

# New in / Nouveautés

## HEDBIB

### International Bibliographic Database on Higher Education

February 2017 / février 2017

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## HEDBIB

International Bibliographic Database on Higher Education

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## Presentation

Welcome to the February 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: Equitable Access and Success in Higher Education; Higher education and Social Responsibility; Information and Communication Technologies; Intercultural Dialogue; Sustainable Development; Research and Doctoral Education; and Internationalization. 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 April 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)).



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## IAU Themes

### Equitable Access and Success in Higher Education

**Missing out : refugee education in crisis** / United Nations Refugee Agency [UNHCR] . - Geneva : UNHCR, 2016 . - 47 p.

**Abstract** : This report describes access to all levels of education by refugee children, including accessing higher education which only one in 100 refugees attain. Education data on refugee enrolments and population numbers refers to the 2015-16 academic year.

**URL** : <http://www.unhcr.org/57d9d01d0>

**Monitoring cross-country performance in equality of access and affordability of tertiary education : a review of options** / Dominic Orr . - Paris : UNESCO Publishing, 2016 . - 67 p.

**Abstract** : This paper, commissioned for the UNESCO Global Education Monitoring Report 2016, recommends internationally comparative indicators on access and affordability. Among the issues it acknowledges is the sensitivity of such measures to context; the authors conclude that they reflect the problem that different population groups have unequal chances of entering and succeeding in tertiary education.

**URL** : <http://unesdoc.unesco.org/images/0024/002455/245578e.pdf>

**The invisible problem? Improving students' mental health** / Higher Education Policy Institute [HEPI][UK] . - Oxford : HEPI, 2016 . - 62 p. (HEPI Report, 88)

ISBN 978-1-908240-18-7

**Abstract** : This report calls for extra support from universities and the NHS for student mental health services. Its key recommendations include increasing funding for university counselling and support services, encouraging universities to create a mental health action plan and including information on mental health support in university prospectuses.

**URL** : <http://www.hepi.ac.uk/wp-content/uploads/2016/09/STRICTLY-EMBARGOED-UNTIL-22-SEPT-Hepi-Report-88-FINAL.pdf>

**University parity report** / UN Women . - New York : UN Women, 2016 . - 112 p.

**Abstract** : This report outlines the first year of the UN HeforShe project IMPACT 10x10x10 on gender equality across student, faculty and administration in universities worldwide. The report details the commitments and actions towards gender parity taken by participating universities in South Africa, Hong Kong, Brazil, UK, USA and Canada.

**URL** : <http://online.fliphtml5.com/zmam/fkdy/#p=1>

**Is equal access to higher education in South Asia and sub-Saharan Africa achievable by 2030?** / Sonia Ilie, Pauline Rose . - In: Higher Education, v. 72, no. 4, October 2016

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

**Abstract** : In this paper, the authors highlight the long distance still to travel to achieve the goal of equal access to higher education for all, with a focus on poorer countries which tend to have lower levels of enrolment in higher education. Analysing demographic and health survey data from 35 low- and middle-income countries in sub-Saharan Africa and South Asia, they show wide wealth inequalities in particular, with few if any of the poorest gaining access to higher education in some countries. They further identify that wealth and gender inequalities interact and tend to be wider in countries where levels of higher education are higher. This implies that expansion in access to higher education may predominantly benefit the rich, unless measures are taken to tackle inequalities. The authors find that the rates of increase necessary for the attainment of the equal access goal by 2030 are particularly high. They pose a particularly difficult challenge given the access inequalities present from primary and secondary education in a wide majority of countries in the analysis. They therefore suggest that any measures aimed at attaining the goal need to tackle

inequalities in access within a system-wide approach, focusing on the level of education at which inequalities initially manifest, alongside higher education. (Abstract from publisher)

URL : <http://rd.springer.com/article/10.1007/s10734-016-0039-3>

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**The worldwide trend to high participation higher education : dynamics of social stratification in inclusive systems** / Simon Marginson . - In: Higher Education, v. 72, no. 4, pp. 413-434, October 2016

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

**Abstract** : The tendency to rapid growth, leading towards high participation systems (HPS), has spread to most middle-income and some low-income countries. Though expansion of higher education requires threshold development of the state and the middle class, it is primarily powered not by economic growth but by the ambitions of families to advance or maintain social position. However, expansion is mostly not accompanied by more equal social access to elite institutions. The quality of mass higher education is often problematic. Societies vary in the extent of upward social mobility from low-socio-economic-status backgrounds. The paper explores the intersection between stratified social backgrounds and the stratifying structures in HPS. These differentiating structures include public/private distinctions in schooling and higher education, different fields of study, binary systems and tiered hierarchies of institutions, the vertical stretching of stratification in competitive HPS, and the unequalising effects of tuition. Larger social inequalities set limits on what education can achieve. Countries with high mobility sustain a consensus about social equality, and value rigorous and autonomous systems of learning, assessment and selection in education. (Abstract from publisher)

URL : <http://rd.springer.com/article/10.1007/s10734-016-0016-x>

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## Africa

**Draft Policy Framework for Disability in the Post-School Education and Training System** / South Africa.

Department of Higher

Education and Training . - Pretoria : Dept. of Higher Education and Training, 2016 . - 23 p. (Government Gazette, 18 November 2016)

**Abstract** : This policy framework is intended to assist all types of public postsecondary education and training institutions to provide effective services to students with disabilities.

URL : [http://www.gov.za/sites/www.gov.za/files/40428\\_gon1410.pdf](http://www.gov.za/sites/www.gov.za/files/40428_gon1410.pdf)

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**Widening participation in higher education : a social justice analysis of student loans in Tanzania** / Faustina M.

Msigwa . -

In: Higher Education, v. 72, no. 4, p. 541-556, October 2016

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

**Abstract** : This paper explores the extent to which the loan scheme in Tanzania enables HE participation of students from the low-socioeconomic status (SES) backgrounds. It is guided by critical theory and social justice perspectives. Issues of redistribution and recognition in the distribution of student loans are investigated with regard to opportunities for students from low SES backgrounds to access them. Findings of this study show discrepancy between the purposes of the financial assistance policy and the loan scheme on the one hand and the design of the loan scheme on the other. This study recommends that the Higher Education Student Loans Board revise its criteria for issuing of loans and the means-testing formula in order to create more opportunities for HE participation for students from low-SES backgrounds.

URL : <http://rd.springer.com/article/10.1007/s10734-016-0037-5>

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## Asia and the Pacific

**Improving the transparency of higher education admissions processes** / Australia. Higher Education Standards

Panel . - Canberra : Higher Education Standards Panel, 2016 . - 75 p.

**Abstract** : This report sets out the recommendations to the government to improve the transparency of higher education student admission policies in Australia.

URL :

[https://docs.education.gov.au/system/files/doc/other/revised\\_20161115\\_pm\\_final\\_accessibility\\_version\\_hesp\\_admissions\\_transparency\\_report.pdf](https://docs.education.gov.au/system/files/doc/other/revised_20161115_pm_final_accessibility_version_hesp_admissions_transparency_report.pdf)

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**Issues and trends for students with disability : review of NCSEHE-funded research** / Ian Cunninghame, Diane Costello, Sue Trinidad / National Center for Student Equity in Higher Education [Australia] . - Perth : Curtin University, 2016 . - 14 p.

**Abstract** : This report is based on research that identifies current gaps in implementation of policies, services and supports that would better enable the participation of students with disabilities in higher education in Australia. Based on this analysis, the review also includes recommendations aimed at improving the participation of students with disability. These include making disability awareness training compulsory for staff; equity practitioner policy and programme implementation; producing learning content through a variety of modes in order to ensure that students with disabilities can engage with learning material; institutional administration of disability support services; and research priorities to better understand aspects impacting on student achievement and retention for students with disabilities.

**URL** : <https://www.ncsehe.edu.au/wp-content/uploads/2016/08/Issues-and-Trends-for-Students-with-Disability-Review-of-NCSEHE-Funded-Research.pdf>

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**Not here yet : an investigation into the access and participation of students from humanitarian refugee backgrounds in the Australian higher education system** / Les Terry, Ryan Naylor, Nga Nguyen, Alberto Rizzo / University of Melbourne [Australia]. Centre for the Study of Higher Education [CSHE] . - Melbourne : University of Melbourne, 2016 . - 49 p.

**Abstract** : This report reviews the literature and analyses government and census enrolment data with a view to contributing to discussions about future policy and action, including the development of targeted outreach and engagement programmes for refugee students.

**URL** :

<https://www.ncsehe.edu.au/wp-content/uploads/2016/08/Not-there-yet-An-Investigation-into-the-Access-and-Participation-of-Students-from-Humanitarian-Refugee-Backgrounds-in-the-Australian-Higher-Education-System-11-Aug-16.pdf>

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**Coping with medical training demands : thinking of dropping out, or in it for the long haul** / Mary E. Rogers, Peter A. Creed, Judy Searle, Serena L. Nicholls / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 41, no. 9, pp. 1715-1732, September-October 2016  
ISSN 0307-5079 . - Online ISSN 1470-174X

**Abstract** : Using quantitative and qualitative methodologies, this study assessed differences in stress and coping strategies between those serious and not serious about dropping out of medicine. A total of 854 medical students and junior doctors completed a web-based survey assessing training stress, problem-solving coping, seeking support coping, avoidance coping, and risky behaviour coping. Those serious about dropping out of medicine were high on training stress, avoidance coping, and risky behaviour coping. Specifically, males were high on risky behaviour coping, and doctors were high on avoidance coping. Reasons for contemplating dropping out of medicine were professional fit, workload, work/life balance, and the medical education training system. The authors conclude that Identification of at-risk groups can inform efforts to design and deliver wellness interventions for medical trainees.

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**Higher education, reservation and scheduled castes : exploring institutional habitus of professional engineering colleges in Kerala** / C. M. Malish, P. V. Ilavarasan . - In: Higher Education, v. 72, no. 5, pp. 603-617, November 2016  
ISSN 0018-1560 . - Online ISSN 1573-174X

**Abstract** : This paper seeks to unravel the institutional context of the educational experience of scheduled caste engineering students in Kerala, a federal state in India. By presenting ethnographic accounts of the educational experience of fourteen scheduled caste engineering students, the authors detail how different institutional cultures result in different experiences for students of similar educational and familial backgrounds. The authors' analysis suggests that the notion of institutional habitus better captures the impact of institutions on marginalised students. The authors hope that future research will help in formulation of new policies and practices to facilitate institutional transformation and contribute to improved quality and equity of higher education in India.

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**Muslim students' cultural and religious experiences in city, suburban and regional university campuses in NSW, Australia** / Adam Possamai, Kevin Dunn, Peter Hopkins, Lisa Worthington, Faroque Amin / 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. 38, no. 6, pp. 637-648, December 2016  
ISSN 1360-080X . - Online ISSN 1469-9508

**Abstract** : This paper examines the religious and cultural experiences of Muslim students at 13 universities in Australia. The authors draw upon an analysis of a questionnaire that was completed by 323 Muslim students who were studying at

universities in the state of New South Wales, Australia. While the authors argue that these places are post-secular, they discovered that city campuses tend to be more secular than regional and suburban ones. By post-secular, the authors refer to the public emergence and affirmation of religion rather than an assumption that faith should remain a private and publicly hidden commitment.

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**Promoting low socio-economic participation in higher education: a comparison of area-based and individual measures** / Alfred M. Dockery, Richard Seymour, Paul Koshy / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 41, no. 9, pp. 1692-1714, September-October 2016  
ISSN 0307-5079 . - Online ISSN 1470-174X

**Abstract** : As with other countries, Australia has been grappling with the identification, measurement and impact of disadvantage in higher education. In particular, the measurement of socio-economic status (SES) has been of central concern. The immediate solution in Australia has been the introduction of an area measure in which students' SES is categorised on the basis of census data for their neighbourhoods rather than on individual or household data. This paper assesses the veracity of the area measure in capturing individual SES for school-aged entrants, using a longitudinal data set, the Household, Income and Labour Dynamics in Australia (HILDA) Survey, to construct individual measures of SES and a national ranking of sample individuals on the basis of probability of attending a higher education institution. The results demonstrate the tendency for area measures to misclassify individuals' higher education opportunity and the associated potential for policy outcomes. [Abstract from publisher]

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**Why students drop out of the Bachelor of Arts** / Kemran Mestan . - In: Higher Education Research and Development, v. 35, no. 5, pp. 983-996, October 2016  
ISSN 0729-4360 . - Online ISSN 1469-8366

**Abstract** : This paper investigates the reasons students give for prematurely discontinuing studying the Bachelor of Arts. It is a qualitative study that thematically analyses semi-structured interviews with a cross-section of the population of students enrolled in the course. The reasons for attrition can be divided into course-related or personal reasons. Amongst course-related reasons, the most important relate to: career direction and purpose, subject range and peer bonding, as well as teaching quality. Personal issues that interfere with study relate to illness, finances and employment. Course-related and personal reasons also interact and reinforce each other, with students studying the humanities and social sciences more vulnerable to personal pressures due to course-related reasons. Student engagement with support services is also analysed, and conclusions drawn on how attrition can be addressed.

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## Europe and North America

**Effective approaches to enhancing the social dimension of higher education** / Anthony F. Camilleri, Ed., Mary Tupan-Wenno, Anthony F. Camilleri, Melanie Fröhlich, Sadie King / The IDEAS Consortium . - Malta : Knowledge Innovation Centre, 2016 . - 164 p.  
Online ISBN 978-1-63041-763-6

**Abstract** : This publication presents the main outcomes of the EU funded IDEAS project, a partnership of organisations working towards improving the equity of Higher Education systems across Europe in the period 2013 - 2016. The report presents 57 case studies across Europe of good practice with proven quantitative and qualitative successes.

URL : <http://www.eurashe.eu/library/modernising-phe/IDEAS-Final-Report.pdf>

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**Enseignement supérieur et recherche : vers l'égalité femmes-hommes : chiffres clés** / France. Ministère de l'enseignement supérieur et de la recherche . - Paris : MESR, 2016 . - 56 p.  
ISBN 978-2-11-151686-1

**Abstract** : This statistical report was published following the 9th European Conference on Gender Equality in Higher Education and Research held in Paris in September 2016. It contains statistics across the European Union as a whole and for seven European countries (France, Italy, the Netherlands, UK, Finland, Portugal and Spain). A section provides more details for France. Data covers gender differences in the number of students in higher education, academic staff and researchers, and graduate employment. The report shows that while women represent 55% of undergraduate students in Europe, there is a glass ceiling within the academic profession: women occupy 44% of academic posts, although only 21% of senior academic posts are held by women.

URL : [http://cache.media.enseignementsup-recherche.gouv.fr/file/Publications/90/0/RC\\_stats\\_630900.pdf](http://cache.media.enseignementsup-recherche.gouv.fr/file/Publications/90/0/RC_stats_630900.pdf)

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**Hochschulzugang und Studium von Flüchtlingen : eine Handreichung für Hochschulen und Studentenwerke = University access and studies for refugee students : a guide for higher education institutions and student services** / Ständigen Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland [Germany]; German Academic Cooperation Association [DAAD]; Hochschulrektorenkonferenz [HRK][Germany]; Bundesamt für Migration und Flüchtlinge [BAMF]; Deutsches Studentenwerk [DSW] . - Nuremberg : BAMF, 2016 . - 23 p.

**Abstract** : The guidelines highlight the steps that refugees in Germany pass through during their integration into higher education, from the student advisory services to the degree course itself. All essential regulations imposed by higher education, labour and social policy are clarified and sources of further information are referred to. The guidelines are therefore a tool to support universities and student services in advising refugees who wish to take up or resume higher education.

