.eua.be/Libraries/publications/University-Autonomy-in-Europe-2017.pdf?sfvrsn=4>

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## Educational cooperation

**Vademecum on EU Cooperation Programmes with LAC** / European Union-Latin America and Caribbean Foundation [EU-LAC Foundation] . - Hamburg, Germany : EU-LAC Foundation, 2017 . - 85 p.

**Abstract :** This handbook describes the main cooperation schemes, programmes and projects of international cooperation concluded between the European Union through the European Commission and Latin America and the Caribbean (LAC).

**URL :** [https://eulacfoundation.org/en/system/files/vademecum\\_cooperation\\_eu-lac.pdf](https://eulacfoundation.org/en/system/files/vademecum_cooperation_eu-lac.pdf)

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**The Sino-Danish Center for Education and Research** / Lauritz Holm-Nielsen / International Association of Universities [IAU] - **In:** Internationalisation of Higher Education, no. 1, pp. 1-12, 2017

**Abstract :** The Sino-Danish Center for Education and Research (SDC) is a non-profit Chinese-Danish university collaboration with equal ownership and responsibility for the joint activities. Collaboration is not easy, however; it is an ongoing process to meet the educational traditions, cultures and regulations of both countries, to turn challenges into solutions, and add value to the projects. However, strong governmental support, long-term financial support and a pragmatic approach to issues encountered were crucial for getting through the set-up phase and establishing a strong foundation for further development.

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## Educational evaluation

**If all you have is a hammer, everything begins to look like a nail: how wicked is the problem of measuring productivity in higher education?** / Nicholas Dregenberg, Alan Bain - **In:** Higher Education Research and Development, v. 36, no. 4, pp. 660-673, June 2017 - ISSN 0729-4360 - Online ISSN 1469-8366

**Abstract :** This paper addresses the problem of measuring the productivity of learning and teaching in higher education. They discuss how fundamental validity issues and difficulties identified in educational productivity research point to the need for a qualitatively different framework. They consider the work that needs to be done to reshape the way learning and teaching productivity is determined and show what a university needs to know and do about its approach to learning and teaching in order to understand quality and productivity. The concept of an Emergent Feedback Organization (EFO) is introduced along with the six things an organization needs to do to become an EFO capable of making a valid and reliable determination of productivity.

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**Same governance template but different agencies: types of evaluation agencies in higher education : comparing England, France, and Italy** / Gilberto Capano, Matteo Turri / International Association of Universities [IAU] . - **In:** Higher

Education Policy, v. 30, no. 2, pp. 225-243, June 2017 - ISSN 0952-8733 . - Online ISSN 1740-3863

**Abstract :** In both higher education and other policy sectors, agencies have become a popular instrument adopted by governments to regulate the behaviour of universities from a distance. This paper addresses this apparently common trend by proposing a typology of these agencies that assumes that evaluation agencies' autonomy is dependent upon not only legal powers but also the government's capacity to behave as a principal and to design, over time, coherent systemic governance modes. This typology is assessed through a comparative analysis of the roles and functions of evaluative agencies within the field of higher education in the UK, France, and Italy.

URL : <http://rd.springer.com/article/10.1057/s41307-016-0018-4>

Access to full text article for IAU Members via HEDBIB using IAU Member Login

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## Educational institutions

**The place of higher education institutions: the dynamics of the local, national, and global** / David A. Turner / Hiroshima University. Research Institute for Higher Education - **In:** Higher Education Forum, v. 14, pp. 51-61, March 2017 - ISSN 2432-9614

**Abstract :** This paper examines the distribution of students in tertiary education across six areas of study. Using data collected by the UNESCO Institute for Statistics since 1999, it suggests that there is neither uniformity across countries, nor obvious signs of convergence toward uniformity, either globally or regionally. This empirical evidence is placed in a context that views institutions as complex, self-organising systems, capable of selecting those external stimuli that will affect their development, and ignoring those that will not. This view of organisations emphasises the importance of their histories in shaping what they are likely to do in the future, with national systems of higher education, for example, showing strong tendencies to continue past patterns into the future. [Abstract from publisher]

URL : [http://ir.lib.hiroshima-u.ac.jp/files/public/4/42952/20170511150127747031/HigherEducationForum\\_14\\_51.pdf](http://ir.lib.hiroshima-u.ac.jp/files/public/4/42952/20170511150127747031/HigherEducationForum_14_51.pdf)