**URL** : [https://www.hrk.de/fileadmin/redaktion/hrk/02-Dokumente/02-02-PM/161024\\_Handreichung\\_Studium\\_von\\_Fluechtlingen.pdf](https://www.hrk.de/fileadmin/redaktion/hrk/02-Dokumente/02-02-PM/161024_Handreichung_Studium_von_Fluechtlingen.pdf)

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**Supporting displaced and refugee students in higher education : principles and best practices** / Institute for International Education [IIE][USA]; University of California Davis. Human Rights Studies Program and Office of Global Affairs . - New York : IIE, 2016 . - 51p.

**Abstract** : Drawing from the experience of universities working with displaced and refugee Syrian students in the USA, this report addresses how higher education institutions can help identify and provide access and support for qualified displaced and refugee students in an effective manner.

**URL** : <http://www.iie.org/Research-and-Publications/Publications-and-Reports/IIE-Bookstore/Supporting-Displaced-and-Refugee-Students-in-Higher-Education#.WFQR632HZNQ>

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**Working in partnership : enabling social mobility in higher education** / Universities UK . - London : Universities UK, 2016 . - 122 p.

ISBN 978-1-84036-367-8

**Abstract** : This report makes recommendations for universities, schools, colleges and employers to improve social mobility in higher education in the UK. It demonstrates that socio-economic disadvantage continues to be the most significant driver of inequality in terms of access to and outcomes from higher education. The data also reveals the pervasive gap in degree attainment and labour market outcomes between ethnic groups and between disabled and non-disabled students. It concludes that effective evaluation of policies and interventions is needed across all parts of the student lifecycle, with an emphasis on interventions that maximise outcomes.

**URL** : <http://www.universitiesuk.ac.uk/policy-and-analysis/reports/Pages/working-in-partnership-enabling-social-mobility-in-higher-education.aspx>

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**Cooling out undergraduates with health impairments : the freshman experience** / Jamie M. Carroll, Chandra Muller, Evangeleen Pattison . - In: The Journal of Higher Education, v. 87, no. 6, pp. 771-800, November - December 2016

ISSN 0022-1546 . - Online ISSN 1538-4640

**Abstract** : Students with health impairments represent a growing sector of the college population, but health based disparities in bachelor's degree completion persist. Using the Beginning Postsecondary Students Longitudinal Study (BPS 04/09), the authors compare signals of degree progress and academic fit and changes in educational expectations between students with and without health impairments during the first year of higher education in the United States. They find that net of academic preparation, type of institution, enrollment intensity and first year experiences, students with mental impairments are more likely to lower their educational expectations after the first year of college, due partially to negative signals of academic fit. They find limited evidence that gaps in learning are related to the use of academic accommodations for students with health impairments. The results suggest that students with mental impairments are disadvantaged in reaching first year benchmarks of degree progress and academic fit and are disproportionately 'cooled out'.

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**Does the economic crisis have an influence on the higher education dropout rate?** / Graça Leão Fernandes, Margarida Chagas Lopes . - In: European Journal of Higher Education, v. 6, no. 4, pp. 402-416, December 2016  
ISSN 2156-8235

**Abstract** : This research aims to identify the effects of the economic crisis on higher education dropout rates from the School of Economics at Management at a university in Portugal, after having controlled for individual characteristics, family background, secondary school and HE trajectories. Using longitudinal data from 2007/2008 to 2011/2012, the

results point to the fact that the economic crisis significantly affected the dropout rate of Portuguese students. Dropout during the crisis period spared neither younger students nor those with better secondary School trajectories. Moreover, during the crisis period, Portuguese students dropped out earlier during their HE trajectory.

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**Predicting students' academic performance based on school and socio-demographic characteristics** / Tamara Thiele, Alexander Singleton, Daniel Pope, Debbi Stanistreet / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 41, no. 8-9, pp. 1424-1446, September-October 2016  
ISSN 0307-5079 . - Online ISSN 1470-174X

**Abstract :** This study examines associations between secondary school grades, school type, school performance, socio-economic status, neighbourhood participation, sex and academic achievement at a British university. Consistent with past research, large entry-level differences between students are generally narrowed by final year at university. Students from the most deprived areas performed less well than more affluent students. Asian and black students performed less well than white students. Female students performed better than their male counterparts. Contrasting with past research, though secondary school performance was positively associated with entry grades, students from low-performing schools were more likely to achieve the highest degree classifications. Additionally, independent school students performed less well than comprehensive school students at final year despite entering with higher grades. These variations exemplify how patterns observed nationally may differ between universities. [Abstract adapted from publisher]  
**URL :** <http://www.tandfonline.com/doi/full/10.1080/03075079.2014.974528>

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**The unwritten rules of engagement : social class differences in undergraduates' academic strategies** / April Yee . - **In:** The Journal of Higher Education, v. 87, no. 6, pp. 831-858, November - December 2016  
ISSN 0022-1546 . - Online ISSN 1538-4640

**Abstract :** Drawing on interviews and participant observation with undergraduates at an urban, public comprehensive university in the USA, this ethnographic study investigates the academic engagement strategies of students from different social class backgrounds during their first two years of university. The author found that first-generation and middle class students expend strenuous efforts to succeed, with first-generation students employing independent strategies and middle class students employing interactive, as well as independent, strategies. But because middle class students have a broader repertoire of strategies, which include those that are visible and valued by university faculty and staff, they are advantaged in the college context, or field, relative to their first-generation peers. This research shows how culture in the form of social class shapes undergraduates' academic strategies and contributes to their unequal outcomes. It also points to the role of institutions in defining the implicit rules of engagement, such that middle class strategies of interaction are recognised and rewarded while first-generation strategies of independence are largely ignored.

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## Latin America and the Caribbean

**Equity of access to higher education in the context of South–South cooperation in Latin America : a pluri-scalar analysis** / Thomas Muhr . - **In:** Higher Education, v. 72, no. 4, pp. 557-571, October 2016  
ISSN 0018-1560 . - Online ISSN 1573-174X

**Abstract :** This article draws from an education governance approach to conduct an analysis of equity of access to tertiary education in the context of South–South cooperation. An account of distributional justice in access to tertiary education in Brazil and Venezuela is integrated with a structural approach related to South–South cooperation among the two nations as well as within the Southern Common Market (MERCOSUR). Two interrelated arguments are developed: first, despite persistent inequities in access to university education in both territories, state-interventionist policies enhance equity of access directly with respect to availability and accessibility. Second, South–South cooperation transforms the background conditions for educational justice by producing an alternative structure to the neoliberal global governance of education and its agenda of privatisation and commercialisation.  
**URL :** <http://rd.springer.com/article/10.1007/s10734-016-0017-9>

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**Higher education decisions in Peru : on the role of financial constraints, skills, and family background** / Juan F. Castro, Gustavo Yamada, Omar Arias . - **In:** Higher Education, v. 72, no. 4, pp. 457-486, October 2016  
ISSN 0018-1560 . - Online ISSN 1573-174X

**Abstract :** This paper analyses the relative importance of short-term financial constraints vis-a-vis skills and other background factors when explaining higher education access in Peru. The authors focus on the disparities in university

enrolment between high family income and poor households using a novel household survey that includes tests to measure cognitive and socio-emotional skills of the urban population aged 14–50. These are complemented with retrospective data on basic education and family socioeconomic conditions in a multinomial model. The authors found that the strong correlation between university enrolment and family income in urban Peru is not only explained by short-term credit constraints, but also by poor cognitive skills and by family and educational backgrounds affecting interest in and aptitudes for formal education. Family income explains, at most, half of the university access gap between poor and non-poor households. The other half is related to differences in parental education, educational backgrounds, and cognitive skills. The authors conclude that the results indicate that credit or scholarship schemes alone will not suffice to change the regressive nature of higher education enrollment in Peru, and that such programmes will face strong equity-efficiency trade-offs.

URL : <http://rd.springer.com/article/10.1007/s10734-016-0040-x>

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## Higher Education and Social Responsibility

### Evaluating the engagement of universities in capacity building for sustainable development in local

**communities** / Chris Shiel, Walter Leal Filho, Arminda Maria Finisterra do Paço, Luciana Brandli . - In: Evaluation and Program Planning, v. 54, pp. 123-134

ISSN 0149-7189

**Abstract** : This paper evaluates the work performed by universities in building capacity for sustainable development at the local level. Based on an empirical study on a sample of universities in the United Kingdom, Germany, Portugal and Brazil, it examines the extent to which capacity building for sustainable development is being undertaken, suggests the forms that this might take and evaluates some of the benefits for local communities. The paper concludes by reinforcing that universities have a critical role to play in community development; that role has to prioritise the sustainability agenda.

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## Africa

### Towards the idea of the interconnected university for sustainable community development / Marcellus Mbah . -

In: Higher Education Research and Development, v. 35, no. 6, pp. 1228-1241, December 2016

ISSN 0729-4360 . - Online ISSN 1469-8366

**Abstract** : This article investigates within a Cameroonian context how well the university can effectively respond to local needs and stimulate development. Interviews and focus-group discussions took place with university and community participants drawn from disparate backgrounds on the nature of a local university's community engagement. The findings reveal that the university's capacity to enhance local development could be engendered through interconnections within its community, as well as with the wider community. This article maintains that the premise of the interconnected university can be drawn on African philosophy of Ubuntu and buttressed by narrowing existing power gaps through the fostering of transparency, decentralisation and democratic values so that constructive dialogue can ensue within the university and between it and the wider community.

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### The scholarship of university-community engagement : interrogating Boyer's model / Ntimi N. Mtawa, Samuel N.

Fongwa, Gerald Wangenge-Ouma . - In: International Journal of Educational Development, no. 49, pp. 126-133, 2016

ISSN 0738-0593

**Abstract** : This article sheds light on the community engagement practices from a case-study university in Tanzania. Using Ernest Boyer's proposed scholarship of engagement model as a framework, findings provide evidence that, different contextual specificities affect the way university-community engagement practices evolve. The methodology involved an analysis of primary and secondary data collected through interviews with policy and academic staff. The article concludes that the success of university-community engagement in fostering social and economic development significantly relates not only on how much the practices of engagement is foregrounded in the universities' core policy and practice, but also on how much academic scholarship draws on engagement activities. The challenge lies in ensuring this balance.

URL : <http://www.chet.org.za/papers/scholarship-university-community-engagement>

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## Europe and North America

**Social innovation and civic engagement** [Special issue] / AAC&U . - In: Diversity & Democracy, Summer 2016, no. 3, v. 19

**Abstract** : Students can gain a sense of efficacy through projects focused on social innovation; they can ground this work in community-identified priorities through civic engagement experiences. Yet too often, social innovation and civic engagement efforts are separate from each other. This issue of Diversity & Democracy explores how colleges and universities in the USA are connecting these related areas of work.

Contents: Social Innovation and Civic Engagement: Toward a Shared Future? (Amanda Moore McBride and Eric Mlyn); The Rise of the Sophisticated Changemaker (Marina Kim and Erin Krampetz); Preparing Public Sector Innovators through Experiential Learning (Sonal Shah); Independent, Coexisting, Collaborating? How Institutions Are Organizing Their Efforts for Social Impact (Sandra Enos); Transformative Learning through Social Entrepreneurship at Community Colleges (Amy Schulz); Apprenticing in Social Innovation and Entrepreneurship in the Motor City (Matthew T. A. Nash); New Challenge: Developing Entrepreneurial Leaders for Social Impact (Michele Kahane); Public Service and Civic Engagement: Multiple Pathways to Social Change (Thomas Schnaubelt and Colleen Schwartz Coffey); The Sustainable

Enterprise Hatchery: Creating Solutions for Credit (Jay Friedlander); Bringing Civics Back: Engaging Young People in Political Action (Scott Warren); Setting Aside My Hero Complex (Kaitlyn Fitzgerald).

URL : <https://www.aacu.org/diversitydemocracy/2016/summer>

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**University Social Responsibility : a common European reference framework** . - European Union, 2015 . - 22 p.

**Abstract** : This final report of the EU-University Social Responsibility Project, details a common European reference framework which incorporates societal and environmental dimensions and democratic sustainability. It is designed for universities seeking to develop their approach to university social responsibility.

URL : <http://www.eu-usr.eu/wp-content/uploads/2015/04/D1.4-Final-Report-Public-Part-EN.pdf>

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## Information and Communication Technologies (ICTs)

**WSIS Forum 2015 : Innovating together: enabling ICTs for sustainable development : outcome document** / International Telecommunication Union [ITU] . - WSIS Forum, Geneva, 25-29 May 2015 . - Geneva : International Telecommunication Union, 2015 . - 377 p.

**Abstract** : This outcome document of the World Summit on the Information Society FORUM 2015 co-organised by UNESCO, UNDP and UNCTAD and ITU draws direct linkages between the impact of Information and Communication Technologies (ICTs) on achieving the Sustainable development Goals (SDGs). Themes include innovation enabling ICTs for development; digital inclusion of women for gender equality; cybersecurity; internet governance; building a sustainable digital economy; e-commerce for developing countries; and childrens' rights in a digital world.

**URL** :

[http://www.itu.int/net4/wsis/forum/2015/Content/doc/outcomes/WSISForum2015\\_OutcomeDocument\\_ForumTrack.pdf](http://www.itu.int/net4/wsis/forum/2015/Content/doc/outcomes/WSISForum2015_OutcomeDocument_ForumTrack.pdf)

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**Virtual exchange : connected learning in the digital age** [Special issue] . - In: IIE Networker, pp. 5-50, Fall 2016

**Abstract** : Contents: A Look at IIE's Working Group on Virtual Exchange: How Do we Leverage Virtual Exchange in the International Education Community? (Celsea Ridenour); Going Global to Educate Syrian Refugees (Alicia Corbett); Humanizing the Refugee Crisis through Virtual Exchange: The Basmatna Program (Madison Marks); Virtual Exchange as a Form of Curriculum Internationalization: Facilitating Global Learning on an Urban Campus (Leslie A. Bozeman and Yao-Fi Fu); Telecollaboration and Virtual Exchange in University Foreign Language Education (Mirjam Hauck and Robert O'Dowd); Students with Disabilities Ready to Go Virtual – Are You?(Ashley Holben); Going Virtual in Myanmar; The Virtual Education Exchange Platform in India: Untapped Potential (Anubhooti Arora, Zafeena Suresh, Diya Dutt, and Sudarsan Dash); Initiating and Sustaining University-Wide COIL Programs: Steps to Success (Natalia Dyba, Keiko Ideda, and Jon Rubin); Designing a Pre-Departure Study Abroad Intervention using Collaborative Online International Learning (Carrue Wojenski); Virtual Conference Creates Spaces for Ongoing Alumni Exchanges (Amanda Fletcher); The Role of Virtual Exchanges in Public Diplomacy at the U.S. Department of State (Leeanne Dunsmore); The Promise of Virtual Reality: What Are We Missing? (A. J. Kelton).

**URL** : <http://www.nxtbook.com/naylor/IIEB/IIEB0216/index.php#/0>

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## Asia and the Pacific

**MOOC impact beyond innovation** / Robert Fox . - In: Reforming Learning and Teaching in Asia-Pacific Universities . - Springer, 2016 . - pp 159-172 (Education in the Asia-Pacific Region: Issues, Concerns and Prospects , v. 33)

**Abstract** : This chapter focuses on the role MOOCs can play in creating new opportunities for new practices, processes and ways of working and in building capability and capacity within higher education. Focusing on Asia, the author examines new arrangements in developing curricula and governance in offering MOOCs and related technology solutions in sustainable ways. The chapter explores the challenges these changes can make to the way institutions see themselves and their role as higher education providers, and the roles of the stakeholders within the institutions. In this sense, MOOCs are seen as a catalyst to unbundle higher education in a new way. The MOOCs themselves are not seen as necessarily innovative but they provide the opportunity for new thinking and working and in offering courses in non-traditional ways, open to all, anywhere, with potential links to the institution's conventional award bearing programmes.

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**Students' acceptance and readiness for e-learning in northeastern Thailand** / Anchalee Ngampornchai, Jonathan Adams . - In: International Journal of Educational Technology in Higher Education, v., no. 34, pp. 1-13, December 2016 ISSN 2365-9440

**Abstract** : This study examines undergraduate student perceptions of e-learning and awareness of new learning technologies in a rural Thai community. The authors note that e-learning innovation research includes the study of acceptance of online learning after an innovation has been adopted for classroom use. The survey also explores students' self-regulation, computing devices ownership, and level of familiarity with education-related technologies. The responses imply that students have a slightly positive perception toward e-learning. They use mobile technologies extensively, and have experience using social media; but are unfamiliar with other collaborative e-learning tools. A discussion includes recommendations for cultural context and the design of e-learning in Thailand.

**URL** : <http://rd.springer.com/article/10.1186/s41239-016-0034-x>

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## Europe and North America

**Education & training 2020 : survey on policies and practices of digital and online learning in Europe : digital and online learning** / European Commission. Directorate General for Education and Culture . - Luxembourg : Publications Office of the European Union, 58 p. . - 58 p.  
ISBN 978-92-79-60016-6

**Abstract** : This report covers policies and practices of digital and online learning in Europe. The aim is to capture progress made and the challenges ahead from the perspective of national policymakers and senior officials in charge of digital and online learning.

**URL** : <https://bookshop.europa.eu/en/education-training-2020-pbNC0216722>

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**Open Access in Deutschland : Die Strategie des Bundesministeriums für Bildung und Forschung** / Germany. Federal Ministry of Education and Research [BMBF] . - Berlin : BMBF, 2016 . - 12 p.

**Abstract** : This government strategy paper calls on academics receiving funding to back free access to publications.

**URL** : [https://www.bmbf.de/pub/Open\\_Access\\_in\\_Deutschland.pdf](https://www.bmbf.de/pub/Open_Access_in_Deutschland.pdf)

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**Opening up education : a support framework for higher education institutions** / Andreia Inamorato dos Santos, Yves Punie, Jonatan Castaño Muñoz / European Commission. Joint Research Centre . - Luxembourg : Publications Office of the European Union, 2016 . - 74 p.  
ISBN 978-92-79-58537-1

**Abstract** : This report proposes a wide definition of the term open education that goes beyond OER, MOOCs and open access to embrace 10 dimensions of open education. The framework can be used as a tool by HEI staff to help them think through pedagogical approaches, collaboration between individuals and institutions, recognition of non-formal learning and different ways of making content available. This report is the final outcome of the OpenEdu Project, which aimed to support the communication 'Opening up education: innovative teaching and learning for all through new technologies and open educational resources'.

**URL** : <http://publications.jrc.ec.europa.eu/repository/bitstream/JRC101436/jrc101436.pdf>

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**Advancing equity and student success through eportfolios** / Association of American Colleges and Universities [AACU] . - In: Peer Review, v. 18, no. 3, pp. 2-35, Summer 2016  
ISSN 1541-1389

**Abstract** : This issue chronicles the current landscape of how colleges and universities in the United States are using eportfolios and sketches out a vision for using eportfolios in the context of Signature Work and advancing student self-efficacy.

**URL** : <https://www.aacu.org/peerreview/2016/summer>

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**A double-edged sword : the merits and the policy implications of Google Translate in higher education** / Klaus Mundt, Michael Groves . - In: European Journal of Higher Education, v. 6, no. 4, pp. 387-401, December 2016  
ISSN 2156-8235

**Abstract** : This article examines the effect of language translation technologies, such as Google Translate, on international education. The authors argue that students may in the future, be able to use technology to circumvent traditional language learning processes. While this is a potentially empowering move that may facilitate academic exchange and the diversification of the learner and researcher community, the authors warn that it is also a potentially problematic. Firstly, the technology is at present unable to align to the sociolinguistic aspects of university-level writing and may be misunderstood as a remedy to lack of writer language proficiency. Secondly, it may require legislation, in particular in light of issues such as plagiarism and academic misconduct. These issues are discussed against the background of English as a Global *lingua franca*, and the authors argue that higher education institutions need to develop an understanding and code of practice for the use of this technology.

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## Internationalization

**Building ethical global engagement with host communities : North-South collaborations for mutual learning and benefit** / Farzana Karim-Haji, Pamela Roy, Robert Gough, . - Western University, Canada, Aga Khan University, 2016 . - 33 p.

**Abstract** : In the context of growing internationalization efforts in higher education, this resource guide is intended to achieve improved institutional ethical practice in international education programmes. It details considerations for facilitating a comprehensive institutional approach to ethical global engagement; best practices on collaborating with host communities; resources on critical global engagement and self-reflectivity; and practical suggestions for better preparing students, higher education institutions and others to improve their ethical practices in international education.

**URL** : [http://international.uwo.ca/pdf/Ethical%20Engagement%20Guide\\_2016.pdf](http://international.uwo.ca/pdf/Ethical%20Engagement%20Guide_2016.pdf)

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**Global perspectives on strategic international partnerships : a guide to building sustainable academic linkages** / Clare Banks, Birgit Siebe-Herbig, Karin Norton, Eds. - New York : IIE, 2016 . - 292 p.

ISBN 978-1-87206-384-6

**Abstract** : Authored by practitioners from around the world, this book provides a close up of the global dialogue surrounding institutional partnerships to focus on what makes a partnership strategic, how long-term partnerships are managed, and what underlying tenets should guide those seeking to initiate or improve their strategic partnerships.

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**A comprehensive structure to understand outward mobility** / Rami, M. Ayoubi, Mohamed Louf / International Association of Universities [IAU] . - **In**: Internationalisation of Higher Education, no. 3, pp. 79-95, 2016

**Abstract** : This article aims to review a number of previous reports and studies of the impact of international outward mobility on university, staff and students. It also reflects on the lack of practical measurement of the overall impact of outward mobility on university, staff and students. It concludes that outward mobility enhances internationalisation at the university; it increases the international research activities for staff, and the employability skills of mobile students. A comprehensive structure to understand outward mobility is suggested at the end of the article. Conclusions and recommendations for senior management professionals and international and partnership practitioners are presented.

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**International advisory councils and internationalization of governance : a qualitative analysis** / Georgiana Mihut, Philip G. Altbach, Jamil Salmi . - **In**: European Journal of Higher Education, v. 6, no. 4, pp. 328-342, December 2016  
ISSN 2156-8235

**Abstract** : This paper discusses the emergence of international advisory councils (IACs) at universities around the world and introduces the concept of internationalization of governance. IACS are adjacent governing structures, primarily composed by international members, external to the university. IACs are positioned to offer advice on the strategic direction of the institution and its main challenges. The research is based on interviews with members of different IACs in 20 countries, on all continents, with Western Europe accounting for half the countries. Analysis of composition, structures, modes of operation and effectiveness of IACs, as well as the motivations of members joining IACs and the driving rationales of host institutions is presented. In addition, this paper advances a typology of IACs where three types of IACs are identified: transformative, prestige-oriented and symbolic.

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**Una "carrera armamentista" en la academia : los rankings internacionales y la competencia global para crear universidades de clase mundial** / Jurgen Enders / Asociación Nacional de Universidades e Instituciones de Educación Superior [ANUIES] . - **In**: Revista de la Educación Superior, v. XLIV (4), no. 176, pp. 83-109, octubre-diciembre 2015  
ISSN 0185-2760

**Abstract** : This article turns to institutional field theories to analyse the role of international rankings in the global competition for world class universities. Rankings provide a controversial area among actors regarding whether they are the appropriate participants in the field; with a socially standard construction for comparison, success and legitimacy. The way of constructing these standards is dictated, to a great extent, by the existing international reputation hierarchies, which favor reputation and research. An increasing share of research also utilises this frame in studying governmental policies and organizational strategies that agree with the game of rankings. (Abstract from publisher)

El artículo recurre a teorías de campo institucionales para analizar el trabajo que realizan los rankings internacionales en la competencia global para crear universidades de clase mundial. Los rankings proporcionan un ámbito controversial



entre los actores respecto a quiénes son los participantes legítimos en el campo; construyen socialmente estándares para la comparación, éxito y legitimidad. La manera de construir estos estándares la dictan en gran medida las jerarquías internacionales de reputación ya existentes, las cuales tienen un sesgo hacia la reputación en materia de investigación. Este marco también se utiliza para investigar un creciente número de políticas gubernamentales y estrategias organizacionales que aceptan el juego de los rankings.

URL : [http://publicaciones.anuies.mx/pdfs/revista/Revista176\\_S3A4ES.pdf](http://publicaciones.anuies.mx/pdfs/revista/Revista176_S3A4ES.pdf) (in Spanish)

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## Africa

**La mobilité internationale des étudiants africains** / Campus France . - Paris : Campus France, 2016 . - 12 p. (les notes de Campus France, 16)

**Abstract** : This publication provides an analysis of international mobility of African students, particularly students studying in France. More than one in ten international students are from Africa. However, this mobility masks large gaps between the 53 countries concerned.

Cette note Campus France présente une analyse statistique globale de la mobilité internationale des étudiants africains, et particulièrement vers la France. Afrique représente plus d'un étudiant mobile sur dix dans le monde. Cependant, cette mobilité d'un continent dynamique masque de grandes disparités entre les 53 pays concernés.

URL : [http://ressources.campusfrance.org/publi\\_institu/etude\\_prospect/mobilite\\_continent/fr/note\\_16\\_hs\\_fr.pdf](http://ressources.campusfrance.org/publi_institu/etude_prospect/mobilite_continent/fr/note_16_hs_fr.pdf) (in French)

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**International students in the South African higher education system : a review of pressing challenges** / Yasmine Dominguez-Whitehead, Nevensha Sing . - In: South African Journal of Higher Education, v. 29, no. 4, pp. 77-95, 2015 ISSN 1011-3487

**Abstract** : The internationalisation of the South African higher education system has involved (among other developments) the steady increase of international student enrolment, particularly from other African nations. This article focuses on significant features of the South African higher education system and considers some of the theoretical challenges faced by international students within this context. Pressing socio-political and economic issues facing South African higher education are highlighted and in turn their relevance for challenges faced by international students relating to xenophobia, discrimination and financial difficulties are addressed.

URL : <http://wiredspace.wits.ac.za/bitstream/handle/10539/20486/Dominguez-Whitehead%20%282015%29%20International.pdf?sequence=1&isAllowed=y>

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## Asia and the Pacific

**Creating strategic international partnerships : the initial steps** / Norpisah Mat Isa / International Association of Universities [IAU] . - In: Internationalisation of Higher Education, no. 3, pp. 57-77, 2016

**Abstract** : International partnerships have become key features of higher education institutions' policy and practice in many countries. The establishment of international partnerships is not new, but many partnerships were ad-hoc in nature, and initiated and implemented by individual departments, schools and faculty members. Reviews on current partnerships indicate the need for institutions to develop strategic practices in establishing partnerships, which allow the institution to strategically focus the partnership activities on those that are really benefitting the institutions and their stakeholders. This article focuses on factors that contribute to the success of the partnership. Through these initial steps, institutions will be able to identify characteristics of partnerships to ensure their effectiveness, sustainability and success. A case study details a university in Malaysia setting up an offshore campus in India.

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**Eating a home : food, imaginary selves and study abroad testimonials** / Barbara E. Hanna . - In: Higher Education Research and Development, v. 35, no. 6, pp. 1196-1209, December 2016 ISSN 0729-4360 . - Online ISSN 1469-8366

**Abstract** : This paper focuses on the place and importance given to food in the self-reported experiences of Australian international students. The author analysed 102 testimonials from study abroad returnees from Canada, France and Switzerland posted on the university website, the majority of which mentioned food-related experiences.

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**Transnational education as an internationalisation strategy : meeting the institutional management challenges /** Sally Stafford, John Taylor / 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. 38, no. 6, pp. 625-636, December 2016  
ISSN 1360-080X . - Online ISSN 1469-9508

**Abstract :** This paper considers the impact of transnational programmes on institutional management. Transnational higher education is defined as the delivery of programmes overseas by a parent institution either operating directly or in association with an international partner. The paper is based on a detailed analysis of institutional audit reports prepared by the Australian Universities Quality Agency in 2008–12. The study identified a total of 23 concerns that related to governance, and 96 relating to institutional strategy and leadership. The main theme relating to governance concerned suitable governance structures. The results suggest that TNE activities were not effectively dealt with within institutional governance structures. The main themes relating to strategy and leadership were that TNE initiatives were not sufficiently linked with the university's internationalisation strategy and overall institutional goals, strategic direction and strategic plans.

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## Europe and North America

**Funding for United States study : a guide for international students and professionals : 2017 Edition /** Institute for International Education [IIE][USA] . - New York : IIE, 2016 . - 398 p.  
ISBN 978-0-87206-390-7

**Abstract :** This annual reference directory provides a descriptive guide to scholarships and grants for prospective international undergraduate and postgraduate students who wish to study in the United States. Information is also provided on fellowships and special funded programmes.

**Classmark :** US-12 IIE

**URL :** <http://www.nxtbook.com/naylor/IIEB/IIED0216/index.php#/0>

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**Intensive English USA: IIE's comprehensive guide to English Language instruction in the United States /** Institute of International Education [IEE][USA] . - Gainesville, Florida : Naylor, 2016 . - 430 p.  
ISBN 978-0-87206-389-1

**Classmark :** US-12 IEE

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**International mobility of researchers in the Baltic Sea Region /** Baltic Science Network . - Stockholm : Baltic Science Network, 2016 . - 57 p.

**Abstract :** This report consists of an overview of mobility flows in the Baltic Sea Region and analyses of patterns of researcher exchanges on a country-by-country basis.

**URL :** <http://www.baltic-science.org/index.php/downloads/public/bsn-publications/70-international-mobility-of-researchers-in-the-baltic-sea-region-1/file>

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**Irish educated globally connected : an international education strategy for Ireland, 2016-2020 /** Ireland. Dept for Education and Skills . - Dublin : Dept of Education and Skills, 2016 . - 58 p.

**Abstract :** This strategy sets out targets for increasing the number of international students and researchers coming to Irish institutions and increasing outward mobility for Irish students, academics and researchers.

**URL :** <http://www.education.ie/en/Publications/Policy-Reports/International-Education-Strategy-For-Ireland-2016-2020.pdf>

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**Transnational education in Germany : DAAD Position Paper /** German Academic Cooperation Association [DAAD] . - Bonn : DAAD, 2014 . - 23 p.

**Abstract :** This paper examines transnational education in Germany.

**URL :** [https://www.daad.de/medien/hochschulen/projekte/studienangebote/1\\_phb\\_tnb\\_postionspapier\\_englisch.pdf](https://www.daad.de/medien/hochschulen/projekte/studienangebote/1_phb_tnb_postionspapier_englisch.pdf)

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**Building a strategic approach to international higher education : a question of capacity?** / Tim Gore / International Association of Universities [IAU] . - In: Internationalisation of Higher Education, no. 3, pp. 45-56, 2016

**Abstract :** There are many examples of published international strategies in universities where priorities seem clear and targets are well-defined. However, these strategies represent the distillation of considerable information and are seen in the context of relatively long expanses of time. Indeed any major international initiative such as the establishment of a campus abroad can take up to a decade. This article is an attempt to build a bridge between the reality of everyday life in international work and the creation and shaping of strategy. It is presented as a narrative where the central character is tasked with leading the strategic approach of her university and yet has to deal with a very human and political everyday life within the university. The lessons of the narrative are subtle, as are those in everyday life, but the underlying theoretical approach alluded to in the article is helpful in thinking through how to create appropriate strategic goals and to embed these into daily behaviours.