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**The provision of higher education in regional areas : an integrative review of the literature** / Lisa Wirihana, Anthony Welch, Moira Williamson, Martin Christensen, Shannon Bakon, Judy Craft / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - **In:** Journal of Higher Education Policy and Management, v. 39, no. 3, pp. 307-319, June 2017 - ISSN 1360-080X . - Online ISSN 1469-9508

**Abstract :** This integrative review of the literature focuses on the experience of nursing academics teaching on a satellite campus, many of which are located in regional Australia. Four themes were identified: (1) challenges specific to regional satellite campuses, (2) student characteristics, (3) student experiences and (4) the academics' experiences. These themes identified not only significant benefits but also considerable challenges to the provision of higher education on regional university campuses. The experience of nursing academics and indeed their students is remarkably different from the experience of their metropolitan counterparts, and therefore the local context needs to be considered in regional education provision. Australian regional nursing academics need to be multi-skilled to address the workload and social inequity in support service provision. [Abstract from publisher]

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## Educational policy

**Higher Education and Research Act 2017** / United Kingdom. Parliament. . - Norwich : The Stationery Office, 2017 . - 137 p.

**Abstract :** This Act will create a powerful new regulator for English higher education and also contains major changes to the structure of the UK-wide research system.

URL :

[http://www.legislation.gov.uk/ukpga/2017/29/pdfs/ukpga\\_20170029\\_en.pdf?utm\\_source=UUK+Bulletin&utm\\_campaign=682ae5fa90-UUK\\_Bulletin\\_18May\\_2017&utm\\_medium=email&utm\\_term=0\\_99e42a5336-682ae5fa90-100704677](http://www.legislation.gov.uk/ukpga/2017/29/pdfs/ukpga_20170029_en.pdf?utm_source=UUK+Bulletin&utm_campaign=682ae5fa90-UUK_Bulletin_18May_2017&utm_medium=email&utm_term=0_99e42a5336-682ae5fa90-100704677)  
; [https://publications.parliament.uk/pa/bills/cbill/2016-2017/0004/cbill\\_2016-20170004\\_en\\_13.htm](https://publications.parliament.uk/pa/bills/cbill/2016-2017/0004/cbill_2016-20170004_en_13.htm)

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**Orientations stratégiques pour un quinquennat** / Conference des Présidents d'Université [CPU][France] . - Paris : CPU, 2017 . - 4 p.

**Abstract :** This position paper proposes strategic guidelines for higher education and research policy for the new Government. CPU has also released 84 proposals to adapt the French higher education system and research to changes in French society and its relationship with Europe.

URL : <http://www.cpu.fr/wp-content/uploads/2017/05/170518-CPU-orientation-strat%C3%A9gique-quinquennat-V3->

## Educational quality

**Main features and challenges of implementing internal quality assurance within African higher education institutions : the case of Eduardo Mondlane University** / Nelson Casimiro Zavale, Luisa Alcantra Santos, Maria da Conceição Dias / International Network for Higher Education in Africa [INHEA] . - In: International Journal of African Higher Education, v. 2, no. 1, pp. 101-134, 2015 - ISSN 2313-5069

**Abstract** : Based on a case study of a university in Mozambique, this paper examines the features and challenges faced when implementing an internal quality assurance system within African higher education institutions. Based on reflection-in-action and reflection-on-action, this paper addresses the perspectives of both insiders and outsiders. The authors analyse a system that they have been involved in establishing. The paper's findings conclude that the main challenges of implementing an internal QA system in an African HEI are associated with linking QA to decision-making and to a funding strategy; training human resources and allocating funds for the system to operate and to be sustainable; enabling the system to be assimilated by the university community; and defining measurable and objective quality standards to enable unbiased performance classification.

URL : <https://ejournals.bc.edu/ojs/index.php/ijahe/article/view/9262>

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**Quality assurance in U.S. higher education : the current landscape and principles for reform** / Ithaka S+R [USA] . - New York : Itaka S+R, 2017 . - 42 p.

**Abstract** : This paper outlines some of the current debates and advocates performance-based approaches to reforming higher education quality assurance.