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**Canada's international education strategy : implications of a new policy landscape for synergy between government policy and institutional strategy** / Roopa Trilokekar, Amira El Masri / International Association of Universities [IAU] . - In: Higher Education Policy, v. 29, no. 4, pp. 539-563, December 2016

ISSN 0952-8733 . - Online ISSN 1740-3863

**Abstract :** In 2014, the Canadian federal government announced its first-ever international education strategy. This paper examines the implications of this changed national policy context on institutional level internationalization strategies, particularly on international students' recruitment and retention. The authors specifically examine how university strategies acknowledge governmental policies; what organizational changes they make in response to government policy and what opportunities and challenges university staff identify in meeting policy objectives. The paper presents results from a scan of universities' websites and a survey administered to university staff from a representative sample of Ontario's universities. It concludes that the government-institutional policies' synergies are far more complex than Cerna's (2014) typology suggests, reinforcing the need for newer models examining multi-level and multi-actor contexts within which both higher education and governments operate and develop international policies.

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**Europe as unlikely immigrant destination : location choice for internationally mobile students in India** / Metka Hercog, Mindel van de Laar . - In: European Journal of Higher Education, v. 6, no. 4, pp. 356-371, December 2016

ISSN 2156-8235

**Abstract :** This paper examines how country-specific factors in receiving countries influence a highly skilled migrant's choice between several possible locations. While continental European countries recognize that attracting migrants is a key component of their economic strategies, it is unclear to what extent these immigration policies result in European countries performing better in the global competition for the skilled. Surveys of prospective migrants in India show that while European countries appear to be relatively attractive for educational purposes, European countries are not perceived as favourably for long-term stays. Relative to migrants selecting traditional immigration countries, migrants selecting Europe as a destination typically have more skills and increased access to resources, such as existing networks abroad, higher educational level or better language skills. With fewer long-term migration initiatives to Europe, immigration policies and destination country-specific factors, opportunities to obtain citizenship and amenities of local environment become less relevant. European governments put considerable effort in integrating student migration as a part of a wider immigration strategy; however, this strategy is likely to prove ineffective if 'probationary migrants' do not view European countries as realistic work destinations after graduation.

URL : <http://www.tandfonline.com/doi/full/10.1080/21568235.2016.1231581>

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**From international to multinational universities** / Maurits Van Rooijen / International Association of Universities [IAU] . - In: Internationalisation of Higher Education, no. 3, pp. 97-117, 2016

**Abstract :** This article describes how institutions have gone and can go beyond the more conventional internationalisation. It introduces the concept of multinationalism based on transnational provision - including franchises, validations, twinning, branch campuses, joint ventures and online/blended programmes of higher education. Finally it indicates the stage beyond multinationalism: creating a truly global university.

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**Has the Bologna process been worthwhile? An analysis of the Learning Society-Adapted Outcome Index through quantile regression** / A. Fernandez-Sainz, J. D. García-Merino, S. Urionabarrenetxea / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 41, no. 8-9, pp. 1579-1594, September-October 2016

**Abstract :** This paper seeks to discover whether the performance of university students has improved in the wake of the changes in higher education introduced by the Bologna Declaration of 1999 and the construction of the European Higher Education Area. A principal component analysis is used to construct a multi-dimensional performance variable called the Learning Society-adapted Outcome Index. A quantile regression is then applied to ensure that the analysis does not focus solely on average figures, and the performance of students of various types is analysed. Significant improvements are found in the acquisition of systemic and interpersonal skills and in student satisfaction but not in cognitive aspects. There are improvements in students of all types, but they are smaller among the best students. [Abstract from publisher]

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**National policies for higher education internationalisation : what campus leaders and practitioners need to know**

/ Robin Matross Helms, Lucia Brajkovic, Laura E. Rumbley / International Association of Universities [IAU] . - In: Internationalisation of Higher Education, no. 3, pp. 27-44, 2016

**Abstract :** Motivated by a variety of academic, economic, political and social goals, governments around the world are implementing policies and programmes designed to spur higher education internationalisation. This article begins with a discussion of the motivations and goals underpinning government higher education internationalisation policies, and provides an overview of the relevant policymaking bodies worldwide. It then sets forth a typology of policies and programmes that categorises initiatives according to their primary focus areas and activities, and explore issues related to their effectiveness. Finally, it addresses the implications of national policies for campus practitioners, and how national-level policies and programmes can impact and be influenced by institutional internationalisation efforts.

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**Power and control : managing agents for international student recruitment** / Iona Yuelu Huang, Vincenzo Raimo, Christine Humfrey / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 41, no. 8-9, pp. 1333-1354, September-October 2016

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

**Abstract :** This multiple case-based study investigates the relationship between recruiting agents and the UK universities who act as their principals. The current extensive use of agents in UK higher education may be seen as an indicator of the financial impact made by international students. The study analyses the practice of agent management and explores the manner in which power and control interact. The study employed semi-structured interviews and group discussions involving up to 6 respondents from each of the 20 UK case institutions. The qualitative data reveal a considerable variation in the manner in which the universities manage their agency relationships. Through the joint consideration of control measures and use of power, five distinctive approaches have been identified. The study also reveals that over-dependence on agents reduces the power of the principal, and consequently, the principal's ability to exercise control, particularly in highly competitive global and national markets. [Abstract from publisher]

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**The importance of networks in the transnational mobility of higher education students : attraction and satisfaction of foreign mobility students at a public university** / Eugénia Pedro, Mário Franco / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 41, no. 9, pp. 1627-1655, September-October 2016

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

**Abstract :** This study aims to understand what motivates students in transnational mobility (TM) to seek certain higher education institutions rather than others. In keeping with the state-of-the-art, the aim is also to obtain indications that associate, or not, those students' previous contact with social networks. Through research of a quantitative, exploratory nature, this study presents results referring to 81 transnationally mobile students at a Portuguese state university. From the results, it can be inferred that the public and private reasons that attract and perpetuate the transnational mobility of higher education students are associated with the adoption of social networks. Some implications for theory and practice are also presented. [Abstract adapted from publisher]

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**The international office : an analysis : a Belgian case study** / Pierre Quertenmont, Patricia Petit, Christian Duqué / International Association of Universities [IAU] . - In: Internationalisation of Higher Education, no. 3, pp. 1-26, 2016

**Abstract :** By analysing how International Offices work in three French-speaking universities in Belgium, the authors identify a few key factors in common. The authors describe key factors of efficiency by presenting the evolution of the IO's missions, then through an in-depth analysis of their main categories of activities and the resulting administrative organisation. The actual processes implemented in the three universities illustrate various approaches to centralising or de-centralising international activities, both to faculties and to other departments. This analysis includes a description of

the various administrative structures and concludes by identifying common features, all of which can make a valuable contribution to the reflections led by university IOs.

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**Towards an integrated conceptual model of international student adjustment and adaptation** / Alina Schartner, Tony Johnstone Young . - In: European Journal of Higher Education, v. 6, no. 4, pp. 372-386, December 2016  
ISSN 2156-8235

**Abstract** : This paper puts forward a conceptual model of international student adjustment and adaptation on the experience of study abroad. Informed by two empirical studies on the adjustment and adaptation of international students pursuing MA degrees in the United Kingdom, the model explores the academic, psychological, and sociocultural aspects of the study abroad experience and examines contributory factors to international student adjustment. The authors conclude by showing how the proposed model can serve as a tool for international students and higher education practitioners, and they discuss its implications for practice and application.

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**Why do higher education institutions internationalize? An investigation of the multilevel determinants of internationalization rationales** / Marco Seeber, Mattia Cattaneo, Jeroen Huisman, Stefano Paleari . - In: Higher Education, v. 72, no. 5, pp. 685-702, November 2016  
ISSN 0018-1560 . - Online ISSN 1573-174X

**Abstract** : This article develops and tests a conceptual framework to predict the salience of a given rationale for internationalization are chosen by a given HEI and why. The framework integrates factors at multiple levels, namely competitive and institutional forces in the global and national contexts, the organisational goals and the influence of internal actors. The empirical analysis employs information on more than 400 European HEIs from two large datasets on their organizational characteristics and from the 4th IAU Global Survey on Internationalization. The findings show that the HEIs embedded in a global context more frequently conceive internationalization as an instrumental to prestige. The national contexts do not greatly affect HEIs' rationales, and the amount of resources is less important than the competition for resources. Organizational goals as well as the influence of students, faculty members and middle managers on the internationalization process partly predict the prominence of specific rationales. The paper closes discussing the findings and the implication for scholarly research.

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## Research and Doctoral Education

**Doing global science : a guide to responsible conduct in the global research enterprise** / InterAcademy Partnership [IAP] . - Princeton, Oxford : Princeton University Press, 2016 . - 146 p.

**Abstract** : This publication is written from a global perspective and addresses a range of traditional and emerging issues related to scientific responsibility, using examples from various disciplines. It can be used in educational settings, by supervisors in training settings, and by individuals. This book is a product of the research integrity project which was launched in 2011 by the InterAcademy Partnership (IAP).

**URL** : <http://interacademycouncil.com/File.aspx?id=29431>

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**Examining the research/teaching nexus** / Malcolm Tight . - In: European Journal of Higher Education, v. 6, no. 4, pp. 293-311, December 2016

ISSN 2156-8235

**Abstract** : The idea of the research/teaching nexus recognises the two key functions of higher education – teaching and research – and argues that they are, or should be, closely linked. This article explores the derivation and development of this idea, and considers its application and critique, through a systematic review of the literature. It concludes that, while there is clearly a linkage between research and teaching at a global level, it needs nurturing locally. (Abstract adapted from Publisher)

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## Africa

**The doctoral degree and the professional academic identity development of female academics** . - In: South African Journal of Higher Education, v. 29, no. 4, pp. 260-276, 2015

ISSN 1011-3487

**Abstract** : This longitudinal study explored the professional academic identity development of female academics in South Africa before and after obtaining their doctoral degrees. The aim was to identify areas to target in order to support the development of the academics' robust professional identities. Using a narrative research approach, two female academics were interviewed repeatedly over a period of three and a half years, complemented by e-mail conversations. The research offered three key findings. It revealed that obtaining a doctoral degree does not automatically develop the desired professional identity. The study further identified five areas to target when supporting female academics in their identity development. Self-efficacy permeated all five areas.

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**The shifting sands of academic output : University of Cape Town research output in education and social anthropology : 1993-2013** / Crain Soudien, Derek Gripper / International Association of Universities [IAU] . - In: Higher Education Policy, v. 29, no. 4, pp. 495-510, December 2016

ISSN 0952-8733 . - Online ISSN 1740-3863

**Abstract** : The authors investigate the publication strategies and decisions of academics in two key fields at the University of Cape Town, South Africa. They ask how research output has been shaped over the last two decades by the increasing priority attached to institutional rankings and the accompanying pressure to publish in key journals. Drawing on output data from three selected years: 1993, 2003, 2013, and interviews with colleagues in Education and Social Anthropology, this contribution is an analysis of the factors behind the publishing patterns, including shifts towards international collaboration, that have emerged in South Africa over the past 20 years. Differing trends emerge in these two fields with a common theme including an emphasis, regardless of the questions being asked, on publishing internationally in accredited journals. The increasing pressure to satisfy performance management criteria required for promotion and monetary reward has driven researchers to be more individualistic in their approach to research output.

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## Arab States

**Factors affecting researchers' collaborative patterns : a case study from Maghreb universities = Les facteurs affectant les pratiques de collaboration des chercheurs : une étude de cas des universités maghrébines** / Hind Achachi, Zakia Amor, Corinne-Colette Dahel-Mekhancha, Mohammed Cherraj, Hamid Bouabid, Sandra Selmanovic, Vincent Larivière . - In: Canadian Journal of Information and Library Science, v. 40, no. 3, pp. 234-253, September /

septembre 2016

**Abstract :** This article examines the factors affecting researchers' collaborative behaviour, based on the results of a survey of 285 researchers from three universities in Maghreb (Morocco, Algeria, and Tunisia). For each country, results indicate that the majority of researchers prefer to collaborate (in order of preference) with their peers in their own research group, with foreign partners, and with national collaborators from other universities. European partners are preferred in terms of foreign collaboration, followed by researchers from other Maghreb countries. While researchers from the United States of America (USA) and the other Arab countries do not appear to be the preferred partners for Algerian researchers, those from Morocco and Tunisia favour collaboration with their peers from these countries. Results also show that scientific collaboration is mainly developed through personal contacts, and that cooperation agreements between institutions do not seem to stimulate researchers to intensify their scientific collaboration. Finally, over two-thirds of the respondents considered tools such as Skype and social media to be key factors for building and enhancing collaboration, and experienced researchers use these tools more extensively. This article highlights the need for an increased coherence between researchers' expectations and their universities' scientific collaboration policies.

Le présent article met en exergue, à travers une enquête réalisée auprès de 285 chercheurs appartenant à trois universités du Maroc, d'Algérie et de Tunisie, les différents facteurs qui influencent la collaboration entre les chercheurs maghrébins. Les résultats indiquent que la majorité des chercheurs, dans chacun de ces trois pays, collaborent principalement avec les membres de leur laboratoire, suivis par les partenaires étrangers puis par les collaborateurs nationaux affiliés à d'autres universités. En termes de collaboration avec les partenaires étrangers, l'Europe constitue le premier choix, suivie par les autres pays du Maghreb. Alors que les États-Unis et les pays arabes ne semblent pas être les partenaires privilégiés par les chercheurs algériens, ceux du Maroc et de la Tunisie favorisent la collaboration avec ces pays. Les résultats montrent également que la collaboration scientifique est principalement basée sur les contacts personnels, et que les accords de coopération entre les institutions ne semblent pas fournir aux chercheurs une plateforme qui permet d'intensifier la collaboration scientifique. Enfin, des outils tels que Skype et les médias sociaux ont été considérés par plus des deux tiers des répondants comme un facteur clé dans la construction et l'amélioration de la collaboration, et que les chercheurs expérimentés utilisent ces outils plus largement. Cet article permet aussi de mettre en avant l'importance de la cohérence entre les attentes des chercheurs et les politiques de collaboration des universités et pays.

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## Asia and the Pacific

**Profile & trends 2015 : New Zealand's tertiary education research** / New Zealand. Ministry of Education . - Wellington : Ministry of Education, 2016 . - 12 p.

**Abstract :** This report addresses trends in doctoral enrolments and completions; the academic impact of research and collaborations at universities compared with Australian universities; and research funding and expenditure.

**URL :** [http://www.educationcounts.govt.nz/\\_data/assets/pdf\\_file/0007/176551/2015-pt-research-final.pdf](http://www.educationcounts.govt.nz/_data/assets/pdf_file/0007/176551/2015-pt-research-final.pdf)

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**State of Australian university research : Volume 1 ERA national report** / Australian Research Council . - Canberra : ARC, 2016 . - 422 p.

ISBN 78-0-9924254-8-7 . - Online ISBN 78-0-9924254-9-4

**Abstract :** This report examines the results of Excellence in Research for Australia (ERA). It provides a comprehensive assessment, by discipline, of the quality of research conducted in Australia's higher education institutions benchmarked against world standards.