URL : [http://www.sr.ithaka.org/wp-content/uploads/2017/06/SR\\_Report\\_Quality\\_Assurance\\_US\\_Higher\\_Education\\_06082017.pdf](http://www.sr.ithaka.org/wp-content/uploads/2017/06/SR_Report_Quality_Assurance_US_Higher_Education_06082017.pdf)

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**Conceptualising external and internal quality assurance in higher education : a pragmatist perspective** / Francis Ansah / International Network for Higher Education in Africa [INHEA] . - In: International Journal of African Higher Education, v. 2, no. 1, pp. 135-152, 2015 - ISSN 2313-5069

**Abstract** : Although there are quality assurance agencies that still consider external and internal quality assurance as separate entities, most quality assurance agencies now regard the two concepts as complementary. In this paper, a case is put that the present rethinking of external and internal quality assurance in most higher education settings is guided by pragmatism, but not explicitly acknowledged in the literature. For a better appreciation of pragmatists' influence on the current understanding of the relationship between external and internal quality assurance in higher education, this paper provides a further pragmatist conceptualisation of the two concepts to enhance stakeholders' appreciation of employing a pragmatist approach to quality assurance practices in higher education. The conceptualisation is done through a pragmatist analysis of selected international accounts on higher education quality assurance. The paper concludes that pragmatism helps to understand external and internal quality assurance as nested concepts with reciprocities of accountability and improvement roles, and influences which call for alignment of perspectives through negotiations and settlements in order to focus on their practical relevance for implementation in higher education.

URL : <https://ejournals.bc.edu/ojs/index.php/ijahe/article/view/9261>

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## Educational statistics

**The data revolution in education** / UNESCO Institute for Statistics [Canada] - Montreal : UIS, 2017 . - 81 p. (Information Paper, no. 39) - ISBN 978-92-9189-213-6

**Abstract** : This background paper includes a set of recommendations for producing high-quality education statistics for planning and monitoring progress toward education targets.

URL : <http://uis.unesco.org/sites/default/files/documents/the-data-revolution-in-education-2017-en.pdf>

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## Educational systems

**The Dutch education system described** / Netherlands Organization for International Cooperation in Higher Education [NUFFIC] - The Hague : NUFFIC, 2017 . - 36 p.

**Abstract** : This report that details the education system of the Netherlands and also includes information on the Dutch

Qualifications Framework.

URL : <https://www.nuffic.nl/en/publications/find-a-publication/education-system-the-netherlands.pdf>

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**Sierra Leone research and knowledge systems: a rapid literature review** / Mamoud Idriss Tarawallie / International Network for the Availability of Scientific Publications [INASP] . - London : INASP, 2017 . - 21 p. (Viewpoints)

**Abstract** : This paper provides an overview of Sierra Leone's research landscape, higher education system and the extent of the use of research in policy making.

URL : [http://www.inasp.info/uploads/filer\\_public/dc/6d/dc6df20e-df27-45b2-bdf4-96351756885a/sierra\\_leone\\_country\\_profile.pdf](http://www.inasp.info/uploads/filer_public/dc/6d/dc6df20e-df27-45b2-bdf4-96351756885a/sierra_leone_country_profile.pdf)

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**Zimbabwe's research and knowledge system : literature review and analysis** / Dan Hodgkinson, Phillip Pasirayi / International Network for the Availability of Scientific Publications [INASP] . - London : INASP, 2017 . - 17 p.

**Abstract** : This brief reviews current literature on the condition of Zimbabwe's research and knowledge system and provides political-economic analysis on how this system operates.

URL : [http://www.inasp.info/uploads/filer\\_public/11/6b/116b49b0-3189-4e81-ac35-d083cd84ffab/country\\_profile\\_-\\_zimbabwe.pdf](http://www.inasp.info/uploads/filer_public/11/6b/116b49b0-3189-4e81-ac35-d083cd84ffab/country_profile_-_zimbabwe.pdf)

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## Holocaust education

**Education about the holocaust and preventing genocide : a policy guide** / UNESCO - Paris: UNESCO, 2017 - 74 p.

**Abstract** : Drawing on the framework of Global Citizenship Education, this publication provides guidance for policy-makers and other education stakeholders seeking to implement within their education systems the study of the Holocaust and, more broadly, of genocide. It identifies key areas of implementation: curricula, textbooks, professional development, classroom practices, cooperation with museums, memorials and the civil society.