**URL :** [http://era2015.arc.gov.au/downloads/ARC03966\\_ERA\\_ACCESS\\_151130.pdf](http://era2015.arc.gov.au/downloads/ARC03966_ERA_ACCESS_151130.pdf)

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**State of Australian university research : volume 2 : institutional insights** / Australian Research Council . - Canberra : ARC, 2016 . - 96 p.

ISBN 780-9943687-1-3

**Abstract :** This report on the results of Excellence in Research for Australia (ERA) in Australia's higher education institutions, provides an insight into ERA ratings achieved by institutions over the three ERA rounds conducted in 2010, 2012 and 2015; gender balance across research disciplines; and open access research outputs.

**URL :**

<http://www.arc.gov.au/sites/default/files/filedepot/Public/ERA/ERA%202015%20Volume%202/ERA%20Volume%202%20Full.pdf>

Audit culture and academic production : re-shaping Australian Social Science research output 1993–2013 / Anthony Welch / International Association of Universities [IAU] . - In: Higher Education Policy, v. 29, no. 4, pp. 511-538, December 2016

ISSN 0952-8733 . - Online ISSN 1740-3863

**Abstract :** The perceptible rise of an audit culture has had marked effects in higher education, including in Australia. Since their introduction in the early 1990s, academic audits have grown in size and sophistication, consuming ever more time, energy and financial resources. While supported by both governments and institutional leaders, this study reveals that the effects have significantly distorted the academic mission, favouring research published in highly ranked international journals, at the expense of local journals, and enhancing gender differences in the profession. For an English language system that is increasingly integrated into the Asia–Pacific, with a diverse academic staff, the effects are complex, and not entirely uniform. But overall, the effects have been to devalue collegiality, in the interests of re-shaping academics into self-monitoring subjects.

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**Does research degree supervisor training work? The impact of a professional development induction workshop on supervision practice** / Alistaire McCulloch, Cassandra Loeser . - In: Higher Education Research and Development, v. 35, no. 5, pp. 968-982, October 2016

ISSN 0729-4360 . - Online ISSN 1469-8366

**Abstract :** Set in a discussion of previous literature, this article unpacks the concepts 'impact' and 'evaluation' and assesses the medium- and longer term impact of the University of South Australia's doctoral supervisor induction programme. It suggests that the workshop leads to the acquisition of understanding and knowledge and, for the majority of attendees, also has an impact on supervisory practice.

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## Europe and North America

**Case study review of interdisciplinary research in higher education institutions in England** / Technopolis [United Kingdom] . - Bristol : HEFCE, 2016 . - 76 p.

**Abstract :** This report, produced for HEFCE, considers ten Higher education institutions in England that take a variety of approaches to develop, sustain and embed interdisciplinary research.

URL :

[http://www.hefce.ac.uk/media/HEFCE\\_2014/Content/Pubs/Independentresearch/2016/Two\\_reports\\_on\\_interdisciplinary\\_research/Technopolis-Case%20study%20of%20interdisciplinary%20research%20in%20HEIs%20in%20England.pdf](http://www.hefce.ac.uk/media/HEFCE_2014/Content/Pubs/Independentresearch/2016/Two_reports_on_interdisciplinary_research/Technopolis-Case%20study%20of%20interdisciplinary%20research%20in%20HEIs%20in%20England.pdf)

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**Declaración sobre integridad científica en investigación e innovación responsable = Declaration on research integrity in responsible research and innovation** / María Casado, Maria do Céu Patrão Neves, Itziar de Lecuona, Ana Sofia Carvalho, Joana Araújo / Universitat de Barcelona, Spain. UNESCO Chair of Bioethics; Universidade Católica Portuguesa . UNESCO Chairs of Bioethic . - Barcelona, Spain : University of Barcelona Press, 2016 . - 78 p.

ISBN 978-84-475-4038-9

**Abstract :** This publication provides guidelines - in Spanish, Portuguese, Catalan and English - for researchers and offers suggestions including the application of procedures for research integrity and to identify non-ethical research.

URL :

[http://www.ub.edu/dyn/cms/galerias/documents/noticies/OBD\\_DECLARACIO\\_INTEGRITAT\\_CIENTIFICA\\_RRI\\_jul16.pdf](http://www.ub.edu/dyn/cms/galerias/documents/noticies/OBD_DECLARACIO_INTEGRITAT_CIENTIFICA_RRI_jul16.pdf)

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**Landscape review of interdisciplinary research in the UK** / Technopolis; University of Sussex [UK]. Science Policy and Research Evaluation Group. Science Policy Research Unit . - Brighton : Technopolis, University of Sussex, 2016 . - 184 p.

**Abstract :** This report explores the incentives and barriers affecting interdisciplinary research in the United Kingdom. The report is based on a study of the perspectives of three defined stakeholder populations: researchers, funders and strategic leaders at higher education institutions across the UK.

URL :

[http://www.hefce.ac.uk/media/HEFCE\\_2014/Content/Pubs/Independentresearch/2016/Two\\_reports\\_on\\_interdisciplinary\\_research/Landscape%20review%20of%20UK%20interdisciplinary%20research.pdf](http://www.hefce.ac.uk/media/HEFCE_2014/Content/Pubs/Independentresearch/2016/Two_reports_on_interdisciplinary_research/Landscape%20review%20of%20UK%20interdisciplinary%20research.pdf)

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**Measuring the contribution of higher education to innovation capacity in the EU** / Center for Higher Education Policy Studies [CHEPS][University of Twente, Netherlands] . - Enschede, The Netherlands : CHEPS, 2016 . - 20 p. (CHEPS Working Paper, 3, 2016)

**Abstract** : This paper provides evidence on the key factors determining the contribution of higher education institutions (HEI) to innovation capabilities and expands the understanding of this contribution beyond traditional measures. The authors focus on the relevance of spill-overs through knowledge-transfer mechanisms as well as through human capital mechanisms.

URL : <http://doc.utwente.nl/101526/1/chepswpseries201603.pdf>

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**Responsible research and innovation : responding to the new research agenda** . - Nottingham : University of Nottingham, 2016 . - 6 p.

**Abstract** : This report uses documentary analysis and interviews to investigate how responsible research and innovation (RRI) is being interpreted within a research-intensive university in the UK. It provides an overview of RRI, breaking down the concept into four dimensions, laying out approaches from key funders, strands of existing work at the University and recommendations for addressing the challenges which RRI presents.

URL : <http://eprints.nottingham.ac.uk/3603/1/PearceHartleyTaylorRRI.pdf>

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**The concordat to support research integrity : a progress report** / Universities UK . - London : Universities UK, 2016 . - 38 p.

ISBN 978-1-84036-371-5

**Abstract** : Based on evidence from a range of stakeholders, this report examines the dissemination and awareness of the concordat and how universities in the UK have responded in order to meet the five commitments for research integrity.

URL : <http://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2016/concordat-research-integrity-progress-report.pdf>

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**Determinants of research productivity in Spanish academia** / Cecilia Albert, María A. Davia, Nuria Legazpe . - In: European Journal of Education, v. 51, no. 4, pp. 535-549, December 2016

ISSN 0141-8211 . - Online ISSN 1465 3435

**Abstract** : This article aims to widen the empirical evidence about the determinants of Spanish academics' publication productivity across fields of study. The authors use the Spanish Survey on Human Resources in Science and Technology completed by Spanish resident PhDs employed in Spanish universities as academics. Productivity is measured as the total number of publications in a three-year period. The results show how personal and academic variables explain differences in productivity within universities and fields of studies and across fields of research. Female workers report lower productivity than their male counterparts, but family responsibilities do not explain this gender gap. The type of contract and tenure or rank do not seem to have any influence on productivity. Researchers seeking professional promotion rather than altruism or personal satisfaction are more productive and young scholars publish more than their older counterparts. Additionally, the authors found a certain research-teaching trade-off and some nuances in the predictors of publication productivity across birth cohorts and fields of study. Finally, international cooperation is one of the most relevant determinants of the number of publications, regardless of the birth cohort. The authors note that institutional context in the Spanish research system as regards requirements for promotion and the assessment of research outcomes may contribute to the understanding and interpretation of our results.

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**Identifying, characterising and assessing new practices in doctoral education** / Lukas Baschung . - In: European Journal of Education, v. 51, no. 4, pp. 522-534, December 2016

ISSN 0141-8211 . - Online ISSN 1465 3435

**Abstract** : This article identifies, characterises and critically assesses the principal changes in doctoral education practices introduced through Doctoral Schools on the basis of eight case studies carried out in Swiss and Norwegian HEIs. The empirical analysis results in the identification of six types of changes which concern doctoral students' recruitment, curricular component, supervision, scientific exchange, tracking and their career. These changes lead to four kind of trends – which vary according to the case study – consisting of a structuring, standardisation and opening of doctoral education, whereas its academic character is maintained. If greater competitiveness, better scientific quality and higher graduating rates may be achieved, problems in terms of 'brain drain', workload, supervision, innovation and careers may even be reinforced or at least not completely solved.

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**Leadership challenges of strategic research centres in relation to degree of institutionalisation** / Christine Blomqvist, Cecilia Agrell, Christer Sandahl / 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. 38, no. 6, pp. 649-663, December 2016  
ISSN 1360-080X . - Online ISSN 1469-9508

**Abstract** : This study describes and analyse leadership challenges in the organisation of strategic research centres, focusing on the relationship between organisation and the level of institutionalisation. Four main themes of leadership challenges were identified: (1) the changing university context, including relationships with top management and faculties; (2) research strategy, considering decisions about diversity or a focused perspective; (3) management, dealing with prioritising administrative work; (4) affiliation, the sense of belonging to a strategic research centre, comprising issues of leadership, trust, attitude towards recruitment and succession. The authors conclude that leadership and effective administration are vital for research collaboration, not only within small research groups as been shown in other studies, but also within large groups in university-based research centres.

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**Searching for 'a third space' : a creative pathway towards international PhD students' academic acculturation** / Dely Lazarte Elliot, Vivienne Baumfield, Kate Reid . - In: Higher Education Research and Development, v. 35, no. 6, pp. 1180-1195, December 2016  
ISSN 0729-4360 . - Online ISSN 1469-8366

**Abstract** : This paper examines both academic and non-academic concerns confronting international PhD students. The research was carried out on a sample of 14 non-British postdoctoral academics employed by a research-intensive institution in the UK. Using the Bio-Ecological Systems Theory of human development as a lens, the research findings showed three major challenges that the participants encountered: personal, social and academic. Participants sought 'third space' as a primary coping mechanism - informal spaces that foster personal learning - as a creative pathway and strategy for maximising their chances of achieving a successful PhD academic acculturation journey.

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**Student satisfaction and perceptions of quality : testing the linkages for PhD students** / Ming Cheng, John Taylor, James Williams, Kang Tong . - In: Higher Education Research and Development, v. 35, no. 6, pp. 1153-1166, December 2016  
ISSN 0729-4360 . - Online ISSN 1469-8366

**Abstract** : This paper explores how the level of student satisfaction is linked with the perceived quality of PhD education. Using interview data from PhD students and their supervisors at two universities in the UK, this paper suggests that satisfaction is not necessarily perceived as an indicator of quality education. Levels of student satisfaction can be influenced by students' expectations prior to their study and their preconceived beliefs regarding the value of a PhD education.

URL : <http://www.tandfonline.com/doi/pdf/10.1080/07294360.2016.1160873?needAccess=true>

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**The core competencies of PhDs** / Barthélémy Durette, Marina Fournier, Matthieu Lafon / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 41, no. 8 - 9, pp. 1355-1370, September-October 2016  
ISSN 0307-5079 . - Online ISSN 1470-174X

**Abstract** : This paper is based on a national survey answered by 2794 PhDs in France. From the data collected, the authors built a reference framework containing 111 competencies organized in 6 main categories. From statistical analysis, a set of 'core' competencies were identified that are shared by doctorate holders.

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## Latin America and the Caribbean

**Comparación de las nociones sobre la investigación que tienen los científicos de tiempo completo de tres universidades de México** / Alfredo de la Lama García, Davide E Daturi, , Marco de la Lama Zubiran / Asociación Nacional de Universidades e Instituciones de Educación Superior [ANUIES] . - In: Revista de la Educación Superior, v. XLIV (4), no. 176, pp. 13-35, octubre-diciembre 2015  
ISSN 0185-2760

**Abstract** : This article analyses the degree to which scientists at three Mexican higher education institutions ascribe to mainstream scientific protocols and values, as part of a broader analysis of the scientific research environment at those

institutions. Specifically, the authors compared the views of full-time researchers at the Universidad Autónoma del Estado de México (UAEM), with those of their counterparts at the leading universities in the capital, the Universidad Nacional Autónoma de México (UNAM) and the Universidad Autónoma Metropolitana (UAM). In total, the authors conducted interviews with 270 full-time researchers. The results show a tendency toward humanistic, pedagogical, ethical and socio-curricular approaches, with a range of strategies being employed by different actors.

El artículo diagnostica el potencial científico en tres centros de educación superior, indagando qué tan extendidos están entre los investigadores los acuerdos que rigen la investigación científica. El método consistió en comparar las opiniones que sostienen los investigadores de tiempo completo de la Universidad Autónoma del Estado de México (UAEM), frente a sus similares de la Universidad Nacional Autónoma de México (UNAM) y la Universidad Autónoma Metropolitana (UAM). Para elaborar tal comparación se realizó un trabajo de campo que aglutinó 270 investigadores de tiempo completo de dichas universidades.

URL : [http://publicaciones.anuies.mx/pdfs/revista/Revista176\\_S3A7ES.pdf](http://publicaciones.anuies.mx/pdfs/revista/Revista176_S3A7ES.pdf)

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## Sustainable Development

**Action for climate empowerment : guidelines for accelerating solutions through education, training and public awareness** / UNESCO; United Nations Framework Convention for Climate Change [UNFCCC] . - Paris, Bonn : UNESCO, 2016 . - 81 p.  
ISBN 978-92-3100-182-6

**Abstract** : These guidelines provide a flexible, phased approach for policymakers to the strategic and systematic implementation of Action for Climate Empowerment activities (ACE) at the national level. Activities exemplifying ACE implementation are provided from more than 20 countries in all regions of the world.

**URL** : <http://unesdoc.unesco.org/images/0024/002464/246435e.pdf>

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**Adult education in an interconnected world : cooperation in lifelong learning for sustainable development** / Uwe Gartenschlaeger, Esther Hirsch, Eds. / Institut für International Zusammenarbeit des Deutschen Volkshochschul-Verbandes [DVV International][Germany] . - Bonn : DVV International, 2015 . - 310 p. (International Perspectives in Adult Education, 71)  
ISBN 978-3-942755-23-8

**Abstract** : The book is divided into three parts: The first, Adult education - International discourse, addresses the central global discussions and guidelines increasingly important for national policies and realities. The second part, Trends and practices, focuses on vocational training, the professionalisation debate and the challenges of immigration. It includes both German, European and global experience. The third part, adult education and development, is nourished by the belief that youth and adult education outside the formal system can play an important, often a central part, in the creation of equal opportunities and emancipation.

**Classmark** : EUR-341 DVV

**URL** : <http://www.reischmannfam.de/lit/2015-Andragogy-HeribertHinzen.pdf>

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**Demonstrating sustainable development in higher education : 2016 sustainable campus best practices from ISCN and GULF universities** / International Sustainable Campus Network [ISCN] . - Boston : ISCN, 2016 . - 50 p.

**Abstract** : This report presents case studies of best practice initiatives from members of the ISCN and the World Economic Forum's Global University Forum (GULF) universities. The ISCN - GULF Sustainable Campus Charter is included in the publication. The case studies, from universities in Thailand, Hong Kong, Singapore, Korea, the Philippines, Denmark, Finland, Switzerland, Sweden, Canada, Turkey, the United Kingdom, and the United States, reflect how universities are developing sustainability skills and building capacities, collaborating with corporate partners, and demonstrating innovation in the built environment.

**URL** : <http://www.international-sustainable-campus-network.org/downloads/general/441-2016-iscn-gulf-best-practice-report/file>

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**Implementing campus greening initiatives : approaches, methods and perspectives** / Walter Leal Filho, Muthu Nandhivarman, Golda Edwin, Mihaela Sima . - Springer, 2015 . - IX, 362 p. (World Sustainability Series)  
ISBN 978-3-319-11960-1 . - Online ISBN 978-3-319-11961-8

**Abstract** : This book introduces a set of papers presented at the "Green Campus Summit", organised by the Association for Promoting Sustainability in Campuses and Communities, in Puducherry, India in 2013. The contributions provide practical case studies from India, South Africa, France and the United States on research and models of campus greening initiatives, environment education and curriculum development, green buildings and land use, energy m and conservation, green Chemistry, waste Management, water management and transportation, campus biodiversity and food services.

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**Knowledge for a sustainable world : a southern African-Nordic contribution** / Tor Halvorsen, Hilde Ibsen, Vyvienne R. P. M'kumbuzi, Eds / African Minds [South Africa] . - Cape Town : African Minds, 2015 . - 244 p.  
ISBN 978-1-928331-04-9

**Abstract** : This book contains a selection of papers presented at the At the Southern African-Nordic Centre (SANORD) conference in Malawi in December 2013, entitled 'Contributions of universities towards attaining the millennium development goals', and the subsequent SANORD conference held in Sweden in June 2014, the theme of which was 'A sustainable future through information technology and welfare development'.

**Contents**: Part I: Challenges - Disability in southern Africa: Insights into its magnitude and nature (Vyvienne R..

M'kumbuzi, Hellen Myezwa, Tonderai Shumba and Alice Namanja); Facilitating access to higher education for students with disabilities: strategies and support services at the University of Botswana (Pedzani Perci Monyatsi and O.S. Phibion); Access and equity for students with disabilities at the University of Malawi: a case of Chancellor College (Elizabeth Tikondwe Kamchedzera); Promoting research in resource-challenged environments: the case of Malawi's Mzuzu University (Victor Mgonezulu); 'The path of the mother is trodden by the daughter': stepping stones for entry into the middle class in South Africa (Dan Darkey and Hilde Ibsen); Using solar energy to enhance access to ICTs in Malawi (Luke Mwale); Software engineering in low- to middle-income countries (Miroslaw Staron); Climate-change awareness and online media in Zimbabwe: Opportunities lost? (Henri-Count Evans). Part II: collaborations Culture meets culture at a distance (Berith Nyqvist Cech and Lars Bergström); -The Consortium of New Southern African Medical Schools: A new South-South-North network (Quentin Eichbaum, Marius Hedimbi, Kasonde Bowa, Celso Belo, Keikantse Matlhagela, Ludo Badlangana, Peter Nyarango and Olli Vainio); International collaboration for pedagogical innovation: Understanding multiracial interaction through a time-geographic appraisal (P. Assmo and R. Fox); Rethinking access to higher education in Malawi: Lessons from the Malawi Institute of Management's collaborations with universities in the United Kingdom (Rebecca Ward and Ida Mbendera).

URL : [http://www.africanminds.co.za/wp-content/uploads/2015/11/Knowledge\\_for\\_a\\_Sustainable\\_World-WEB.pdf](http://www.africanminds.co.za/wp-content/uploads/2015/11/Knowledge_for_a_Sustainable_World-WEB.pdf)

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**Key partners of the Global Action Programme on Education for Sustainable Development / UNESCO . - Paris :** UNESCO Publishing, 2016 . - 105 p.

**Abstract :** This booklet contains profiles of the 87 Members of the UNESCO Global Action Programme (GAP) Networks, which includes the International Association of Universities. The GAP was launched in November 2014 at the World Conference on Education for Sustainable Development.

**Classmark :** INT-713 UNE

URL : <http://unesdoc.unesco.org/images/0024/002452/245211E.pdf>

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**Planet : Education for environmental sustainability and green growth / UNESCO . - Paris :** UNESCO, 2016 . - 79 p.

**Abstract :** This publication is an extract from the 2016 Global Education Monitoring Report (GEM Report). It analyses the role of education as a crosscutting means of advancing the 2030 Agenda.

URL : <http://unesdoc.unesco.org/images/0024/002464/246429e.pdf>

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**Science for sustainable development / Scientific Advisory Board of the UN Secretary-General . - Paris :** UNESCO, 2016 . - 8 p.

**Abstract :** This policy brief includes a set of principles, beginning with the recognition of science as a universal public good. It also lays out recommendations to maximise the contribution of science to achieving the 2030 Agenda and the Sustainable Development Goals (SDGs).

URL : <http://unesdoc.unesco.org/images/0024/002461/246105E.pdf>

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**Societal sustainability : the contribution of adult education to sustainable societies / Marcella Milana, Palle Rasmussen, John Holford, Eds. / UNESCO Institute for Lifelong Learning . - In: International Review of Education, v/ 62, no. 5, pp. 517-663, 2016**

ISSN 0020-8566 . - Online ISSN 1573-0638

**Abstract :** This special issue examines the contribution of adult education to sustainable societies, and the development of sustainable policy frameworks for adult education. The authors elaborate on the place of adult education in achieving the Sustainable Development Goals (SDG).

Contents: The role of adult education and learning policy in fostering societal sustainability (Marcella Milana, Palle Rasmussen, John Holford); The misuses of sustainability: Adult education, citizenship and the dead hand of neoliberalism (John Holford); Sustainable development and social learning: Re-contextualising the space of orientation (Terri Seddon); Ecopedagogy as an element of citizenship education: The dialectic of global/local spheres of citizenship and critical environmental pedagogies (Greg William Misiaszek); Adult education and the challenges of regional development: Policy and sustainability in North Denmark (Palle Rasmussen, Hans Jørgen Staugaard); Lifelong guidance: how guidance and counselling support lifelong learning in the contrasting contexts of China and Denmark (Zhixin Zhang).

URL : <http://rd.springer.com/journal/11159/62/5/page/1>

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**Higher education for sustainable development : a systematic review** / Yen-Chun Jim Wu, Ju-Peng Shen . - In: International Journal of Sustainability in Higher Education, v. 17, no. 5, pp. 633-651, 2016  
ISSN 1467-6370

**Abstract** : This article reviews academic research into sustainability and identifies the gaps between published research and the UN's policies during the Decade of Education for Sustainable Development (DESD) from 2005 to 2014. Based on analysis of contents of four scientific publishing databases, research publishing topics and trends are compared with UNESCO's strategic perspectives. The results show that the research trends did not match UNESCO's perspectives well and that researchers' focus on 'popular' events led to the variation between the numbers of articles each year. The findings indicated that most researchers base their topics on environmental issues, and research trends indicate the need for the integration of Higher Education for Sustainable Development.

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**Sustainable higher education : the why and how of (re-)orienting higher education towards sustainability** / Tarah Wright, Tom Waas, Jean Hugé / International Association of Universities [IAU] . - In: Internationalisation of Higher Education, no. 3, pp. 119-143, 2016

**Abstract** : In this article, an introduction of the rationale for sustainable higher education institutions is followed by an analysis of the opportunities for action and existing best practices in campus operations, curriculum development and research. The article concludes with a series of recommendations to strengthen the role of higher education institutions in achieving sustainability by following a whole system approach.

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**Universities and the post-2015 development agenda: an analytical framework** / Tristan McCowan . - In: Higher Education, v. 72, no. 4, pp. 505-523, October 2016  
ISSN 0018-1560 . - Online ISSN 1573-174X

**Abstract** : Universities have been attributed a central role in the post-2015 development agenda and the achievement of the sustainable development goals. Yet questions of institutional models and their differential impact on society have not received sufficient attention. This paper presents an analysis of the 'anatomy' of the university in order to identify the salient changes in the institution across time and location in relation to knowledge and relationships with society. A framework is proposed structured around three key dimensions: first, 'value' - the extent to which knowledge is treated as intrinsically or instrumentally worthwhile; second, 'function' - the role of the university in terms of storage, transmission, production or application of knowledge; third, 'interaction' - the flow of ideas and actors between the university and society. This analytical framework is then utilised to assess two dominant tendencies in global higher education: commodification and unbundling. Finally, implications are drawn out for universities' potential impact on development in low- and middle-income countries in the context of these contemporary trends. (Abstract from publisher)

URL : <http://rd.springer.com/article/10.1007/s10734-016-0035-7>

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## Asia and the Pacific

**Implementation guide for the Sustainable Development Goals** / Asia-Europe Foundation [ASEF] . - Singapore : ASEF, 2016 . - 113 p.

**Abstract** : This publication from the Asia-Europe Environment Forum (ENVforum) is designed for policymakers from developing countries and provides guidance on tailoring the Sustainable Development Goals (SDGs) into national planning. It details the Sustainable Development Goals and the post-2015 process, and provides a step by step process for implementing SDGs and setting national targets. Selected country case studies detail national objectives and actions towards implementing the SDGs in diverse national contexts both in Asia (Cambodia, Indonesia, Lao PDR, Philippines) and beyond (Colombia, Estonia, Finland, Georgia, Germany).

URL : [http://www.asef.org/images/docs/Implementation%20Guide%20for%20SDGs%20\(Full\)%20-%20Accepted.pdf](http://www.asef.org/images/docs/Implementation%20Guide%20for%20SDGs%20(Full)%20-%20Accepted.pdf)

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**Connecting curriculum, capabilities and careers** / Ian Thomas, James Depasquale . - In: International Journal of Sustainability in Higher Education, v.17, no. 6, pp. 738-755, 2016  
ISSN 1467-6370

**Abstract** : The reported research aims to examine the extent to which sustainability capabilities have been delivered by a undergraduate Education for Sustainability programme and international research project at a university in Australia and how important the capabilities have been in the workplace. Questionnaires answered by graduates who had completed the course examined demographics, the relevance of five "sustainability competencies" to the participant's employment, the degree to which the five competencies had been developed within the students' project and capabilities participants

felt were important to their careers. The results indicate the relevance of all five sustainability competencies, especially that of “interpersonal competence”. The authors conclude that clarification of competencies valued in the workplace provides guidance for the design of higher education curricular so that graduates become effective sustainability professionals.

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**Education for sustainable development in Vietnam : lessons learned from teacher education** / Thi Kinh Kieu, Jane Singer, Tracey Jean Gannon . - In: International Journal of Sustainability in Higher Education, v. 17, no. 6, 2016 ISSN 1467-6370

**Abstract** : This paper identifies challenges in education for sustainable development (ESD) implementation in teacher education institutions in Vietnam . The authors interviewed ten lecturers and 75 students in five teacher education institutions across Vietnam and organised focus groups to obtain qualitative data to identify themes. The results indicated that ESD-related topics were included in both formal and non-formal education. However, there remains a wide gap between ESD cognition and ESD teaching capacity among teacher trainees due to the prevalence of top-down pedagogy, large classes and poor facilities. The authors suggest that through strengthening collaboration among multiple stakeholders, teacher education institutions should achieve more effective ESD approaches.

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**The role of university partnerships in urban sustainability experiments : evidence from Asia** / Gregory Trencher, Xuemei Bai . - In: Handbook on sustainability transition and sustainable peace . - Springer, 2016 . - pp 631-653 (Hexagon Series on Human and Environmental Security and Peace , 10)

**Abstract** : This chapter examines the role of university partnerships in knowledge co-production and implementation of urban sustainability experiments in Asia by examining fifteen case studies from Singapore, Japan, Hong Kong and Korea. Key findings are that, overall, university partnerships for urban sustainability in this Asian sample are dominated by technical approaches. Yet the most significant barriers are human aspects such as time restraints, lack of unity, and poor management and leadership. On key drivers, government funding is playing a major role in enticing partnership formation and influencing particular approaches to urban sustainability. The authors suggest that measures are required to encourage the participation of the social sciences and humanities, and non-technical sustainability experiments. The case study evidence suggests that the ability of partnerships to tackle complex social issues and trigger societal transitions towards sustainability is often constrained by existing research projects and the institutional capacities of universities and their partners.

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## Europe and North America

**Briefing : UK academic institutions' response to the Paris Climate Agreement** / Friends of the Earth . - London : Friends of the Earth, 2016 . - 20 p.

**Abstract** : This briefing summarises what UK universities are doing about climate change and the Paris Climate Agreement. It also includes top ten ways universities can tackle climate change. It is based on a survey of 59 UK universities and other research institutions on how their climate change plans were changing to reflect the goals set out in the Paris Climate Agreement of 2015.

**URL** : <https://www.foe.co.uk/sites/default/files/downloads/paris-agreement-universities-responses-101752.pdf>

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**Sustainability in education 2016** / Environmental Association for Universities and Colleges [EAUC][UK]; National Union of Students [NUS][UK]; University and College Union [UCU][UK]; Association of Colleges [AoC][UK]; College Development Network [UK] . - Cheltenham, UK : EAUC, 2016 . - 52 p.

**Abstract** : This report identifies how further and higher education institutions are responding to environmental sustainability and social responsibility challenges, as well as how staff perceive their institution's efforts. It is based on a survey of 512 staff members from universities, colleges and students' unions in the UK with 63 respondents identifying as lead staff members on environmental sustainability and social responsibility on a formal or informal basis.

**URL** : [http://www.eauc.org.uk/2016\\_the\\_state\\_of\\_sustainability\\_in\\_tertiary\\_e](http://www.eauc.org.uk/2016_the_state_of_sustainability_in_tertiary_e)

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**A collaborative programme in sustainability and social responsibility** / Silvia Albareda Tiana, Azul Alférez Villarreal . - In: International Journal of Sustainability in Higher Education, v. 17, no. 5, pp. 719-736, 2016 ISSN 1467-6370

**Abstract :** This paper examines how students learn and develop competences in sustainability and social responsibility (SSR). It is based on a case study of teacher education at a Spanish university whereby students develop competences in sustainability and social responsibilities as part of their teaching degree. The programme described in this case study includes methodological scenarios that allow students to critically analyse their own lifestyles and decisions; engages students in their own learning as an innovative strategy to promote change in their behaviour towards more sustainable habits; and implements interdisciplinary and collaborative projects open to the whole university.

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**A grid approach to managing sustainability : evidence from a multiple Italian case study /** Deborah Agostino, Martina Dal Molin . - **In:** International Journal of Sustainability in Higher Education, v. 17, no. 6, pp. 875-894, 2016  
ISSN 1467-6370

**Abstract :** The paper examines the simultaneous evaluation of sustainability conceptualization and implementation. The research is based on a multiple case study conducted in ten Italian Universities. In-depth interviews with general directors and administrative staff responsible for sustainable activities were conducted together with document and website analysis on sustainability practices, policies and implementation. The results showed the coherence between sustainability conceptualisation and its implementation showed heterogeneity of practice. The authors propose a grid approach, which highlights six different approaches to explain the connection between the “what” and the “how” of sustainability.

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**A proposal for measuring sustainability in universities : a case study of Spain /** Manuel Larrán Jorge, Jesús Herrera Madueño, Yolanda Calzado, Javier Andrades . - **In:** International Journal of Sustainability in Higher Education, v. 17, no. 5, pp. 671-697, 2016  
ISSN 1467-6370

**Abstract :** Using as a reference the Spanish university system, this paper outlines the development of a multi-item quantitative tool for measuring sustainability performance at universities. On the basis of an extensive literature review on sustainability assessment in universities, the authors selected a total of 268 items. These items were discussed in a workshop with senior management members from eight Spanish universities with the aim of analyzing the validity and relevance of the items selected. Then, the proposal for measuring sustainability in Spanish universities was composed of a total of 156 relevant items, grouped according to seven different dimensions: corporate governance, students, staff, society, environment, companies and continuous improvement. The authors note that these items were linked to provide more reliable information to assess sustainability in universities.