URL : <http://unesdoc.unesco.org/images/0024/002480/248071e.pdf>

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## Industry and education

**The implementation of industrial training in tertiary education in Malaysia: objectives, realisations and outputs in the case of foreign language students** / Régis Machart / UNESCO Institute for Lifelong Learning . - In: International Review of Education, v. 63, no. 1, pp.. 103-122, 2017

ISSN 0020-8566 . - Online ISSN 1573-0638

**Abstract** : In order to improve students' employability, Malaysian universities decided to restructure their curricula. Industrial training, or Latihan Industri (LI), became a new mandatory requirement for all future undergraduates of the new programmes from 2011. LI aims to match students' academic training with the needs of the private sector. However, most companies were not prepared to accept the first influx of trainees from all types of programmes (sciences, social sciences or the humanities) in 2014. Consequently, many students could not find an appropriate LI position in the field they were studying, and were placed in positions for which they were poorly prepared. At the end of their LI, students had to submit a logbook of their activities as well as provide a final report in which they were asked to evaluate their experiences. A content analysis of these reports from four foreign language students who did their LI in different sectors (finance, education, industry and retail) provides interesting insights into the different skills required by Malaysian employers, irrespective of their sector of activity. The analysis of the reports raises the question of the adequacy of the academic training of foreign language students for the Malaysian job market, and the transferability of their acquired language skills to their new work environment.

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**University-industry collaboration in a factor-driven economy : the perspective of Egyptian industry** / David A. Kirby, Hala Helmi El Hadidi . - In: Industry and Higher Education, v. 31, no. 3, pp. 195–203, June 2017

ISSN 0950-4222 . - Online ISSN 2043-6858

**Abstract** : This article focuses on university–industry collaboration from the perspective of industry. It is based on a questionnaire survey of 237 firms located in different industrial zones in Cairo. The findings confirm the low level of university–industry collaboration, with no more than 6% of the sample claiming to have links with academia. The lack of collaboration is found to stem mainly from firms' perception that academic research is not relevant to them and from the mismatch between the interests and objectives of the two sectors. The article makes recommendations for what is

needed if the situation is to change and focuses particularly on the role of government, the third actor in the Triple Helix.

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## Lifelong education

**The diffusion of educational ideas among international organizations : an event history analysis of lifelong learning, 1990-2013** / Mike Zap, Clarissa Dahmen / Comparative and International Educational Society . - In:

Comparative Education Review, v. 61, no. 3, August 2017

ISSN 0010-4086

**Abstract** : This article investigates the precipitants of the diffusion of lifelong learning among 88 governmental and nongovernmental international organizations from 1990 to 2013 within an event history framework. This study identifies astonishingly rapid and wide diffusion of lifelong learning originating in core large, global, and Northern organizations with a long history before spreading to smaller, regional, more peripheral and younger ones. This article argues that the massive interest in lifelong learning needs to be explained by the highly institutionalized character of education and the hierarchical organization of the field around core and peripheral knowledge producers.

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## Rankings

**Rankings and higher education : reframing relationships within and between states** / Ellen Hazelkorn / UCL Institute of Education. Centre for Global Higher Education . - London : CGHE, 2017 . - 45 p. (Working Paper, 19)

**Abstract** : In the paper, written for the 2017 Burton R Clark annual lecture on higher education, the author argues that despite ongoing criticism of university rankings, and the appropriateness or otherwise of the methodology, they are now widely perceived and used as the international measure of quality. Surveys that she conducted in 2006 and in 2014 show that universities are using rankings to inform strategic decisions and shape priorities. The author contends that the dominance of rankings has arisen as a result of the changing relationship between higher education and the state. She identifies this change as resulting from: 1) growing calls for accountability, and 2) the increasingly geopolitical responsibilities of universities.