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**An experience-based learning framework : activities for the initial development of sustainability competencies /** Guido Caniglia, Beatrice John, Martin Kohler, Leonie Bellina, Arnim Wiek, Christopher Rojas, Manfred D. Laubichler, Daniel Lang . - **In:** International Journal of Sustainability in Higher Education, v. 17, no. 6, pp. 827-862, 2016  
ISSN 1467-6370

**Abstract :** This paper aims to present an experience-based learning framework that provides a bottom-up, student-centered entrance point for the development of systems thinking, normative and collaborative competencies in sustainability. The authors applied the learning framework for student activities in Phoenix/Tempe and Hamburg/Lüneburg as part of The Global Classroom, a project between Arizona State University in the USA and Leuphana University of Lüneburg in Germany. The results demonstrated that the application of the experience-based learning framework led to students developing systems thinking (e.g. understanding urban systems as functional entities and across different domains), normative (e.g. using different sustainability principles) and collaborative (e.g. learning across disciplinary, social and cultural differences) competencies in sustainability.

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**Combining forces: fostering sustainability collaboration between the city of Vancouver and the University of British Columbia /** Alison Munro, Jean Marcus, Katie Dolling, John Robinson, Jennifer Wahl . - **In:** International Journal of Sustainability in Higher Education, v. 17, no. 6, pp. 812-826, 2016  
ISSN 1467-6370

**Abstract :** This paper describes the sustainability partnership between the City of Vancouver and the University of British Columbia (UBC) and, in particular, the co-curricular Greenest City Scholars graduate student internship programme, which has been developed by the two organisations. Through the programme, UBC graduate students work on projects at the City that help to advance sustainability targets. This case study uses literature and document review, observations, program participant evaluation surveys and project impact survey feedback. The findings indicate that the programme model has contributed to the sustainability goals at the university and the City of Vancouver and has supported the



partnership between the two organisations. The programme has grown over its five-year history and is considered to be a central part of the partnership. model is now being adapted to be delivered within other partnerships.

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**Creating sustainable cities through knowledge exchange : a case study of knowledge transfer partnerships /**

Alex Hope . - **In:** International Journal of Sustainability in Higher Education, v. 17, no. 6, 2016

ISSN 1467-6370

**Abstract :** This paper examines the use of knowledge transfer partnership (KTP) as a means for universities to generate and exchange knowledge to foster sustainable cities and societies. It reports on a series of separate yet interrelated KTPs between a university and the local authority in the North East of England, designed to enhance the environmental, social and economic performance of a large-scale urban housing procurement project. Results from the partnerships indicate that KTPs may play a crucial role in developing capacity within local authorities tasked with creating sustainable cities and societies, whilst at the same time, enhancing skills and knowledge within the communities whom they represent and their industry partners.

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**Integrating sustainability across the university curriculum /** Jane Ellen Dmochowski, Dan Garofalo, Sarah Fisher,

Ann Greene, Danielle Gambogi . - **In:** International Journal of Sustainability in Higher Education, v. 17, no. 5, pp. 652-670, 2016

ISSN 1467-6370

**Abstract :** This article summarises the Integrating Sustainability Across the Curriculum (ISAC) programme at a university in the USA, provides an evaluation of its success and guidance to others creating similar programmes. ISAC pairs undergraduate research assistants with instructors in a collaborative effort to incorporate sustainability into courses. In concert with other initiatives, such as faculty discussion groups and a research network, the ISAC programme increases the university's sustainability-related courses and creates dialogue regarding how various disciplines contribute to sustainability.

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**Sustainable development in the Baltic Sea region : focus on Education for sustainable development [Whole**

issue] = Edukacja na rzecz zrównoważonego rozwoju w regionie Morza Bałtyckiego / Arnold Bernaciak, Ed. . - **In:**

Studia Periegetica, v. 15, no. 1, pp. 5 - 175, 2016

ISSN 1897-9262

**Abstract :** This issue focuses on research, practical implementation and educational solutions in education for sustainable development applied in the Baltic Sea Region. Authors of the papers examine the incorporation of sustainable development and environmental education in higher education curriculum, teaching methods, research and e-learning at universities in Latvia, Belarus, the Russian Federation, the Ukraine and Poland. The papers were first presented during the BUP Teachers Conference in October 2015.

**URL :** [http://www.wydawnictwo.wsb.pl/sites/www.wydawnictwo.wsb.pl/files/czasopisma-tresc/Studia%20P\\_15\\_net.pdf](http://www.wydawnictwo.wsb.pl/sites/www.wydawnictwo.wsb.pl/files/czasopisma-tresc/Studia%20P_15_net.pdf)

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**The interrelations between competences for sustainable development and research competences /** Wim

Lambrechts, Peter Van Petegem . - **In:** International Journal of Sustainability in Higher Education, v. 17, no. 6, pp. 776-795, 2016

ISSN 1467-6370

**Abstract :** This paper explore how competences for sustainable development and research interrelate within a context of competence-based higher education. Specific focus is oriented towards strengthening research competences for sustainability. Based on a literature search as well as a detailed case study at a University in Belgium, the paper discusses current issues in the integration of competences and explores the contribution of research-based methods to acquire competences for sustainable development. The analysis shows that research skills are often mentioned to contribute to this acquisition, though from a general perspective, or from the sidelines of the learning process. A holistic view on how both concepts are linked is missing and the authors consider that there is a need to holistically (re-)frame research competences within the concepts of education for sustainable development and, to a wider extent, sustainable development.

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## Other themes

### Academic freedom

**Free to Think 2016** / Scholars at risk . - New York : Scholars at Risk, 2016 . - 26 p.

**Abstract** : This report from Scholars at Risk, an international network of higher education institutions and individuals. It documents and analyses attacks on higher education communities in 35 countries occurring between May 2015 and September 2016. The report is based on results of SAR's Academic Freedom Monitoring Project MONITOR which aims to identify, assess and track incidents which may constitute violations of academic freedom and/or the human rights of members of higher education communities.

URL : [https://www.scholarsatrisk.org/wp-content/uploads/2016/11/Free\\_to\\_Think\\_2016.pdf](https://www.scholarsatrisk.org/wp-content/uploads/2016/11/Free_to_Think_2016.pdf)

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**Rapport sur l'accueil en France des scientifiques en danger : preconisations pour la creation d'un dispositif national = Report on the reception in France of researchers in danger : recommendations for the creation of a national framework** / Liora Israël . - 2016 . - 47 p.

**Abstract** : This report, commissioned by the French Ministry of Education, Higher Education and Research, details recommendations for the government, in partnership with higher education institutions, to receive academic and research staff from other countries who are at risk, or who cannot continue their research in acceptable conditions. The recommendations were officially introduced into a programme by the French Government in October 2016.

URL : <http://cache.media.enseignementsup-recherche.gouv.fr/file/Actus/17/8/161006->

[Rapport sur l' Rapport accueil des scientifiques en danger 643178.pdf](Rapport_sur_l_Rapport_accueil_des_scientifiques_en_danger_643178.pdf)

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**Universities in a dangerous world : defending higher education communities and values** / Scholars at risk . - New York : Scholars at Risk, 2016 . - 17 p.

**Abstract** : This report discusses issues facing higher education, including threats to physical security and core values on university campuses, supporting higher education in the refugee crisis, and promoting values in international partnerships. It is the report of Scholars at Risk eighth Global Congress held in June 2016 in Montreal in partnership with the McGill Centre for Human Rights and Legal Pluralism.

URL : <https://www.scholarsatrisk.org/wp-content/uploads/2016/10/SAR-2016-Global-Congress-Report.pdf>

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### Academic teaching personnel

**A balancing act : facilitating a University Education Induction Programme for (early career) academics** /

Sarasvathie Reddy, Ruth L. Searle, Lester B. Shawa, Damtew Teferra / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 41, no. 10, pp. 1820-1834, October 2016

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

**Abstract** : This article examines the University Education Induction Programme (UEIP), an academic development programme, delivered at the University of KwaZulu-Natal, South Africa. The authors, who developed and now facilitate the UEIP, deliver the programme to early career academics and senior academics as per a senate-mandated requirement. Drawing on Kolb's experiential model of learning and Knowles' ideas of andragogy, the article interrogates how individual values, and teaching knowledge and beliefs influence teaching praxis. It highlights some of the tensions within institutional practices.

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**Communities and scholarship in supporting early-career academics at the University of the Witwatersrand** /

Ruksana Osman, David J. Hornsby / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 41, no. 10, pp. 1835-1853, October 2016

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

**Abstract** : This paper reports on early-career academics' (ECAs) experiences of support for teaching in a research-intensive university in South Africa. Through conducting a questionnaire and follow up in-depth interviews greater insight into how ECAs perceive and experience support for developing their teaching practice, is gained. Analysis of the results suggests that most academics interviewed began their first teaching position with no preparation for all that teaching involves. Many struggled to balance the demands associated with teaching and research, in addition to familiarizing oneself with institutional teaching norms and cultures. Almost all found support from within their discipline, although such

support was incidental and spontaneous rather than planned. The authors offer the idea of communities of practice as an approach to institutionalise support for ECAs and draw on the scholarship of teaching and learning as the theoretical framing for this study.

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**Confronting gender inequality in a business school** / Amanda Reilly, Deborah Jones, Carla Rey Vasquez, Jayne Krisjanous . - *In: Higher Education Research and Development*, v. 35, no. 5, pp. 1025-1038, October 2016  
ISSN 0729-4360 . - Online ISSN 1469-8366

**Abstract** : This paper is based on a study which examines the experiences of women academic women in academics and administrative staff in a New Zealand Business School. Primary data from focus group interviews and a survey, and secondary data, including university reports and policies and national legislation, were also collected. The authors found barriers to change both within and beyond the Business School itself. These included the low organisational priority given to gender equality, which in turn reflected a weak external regulatory environment. At the same time the authors found a lack of solidarity between women within the School, which they attribute partly to class-based differences. They add that organisational activism is difficult in this context, where gender inequality is both invisible and legitimated, reflecting a post-feminist mood of 'gender fatigue'.

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**Early-career academic support at the University of KwaZulu-Natal : towards a scholarship of teaching** / Reshma Subbaye, Rubby Dhunpath / *Society for Research into Higher Education [SRHE][UK]* . - *In: Studies in higher education*, v. 41, no. 10, pp. 1803-1819, October 2016  
ISSN 0307-5079 . - Online ISSN 1470-174X

**Abstract** : This article, based on a survey of early-career academics (ECAs) at a South African university, examines the induction experiences of a group of new recruits to gain insights into their teaching capabilities and professional development experiences. The article finds that, consistent with international trends, at least half of the population sampled are 2nd career academics with an average age of 37. Notwithstanding their relative unfamiliarity with academic organisational culture, most respondents reported medium to high levels of confidence in their own teaching capabilities. This confidence signals the prevalence of the apprenticeship of observation as the dominant model of professional development. The authors argue that if the support for ECAs is to be meaningful and effective, support programmes must serve to adequately socialise academics into the prevalent organisational culture while simultaneously disrupting rituals of academic performance through a scholarship of teaching.

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**Effectiveness of higher diploma program for early career academics in Ethiopia** / Demewoz Admasu Gebru / *Society for Research into Higher Education [SRHE][UK]* . - *In: Studies in higher education*, v. 41, no. 10, pp. 1741-1753, October 2016  
ISSN 0307-5079 . - Online ISSN 1470-174X

**Abstract** : Unprecedented expansion of the public higher education sector in Ethiopia has brought about masses of early career academics (ECAs) to take up teaching and research in the sector. In recognition of a multitude of responsibilities and challenges these ECAs would face, a higher diploma programme (HDP) was introduced in 2004 both for ECAs and senior academics alike. This paper analyzes this program on the basis of data collected through interviews with ECAs and secondary sources. The author also draws on his personal and professional experiences in the Ethiopian higher education sector over the last three decades. The study revealed that the HDP was initiated externally and tenuously grounded locally. It was also found out that ECAs' teaching practice still largely draws from their previous teachers, suggesting that the HDP programme has not been fully effective. (Abstract from publisher)

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**Expectations and integration of early career academics into the teaching career : empirical evidence from Ghana** / Goski Alabi, Munkaila Abdulai / *Society for Research into Higher Education [SRHE][UK]* . - *In: Studies in higher education*, v. 41, no. 10, pp. 1754-1771, October 2016  
ISSN 0307-5079 . - Online ISSN 1470-174X

**Abstract** : The preparation and induction of Early Career Academics (ECAs) in Ghana was investigated using a qualitative study that employed an ethnographic approach. The study combined reviews of policy documents, interviews of 50 Deans and Heads of Departments and surveys of ECAs in five purposively selected universities in Ghana to capture their experiences in their own environment. The study found the lack of a policy requirement for teaching competence prior to entering the academic field or institutional training before the commencement of teaching a fundamental flaw. Additionally, the study observed that the structures, systems and resources for integration of ECAs into universities in Ghana are not adequate. Even though some preparation exists, formalised structures and systems of

preparation are inadequate. (Abstract from publisher)

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**Impact of job satisfaction and burnout on attitudes towards strike action among employees of a Nigerian university** / Kubiati M Ineme, Mfon E. Ineme / 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. 38, no. 6, pp. 664-675, December 2016

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

**Abstract :** This paper reports on a study that examines the impact of job satisfaction and burnout on attitudes towards strike actions among employees of a Nigerian university. A total of 576 employees participated in the study, 263 men and 313 women, with a mean age of 38.5 years. Findings showed that employees with low job satisfaction and high burnout reported significantly a more positive attitude towards strike action than those with higher job satisfaction and lower burnout. It was suggested that governments and administrators of Nigerian tertiary institutions should devise strategies to improve workers' job satisfaction and reduce burnout as ways of reducing the workers' likelihood to embark on strike actions.

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**Patterns of career development and their role in the advancement of female faculty at Austrian universities: New roads to success?** / Nina-Sophie Fritsch . - **In:** Higher Education, v. 72, no. 5, pp. 619-635, November 2016

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

**Abstract :** This article investigates the ways in which female academics reach leading positions in Austrian universities, the different patterns of their career development, and the role of these patterns in the advancement of female faculty. The study is based on qualitative interviews with female academics in leading positions. The analysis yields three main patterns of career development, consisting of the following characteristics: (1) individualistic, output-driven, (2) political-sustainable and (3) adaptive-flexible.

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**Preparedness to teach : experiences of the University of Ibadan early career academics** / I. Bola Udegbe / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 41, no. 10, pp. 1786-1802, October 2016

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

**Abstract :** This research examined the experiences of early career academics (ECAs) in Nigeria in terms of their preparedness to teach. Using a survey of 104 ECAs in a large Nigeria university, quantitative and qualitative data were obtained to address the research questions raised. Findings showed that (1) prior experience and training impacted on perceptions of competence, preparedness and job involvement; (2) there were significant relationships between perceived competence, preparedness to teach and job involvement; (3) teaching guidance, sources of influence and approaches adopted by the ECAs were largely based on external experiences from outside the institution; (4) many ECAs experienced challenges during their first time of teaching and (5) more females than males reported poor mentoring, heavy workload and little training as major obstacles in their career development. Also, the qualitative analysis yielded major themes on the challenges ECAs face with teaching. The implications of the findings were discussed and recommendations that foster skill development and career growth were highlighted.