URL : <http://www.researchcghe.org/perch/resources/publications/wp19.pdf>

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**Attempting to imagine the unimaginable : a decolonial reading of global university rankings** / Riyad Ahmed Shahjahan, Gerardo Blanco Ramirez, Vanessa de Oliveira Andreotti / Comparative and International Educational Society - In: Comparative Education Review, v. 61, no. S1 (Supplement), pp. 51-73, May 2017 - ISSN 0010-4086

**Abstract** : This article presents a collaboration among critical scholars of colour in the United States and Canada grappling with the challenges of reimagining global university rankings (GURs) in an effort to rethink the field of comparative education from a decolonial perspective. They start with a review of scholarship on rankings, concluding that rankings are embedded and sustained within a broader dominant imaginary of higher education, circumscribed by what is deemed possible and desirable within modern institutions. The authors then examine global rankings through the knowledge systems of the Dagara indigenous communities in Burkina Faso and Ghana. Based on this analysis, they propose that rankings are symptomatic of a much broader crisis disrupting the ontological securities of modern institutions and that it is only through the loss of these securities that it is possible to imagine otherwise. [Abstract adapted from publisher]

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## Regional development

**At a crossroads : higher education in Latin America and the Caribbean** / World Bank - Washington, DC : World Bank, 2017 - 272 p. (Directions in Development) - ISBN 978-1-4648-1014-5 - Online ISBN 978-1-4648-1015-2

**Abstract** : This electronic publication looks at challenges still facing HE in the region where enrolment has doubled over the past 15 years.

URL :

<https://openknowledge.worldbank.org/bitstream/handle/10986/26489/9781464810145.pdf?sequence=2&isAllowed=y>

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**Global regionalisms and higher education: projects, processes, politics** / Susan L. Robertson, Kris Olds, Roger Dale, Que Anh Dang, Eds - Cheltenham, UK, Northampton, USA : Edward Elgar, 2016 . - 311 p.

ISBN 978-1-78471-234-1 - Online ISBN 978-1-78471-235-8

**Abstract :** Examining regional and inter-regional projects from Europe to Latin America, the Caribbean, Africa, Asia, the Gulf and the Berents region, this book reveals the diverse and uneven nature of global regionalisms in higher education. The contributors detail studies of region-building, the creation of regional higher education spaces and harmonisation processes, and the role of policy-shaping actors. Collectively, they make the case that globally, higher education is being transformed by regionalising and inter-regionalising projects aimed at resolving ongoing economic, political and cultural challenges within and beyond national states.

**Classmark :** INT 3-ROB

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**Knowledge and change in African Universities** / Michael Crossley, Amasa Nodofirepi, Eds. . - Rotterdam, Boston, Taipei : Sense Publishers, 2017 . - 2 vol. (219, 198 p.) (African Higher Education: Developments and Perspectives) ISBN 978-94-6300-840-2 (v. 1). - 978-94-6300-843-3 (v. 2)

**Abstract :** These two books examine how knowledge is produced and disseminated in Africa and present current intellectual discourses on knowledge taking place within African universities. Volume 1, Current Debates, provides a critical examination of contemporary practices in knowledge advancement in the continent. It addresses how African universities can reinvent knowledge production and dissemination to enhance their relevance to the contexts they operate in; how changes can be undertaken without becoming insular; and the role of academics and policy makers in integrating policies, knowledge and pedagogy that reflect cultural diversity. Volume 2, Re-Imagining the Terrain, examines how African universities can respond to current trends of marketisation of universities and the commodification of knowledge in Africa at the levels of institutional management, academic scholarship, institutional culture, policy and curriculum.

**Classmark :** AFR-62 CRO

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## Research

**2016 National Research Infrastructure Roadmap** / Australia. Government . - Canberra : Australian Government, 2017 - 90 p. - ISBN 978-1-76051-047-3 - Online ISBN 978-1-76051-015-2

**Abstract :** Framed through extensive consultations with key stakeholders including the research community, universities and industry, it outlines national research infrastructure required over the coming decade.

**URL :** [https://docs.education.gov.au/system/files/doc/other/ed16-0269\\_national\\_research\\_infrastructure\\_roadmap\\_report\\_internals\\_acc.pdf](https://docs.education.gov.au/system/files/doc/other/ed16-0269_national_research_infrastructure_roadmap_report_internals_acc.pdf)

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**Investing in Canada's Future : strengthening the foundations of Canadian research = Investir dans l'avenir du Canada : consolider les bases de la recherche au pays** / Advisory Panel on Federal Support for Fundamental Science [Canada] - Ottawa : Advisory Panel on Federal Support for Fundamental Science, 2017 . - 242 p. ISBN 978-0-9959243-2-1

**Abstract :** Commissioned by the Minister of Science and released by the Advisory Panel on Federal Support for Fundamental Science, with substantive input from Universities Canada, the report offers a blueprint for excellence in university-led research. Recommendations include enhanced support for early-career researchers, strategic attention to international and interdisciplinary research collaboration, improved gender equity in science, and increased research funding.

**URL :** [http://publications.gc.ca/collections/collection\\_2017/isde-ised/lu4-223-2017-eng.pdf](http://publications.gc.ca/collections/collection_2017/isde-ised/lu4-223-2017-eng.pdf) (English)  
; [http://publications.gc.ca/collections/collection\\_2017/isde-ised/lu4-223-2017-fra.pdf](http://publications.gc.ca/collections/collection_2017/isde-ised/lu4-223-2017-fra.pdf) (French)

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**Ambitious funding for excellent research in Europe post-2020** / European University Association [EUA] - Brussels : EUA, 2017 - 8 p.

**Abstract :** This position paper advocates for sufficient funding spread fairly across Europe to support research and innovation post-2020.

**URL :** <http://www.eua.be/Libraries/publications-homepage-list/ambitious-funding-needed-to-back-excellent-research-ideas-in-europe-post-2020>

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**The European Code of Conduct for Research Integrity: revised edition** / All European Academies [ALLEA] - Berlin : ALLEA, 2017 . - 15 p. - ISBN 978-3-00-055767-5

**Abstract :** A revised set of standards and good research practice, reflecting 'a basic responsibility of the research community ... to formulate the principles of research, to define the criteria for proper research behaviour, to maximise the

quality and robustness of research, and to respond adequately to threats to, or violations of, research integrity'.

URL : [http://ec.europa.eu/research/participants/data/ref/h2020/other/hi/h2020-ethics\\_code-of-conduct\\_en.pdf](http://ec.europa.eu/research/participants/data/ref/h2020/other/hi/h2020-ethics_code-of-conduct_en.pdf)

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**The role of international collaboration and mobility in research** / Opinion Leader Research . - London : Opinion Leader Research, 2017 . - 39 p.

**Abstract** : Conducted on behalf of the Royal Society, British Academy, Royal Academy of Engineering, and the Academy of Medical Sciences, this study provides a UK perspective on international research collaboration and the factors which enable or limit it. The report, which is based on a survey of fellow and grant recipients, confirms the increase in such links and notes that international collaboration and mobility have an integral place in the researchers' careers.

URL : <https://www.britac.ac.uk/sites/default/files/UK%20National%20Academies%20Report%20Final%20280417.pdf>

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**Gendered patterns in international research collaborations in academia** / K. M. Uhly, L. M. Visser, K. S. Zippel / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 42, no. 4, pp. 760-782, April 2017

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

**Abstract** : This article examines whether gender differences exist in participation in international collaborations and if family responsibilities constitute a glass fence – a gendered obstacle that keeps women from rising through the academic ranks. Using an international data set, the authors find that women engage less in international collaborations than men, and that complex gendered patterns exist regarding the impacts of partner employment status and children. Both men and women benefit from having an academic partner, although men benefit more. Partner employment status matters more than children in certain family arrangements, suggesting that the former constitutes a glass fence, potentially impacting women's access to cutting-edge international knowledge production and elite academic positions.

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**Scholarly knowledge: at an inflection point?** / Kenneth Prewitt / International Network for Higher Education in Africa [INHEA] - In: International Journal of African Higher Education, v. 3, no. 1, pp. 107-118, 2016

ISSN 2313-5069

**Abstract** : In the rapidly expanding sector of higher education worldwide, high quality research is disproportionately produced by a small number of research-intensive universities, probably no more than 400 worldwide. These universities are experiencing major changes, spurred by new technologies and data sources from those technologies, by the commercialization in the “knowledge economy” and competition from the for-profit private sector, and of course by opportunities and pressures of globalization itself. The phase we are in is further shaped by changes in how the state and the market set research priorities, partly by creating an accountability regime tied to timely and measurable contributions of products, services, and policies. Where does Africa fit in? It does not have competitive research-intensive universities. It does have high quality individual researchers. The author argues that its strength lies in robust regional research collaborations, coupled with serious engagement with stakeholder platforms including government, commerce, and NGOs.

URL : <https://ejournals.bc.edu/ojs/index.php/ijahe/article/view/9640>

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**University research and the creation of spin-offs : the Spanish case** . - In: European Journal of Education, v. 52, no. 3, September 2017 - ISSN 0141-8211 . - Online ISSN 1465 3435

**Abstract** : This article analyses the relationship between university research activity and the creation of spin-offs in Spain and identifies the factors which can be linked to the level of technology used by these companies. Consulting the websites of Spanish universities and their respective Technology Transfer Offices led to the identification of 499 spin-offs. The authors analysed two groups of universities, correlating their number and technological nature with the research potential of the parent university, the general economic situation and the assistance received in creating this type of company. They found a positive relation between the creation of university spin-offs and the average number of projects achieved by the university. In addition, their technological nature is positively related to the number of patents awarded to the university.

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## Teacher education

**Whither teacher education and training?** / Higher Education Policy Institute [HEPI][UK] . - Oxford : HEPI, 2017 . - 53 p. (HEPI Report, 95) - ISBN 978-1-908240-27-9

**Abstract :** This report examines teacher training policies and the impact of recent reforms in the UK.

**URL :** [http://www.hepi.ac.uk/wp-content/uploads/2017/04/Embargoed-until-00.01am-Thursday-27-April-2017-WHITHER-TEACHER-EDUCATION-AND-TRAINING-Report-95-19\\_04\\_17WEB.pdf](http://www.hepi.ac.uk/wp-content/uploads/2017/04/Embargoed-until-00.01am-Thursday-27-April-2017-WHITHER-TEACHER-EDUCATION-AND-TRAINING-Report-95-19_04_17WEB.pdf)

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**World class teachers; world class education /** GuildHE - London : GuildHE, 2017 . - 141 p.

**Abstract :** This report looks at some of the innovative approaches to teacher education taking place in both schools and universities, and between them. It is jointly produced by GuildHE and the Cathedrals Group, an association of universities and university colleges in the United Kingdom.

**URL :** <http://www.guildhe.ac.uk/wp-content/uploads/2017/05/6763-GuildHE-World-Class-Teachers-Report-Web-Final-version.pdf>

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**De la formation des professeurs et de l'élargissement des droits en Argentine /** Alejandra Birgin / Centre International d'Etudes Pédagogiques. - **In:** Revue Internationale d'Education de Sèvres, no. 74, pp. 69-88, avril 2017 ISSN 1254-4590

**Abstract :** Cet article aborde une problématique contemporaine qui interroge les traditions en matière de formation des professeurs en Argentine. Il traite de l'articulation entre, d'une part, l'incorporation de « nouveaux » adolescents et jeunes adultes dans le niveau secondaire comme conséquence de la massification, et, d'autre part, le développement croissant de la formation des professeurs, qui doit relever le défi de former des enseignants au parcours scolaire plus sinueux à exercer leur métier dans un niveau secondaire de plus en plus hétérogène et complexe.

This article examines a contemporary issue that interrogates traditions in terms of teacher training in Argentina. On the one hand, it considers the interface between the incorporation of "new" adolescents and young adults into the secondary level as a consequence of the rise of mass education, and, on the other, the increasing development of teacher training, which must meet the challenge of training teachers with more circuitous academic backgrounds to practise their profession at an increasingly heterogeneous and complex secondary level.

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**Devenir enseignant aux Etats-Unis: politiques, normes et tensions /** Jon Snyder, A. Lin Goodwin / Centre International d'Etudes Pédagogiques - **In:** Revue Internationale d'Education de Sèvres, no. 74, pp. 57-68, avril 2017 ISSN 1254-4590

**Abstract :** Trois niveaux de l'"écosystème éducatif" influencent le parcours pour devenir enseignant aux États-Unis : le niveau fédéral, le niveau des États et le niveau local. À chacun de ces niveaux, deux leviers principaux sont utilisés pour agir sur le parcours enseignant : les normes professionnelles pour l'enseignement et les normes pour la formation des enseignants. Cet article s'intéresse à l'influence de ces trois niveaux de l'écosystème éducatif, avant de conclure par une discussion sur les tensions persistantes qui continuent de traverser les voies qui mènent au métier d'enseignant aux États-Unis.

Three levels of the educational ecosystem influence the path of becoming a teacher in the United States: the federal level, the state level, and the local level. Each of these levels uses two major levers that influence the path of becoming a teacher: (a) standards for teaching and (b) standards for teacher education. In this paper the authors address the influence at each of the three relevant levels of the educational ecosystem. The authors conclude with a discussion of enduring tensions in an individual's path towards becoming a teacher in the United States.

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**Le choix du métier: typologie des trajectoires menant vers l'enseignement dans le canton de Vaud en Suisse /** Crispin Girinshuti / Centre International d'Etudes Pédagogiques . - **In:** Revue Internationale d'Education Sèvres, no. 74, pp. 79-88, avril 2017 - ISSN 1254-4590

**Abstract :** Cet article considère le choix de l'enseignement comme une étape dans une 'carrière' au sens de la sociologie interactionniste de Hughes (1996), et plus particulièrement une étape dans le processus d'insertion professionnelle. L'analyse de contenu effectuée sur 45 entretiens rétrospectifs d'individus en fin de formation à l'enseignement révèle trois principaux parcours biographiques qui mènent vers le métier : les trajectoires linéaires ou directes ; les trajectoires indirectes ou d'incertitude ; et les trajectoires "second métier". Ce texte éclaire succinctement les caractéristiques de chacun de ces parcours typiques.

This article considers the choice of teaching as a stage in a 'career' in the sense of Hughes' interactionist sociology (1996), and more particularly as a stage in a process of entry into the world of work. The content analysis of 45 retrospective interviews with individuals at the end of their teacher training reveals three main biographical pathways that

lead to the profession: linear or direct pathways; indirect pathways, or pathways of uncertainty; and 'second career' pathways. The text succinctly elucidates the characteristics of each of these typical pathways.

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**More than words: expressed and revealed preferences of top college graduates entering teaching in Argentina** / Alejandro J. Ganimian, Mariana Alfonso, Ana Santiago / Comparative and International Educational Society - In: Comparative Education Review, v. 61, no. 3, pp; 581-606, August 2017 - ISSN 0010-4086

**Abstract** : This article examines what may dissuades the group of 'top' graduates from entering the teaching profession. The authors provided college graduates who applied to a selective alternative pathway into teaching in Argentina with information on what their working conditions and pay would be if they were admitted into the programme. Then they observed whether they reported that they wanted to go into teaching and whether they did so. The results showed that individuals who received information about working conditions or pay were more likely to report that they no longer wanted to pursue their application to the alternative pathway but no more likely to drop out of the programme's selection process.

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**Préparation au métier des nouveaux enseignants et besoins en développement professionnel : résultats de TALIS 2013** / Yoon Young Lee / Centre International d'Etudes Pédagogiques. - In: Revue Internationale d'Education de Sèvres, no. 74, p. 125-137, avril 2017  
ISSN 1254-4590

**Abstract** : Des études internationales ont mis en évidence l'importance du sentiment d'efficacité personnelle et de préparation des enseignants pour l'apprentissage des élèves et le maintien des enseignants dans la profession. Pour les nouveaux enseignants - définis ici comme ayant moins de trois ans d'expérience - la qualité de la formation initiale et continue est la pierre angulaire d'une carrière réussie et gratifiante dans l'enseignement. En s'appuyant sur les données issues de l'enquête internationale sur l'enseignement et l'apprentissage (TALIS) de l'OCDE, cet article compare les niveaux de sentiment de préparation des enseignants nouveaux et expérimentés en matière de contenu, de pédagogie et de pratique dans les matières qu'ils enseignent, ainsi que leurs niveaux déclarés de besoins de développement professionnel dans 14 domaines. Il conclut que lier la connaissance des contenus aux compétences pédagogiques et offrir des expériences pratiques de qualité en classe sont deux aspects essentiels pour permettre aux nouveaux enseignants de se préparer à leur carrière.

International studies have highlighted the importance of teachers' perceived self-efficacy and preparedness on student learning and teacher retention. For new teachers - defined here as those with 3 years' experience or fewer - quality pre-service and in-service education are the building blocks of a successful and rewarding career in teaching. Drawing on data from the OECD Teaching and Learning International Survey (TALIS) 2013, this paper compares new and experienced teachers' perceived level of preparedness in content, pedagogy and classroom practice of the subject field(s) they teach, in addition to their reported levels of professional development needs in 14 other areas of professional development. The author concludes that linking content knowledge with pedagogical competencies and providing quality practical experiences in the classroom are integral to helping new teachers prepare for their career.

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