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**Psychological heuristics and faculty of color : racial battle fatigue and tenure/promotion** / Noelle Witherspoon Arnold, Emily R. Crawford, Muhammad Khalifa . - **In:** The Journal of Higher Education, v. 87, no. 6, pp. 890-919, November - December 2016

ISSN 0022-1546 . - Online ISSN 1538-4640

**Abstract :** This article explores the promotion and tenure process of Black faculty in the United States using a psychological construct to examine how racial micro-aggressions manifest and articulate themselves through individual and organisational phenomena such as Racial Battle Fatigue. The authors applied a psychological approach to narrative inquiry to examine how two faculty of color experienced the promotion and tenure process. Participant narratives highlighted how much of the promotion and tenure process, and even engagement in academia in general, is articulated by likability or congeniality—two constructs absent from promotion and tenure policies.

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**'Swim or sink' : state of induction in the deployment of early career academics into teaching at Makerere University** / Jude Ssempebwa, Damtef Teferra, Fred Edward K. Bakkabulindi / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 41, no. 10, pp. 1854-1868, October 2016

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

**Abstract :** Conducted as part of a multi-country study of the teaching-related experiences and expectations of early career academics (ECAs) in Africa, this study investigated the major influences on the teaching practice of ECAs at Makerere University; the mechanisms by which these academics learn to teach; the teaching-related challenges they experience; and their suggestions for the better deployment of ECAs into university teaching. Using questionnaire and interview, data were elicited from ECAs and their deans and principals. The findings were that the ECAs' teaching is influenced primarily by 'self-help' reading on teaching and the pedagogy of their teachers – because the ECAs are not trained teachers nor are they given any systematized teaching induction programmes. The study attributes the absence of such programmes to the assumption that ECAs are teaching well. However, ECAs reported challenges in preparing for teaching, teaching and student evaluation and requested mentoring and workshops on teaching methods.

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**Teaching experience and expectations of early-career academics in Mozambique : the case of Universidade**

**Eduardo Mondlane** / Eugénia Flora Rosa Cossa, Domingos Carlos Buque, Jorge Jaime dos Santos Fringe / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 41, no. 10, pp. 1772-1785, October 2016

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

**Abstract :** This mixed-methods study explored how early-career academics (ECA) at the Universidade Eduardo Mondlane (UEM) acquire pedagogical knowledge, develop their teaching experience as well as examine their expectations regarding the teaching profession. A questionnaire was completed by 71 ECAs. These were complemented by focus group discussion data from lecturers in management positions, including academic deputy deans and heads of department. Results show that 69% of the respondents attended an induction course when they were hired. Thirty-three per cent of them did not have any guidance before their first lecture, while others had guidance from course director (28%), head of department (14%), or colleagues (22%). Twenty-seven per cent mentioned having their former university lecturer as a model, while 23% mentioned training as forming their practice. Fifty-two per cent mentioned having adopted, in their first lecture, the approach used by their university lecturer, while 20% followed the approach defined by the university. Focus group discussion points to the need to provide ECAs with time for adaptation and continuous guidance from more experienced peers. Furthermore, as an institution with very large ECAs, 63%, the study concludes the need for the provision of training both for advanced studies as well as professional training in teaching practice. (Abstract from publisher)

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**'That ain't going to get you a professorship' : discourses of writing and the positioning of academics' work with student writers in UK higher education** / Jackie Tuck / Society for Research into Higher Education [SRHE][UK] . - In:

Studies in higher education, v. 41, no. 9, pp. 1612-1626, September-October 2016

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

**Abstract :** This paper is based on an ethnographically oriented study of 14 UK university teachers in diverse institutional and disciplinary contexts. Data presented illustrate the ways in which competing discourses of writing as 'skills' and as 'learning' are played out in individuals' practices, in their institutional contexts. Analysis shows how a dominant discourse of writing as 'skills' becomes associated with particular ideas about the value of writing work, how and by whom it should be done, and points to consequences for students, teachers and for the role of academic writing in teaching and learning at university.

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**The transformation of academic ideals : an Australian analysis** / Fabian Cannizzo . - In: Higher Education Research and Development, v. 35, no. 5, pp. 881-894, October 2016

ISSN 0729-4360 . - Online ISSN 1469-8366

**Abstract :** This article explores the role that universities play in shaping the relationship between academics and their work. Drawing on Miller and Rose's interpretation of our present era as being characterised by 'Advanced Liberal' governance, this article demonstrates how discourses seeking to govern academic labour enrol ideals about the academic and subjectify academic staff within strategies to govern their conduct. Entrepreneurial conceptions of 'good' academic conduct are valorised through such initiatives as performance evaluation, interdisciplinary research programmes and Graduate Certificates of university teaching and skills development. Drawing on the past literature and an analysis of three Australian public universities, this article proposes three ideals through which academics are enrolled into strategies to govern their conduct: 'the career academic', 'the tribal academic' and 'the celebrity academic'. The centrality of an entrepreneurial sense of self within academic ideals contributes to the production of insidious effects within academic practices. The subjectification of academics, as entrepreneurial knowledge managers, may potentially produce strain within academics who fail to close the psychological distance between their self-perceptions and academic ideals. This article proposes that future investigations of the development of academic ideals and values

should engage with an analysis of modes of self-government. The utility of self-government is explored in an analysis of the dynamic production of academic ideals within policies and programmes aimed at governing the behaviour of academic staff.

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## Agricultural education

**Finding a plausible option for revitalising agricultural higher education in India : a systematic review** / Niraj Kumar / 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. 38, no. 6, pp. 676-689, December 2016 ISSN 1360-080X . - Online ISSN 1469-9508

**Abstract** : This paper explores the existing status of agricultural higher education in India, applying marketing concepts in similar institutions and to find the most appropriate marketing concept to make agricultural higher education more competitive. Searches of relevant agricultural education, business management and higher educational data bases were made. It was found that agricultural higher education in India is stagnant and is facing an identity crisis among its stakeholders.. A review of the literature suggested that considering the objectives, the multiplicity of stakeholders and the nature of public-funded agricultural education, marketing orientation would be most appropriate. Based on the experiences of similar institutions, the paper suggests a three-level strategy for the implementation of marketing orientation in institutions of agricultural higher education.

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## Curriculum

**Understandings of the higher education curriculum in Vietnam** / Thach N. Phan, Mandy Lupton, James J. Watters . - In: Higher Education Research and Development, v. 35, no. 6, pp. 1256-1268, December 2016 ISSN 0729-4360 . - Online ISSN 1469-8366

**Abstract** : The Vietnamese higher education context is characterised by state control, including the state's development of curriculum frameworks and materials. Institutional autonomy has been ratified by the government; however in practice, universities seem to have little control over curriculum. This paper explores the understandings of curriculum expressed by a group of senior staff, academics and students at a Vietnamese university. The authors found a diversity of understandings that tended to be product focused, teacher focused and textbook driven. The authors propose that our findings can be used as a starting point for developing more innovative and student-focused understandings of curriculum. [Abstract from publisher]

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## Economics of education

**Economic impact of universities** / New Zealand Institute of Economic Research [NZIER] . - Wellington, Auckland : NZIER, 2016 . - 26 p.

**Abstract** : This report by NZIER for Universities New Zealand analyses the contribution of New Zealand's universities to the economy. It identifies the main economic benefits from tertiary education and models the effect of changes in the existing levels of university spending, teaching and research activity on the economy.

URL :

[http://www.universitiesnz.ac.nz/files/NZIER%20Economic%20Impact%20of%20universities%2020160831%20Final\\_2.pdf](http://www.universitiesnz.ac.nz/files/NZIER%20Economic%20Impact%20of%20universities%2020160831%20Final_2.pdf)

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**Interim report of the Commission into the Feasibility of Fee-Free Higher Education and Training in South Africa** / South Africa. Commission of Inquiry into Higher Education and Training . - Pretoria : Commission of Inquiry into Higher Education and Training, 2016 . - 7 p.

**Abstract** : This Interim Report covers three areas: an overview by stakeholders of the terms of reference of the commission; Post-school education and training in South Africa; and the funding of institutions of higher education and training and understanding their operational costs.

URL :

<http://www.thepresidency.gov.za/MediaLib/Downloads/Downloads/Interim%20report%20on%20Higher%20Education%20ofees.pdf>

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**The review of higher education funding and student finance arrangements in Wales : final report** / Welsh Government. Higher Education Division . - Cardiff : Welsh Government, 2016 . - 84 p.  
Online ISBN 978-1-4734-7189-4

**Abstract** : This final report from the "Diamond Review" provides recommendations on student support and higher education funding in Wales.

**URL** : <http://gov.wales/docs/dcells/publications/160927-he-review-final-report-en.pdf>

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**Financing higher education in sub-Saharan Africa : some reflections and implications for sustainable development** / Moses O. Oketch . - In: Higher Education, v. 72, no. 4, pp. 525-539, October 2016  
ISSN 0018-1560 . - Online ISSN 1573-174X

**Abstract** : This article discusses how best to finance higher education in low-income countries of sub-Saharan Africa, drawing on benefits and drawbacks of the prevalent models of higher education finance, and lessons to be learned from countries which have seen greater expansion of their higher education systems in recent decades. Two main aspects are distinguished: first, a recognition of the powerful evidence that the general level of education in a country, its human capital, matters in determining a path to economic development; second, understanding that it does not help to produce large number of unemployed graduates. Three areas are discussed, fully publicly financed "free" university education model; feasibility and lessons about fees; feasibility and lessons about loans. In addition, the paper makes suggestions on the measures to widen participation and promote equity and quality. (Abstract adapted from publisher)

**URL** : <http://rd.springer.com/article/10.1007/s10734-016-0044-6>

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**Surviving and thriving : the adaptive responses of U.S. four-year Colleges and Universities during the Great Recession** / Steven Brint, Sarah R. K. Yoshikawa, Matthew B. Rotondi, Tiffany Viggiano, John Maldonado . - In: The Journal of Higher Education, v. 87, no. 6, pp. 859-885, November - December 2016  
ISSN 0022-1546 . - Online ISSN 1538-4640

**Abstract** : This paper identified institutional responses to the financial collapse of 2008-9. The authors conducted a statistical analysis of all articles that appeared in Lexis-Nexis on a sample of more than 300 U.S. colleges and universities during the Recession years. They identify four clusters of institutional responses, "consumer service," "market search," "growing and greening," and "the complete arsenal." Overviews of actions taken in each of these clusters provide qualitative texture and evidence of senior managers' intentions. The findings are broadly consistent with organisational theories emphasising divergent institutional logics, but the authors question the extent to which the fourth cluster can be characterised as a coherent adaptive "logic," and emphasise interorganisational stratification as an influence on adaptive responses. (Abstract from Publisher)

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**Who pays for what in education?: The real costs revealed through national education accounts** / UNESCO Institute for Statistics [Canada] . - Montreal : UIS, 2016 . - 12 p.  
ISBN 978-92-9189-201-3

**Abstract** : This report details the methodology developed by UIS and the UNESCO International Institute for Educational Planning (IIEP) to describe education spending and the results of its implementation in eight countries (Côte d'Ivoire, Guinea, Lao PDR, Nepal, Senegal, Uganda, Viet Nam and Zimbabwe). Includes statistics for all levels of education, including higher education.

**URL** : <http://www.uis.unesco.org/Education/Documents/nea-report-results-en.pdf>

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## **Education and development**

**Innovative strategies in higher education for accelerated human resource development in South Asia : Sri Lanka** / Asian Development Bank [Philippines] . - Manila : ADB, 2016 . - 94 p.  
ISBN 978-92-9257-342-3 . - Online ISBN 978-92-9257-343-0

**Abstract** : One of a series of studies of higher and vocational education in south Asia to be published by the Asian Development Bank, this report contextualises Sri Lanka's higher education system, the issues and priorities it faces, and the good practices and innovations it has adopted. Linkages with foreign universities are noted as having emerged as an important development among public universities in Sri Lanka.

**URL** : <https://www.adb.org/sites/default/files/publication/185628/strategies-higher-education-sri.pdf>

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**What changed after "peril and promise"? An analysis of higher education in developing countries** / N. V. Varghese / International Network for Higher Education in Africa [INHEA] . - In: International Journal of African Higher Education, v. 3, no. 1, pp. 97 - 111, 2016  
ISSN 2313-5069

**Abstract** : "Peril and Promise" (Task Force, 2000) was published when higher education in developing countries was under great stress and strain. The sector received only peripheral reference in development discourses, no priority in resource allocations, and low returns on investments. The higher education sector in developing countries was growing slow and gross enrollment ratios (GERs) were low. This article attempts to analyse the transformation of the sector in the period after "Peril and Promise:" its revival; new forms of globalization; the move away from government funding and control and the ascent of private providers; the sector's successful survival of severe global economic crises; and new forms of government and management. (Abstract from publisher)

URL : <http://ejournals.bc.edu/ojs/index.php/ijahe/article/view/9639/8533>

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## Education and employment

**Employability in the cultural and creative sectors in Arab Mediterranean Countries: the cases of Palestine, Egypt, Tunisia and Morocco** . - Florence, Italy : MedCulture Programme, 2016 . - 40 p.

**Abstract** : This report by MedCulture, a regional programme funded by the European Union, identifies the main obstacles facing job creation in these sectors, and assesses gaps between the supply of skills by universities and vocational training, and their demand in the labour market.

URL : [http://www.medculture.eu/sites/default/files/thematic-studies/employabilitystudy\\_en.pdf](http://www.medculture.eu/sites/default/files/thematic-studies/employabilitystudy_en.pdf)

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**Discrepant stakeholder perspectives on graduate employability strategies** / Shelley Kinash, Linda Crane, Madelaine-Marie Judd, Cecily Knight . - In: Higher Education Research and Development, v. 35, no. 5, October 2016  
ISSN 0729-4360 . - Online ISSN 1469-8366

**Abstract** : A literature review identified 12 strategies that have been empirically linked to improvements in graduate employability. A survey methodology was used to investigate self-reported use and/or perspectives on these strategies among four stakeholder groups in Australia: students, graduates, HE career development professionals; and employers. The following questions were asked: to students – What strategies are you using to improve your graduate employability; to graduates – What strategies did you use to improve your employability?; to higher education career development professionals and educators – Which of the following employability strategies do you provide for students?; and to employers – Which of the following strategies undertaken by students does your organisation value when recruiting graduates? Across the four stakeholder groups, 705 responses were received and analysed. The key findings were discrepancies between the strategies reported in the literature and those indicated in the surveys, as well as discrepancies between stakeholder groups in regard to which strategies were indicated.

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**Employability deconstructed : perceptions of Bologna stakeholders** / Cristina Sin, Guy Neave / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 41, no. 8-9, pp. 1447-1462, September-October 2016  
ISSN 0307-5079 . - Online ISSN 1470-174X

**Abstract** : The paper analyses employability applied to the discourse of the major interests in the Bologna Process: policy-makers; institutions and academics; students; and employers. Their standpoints are examined from two dimensions: how far is responsibility for employability individualised? and what is higher education's role in fostering employability?

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**La búsqueda activa de emple en el colectivo universitario : conocimientos y prácticas = Facilitating knowledge of work placements in university students** / María D. Dapía Conde y M<sup>a</sup> Reyes Fernández González / Instituto Europeo de Iniciativas Educativas [IEIE][Spain] . - In: Revista española de pedagogía, v. 74, 265, septiembre - diciembre 2016  
ISSN 0034-9461

**Abstract** : En este artículo, vamos a presentar los resultados de una investigación cuyos objetivos fueron analizar los conocimientos que poseen los estudiantes finalistas de la Universidad de Vigo acerca de los elementos/fases que constituyen el proceso de inserción profesional, y evaluar el grado de conocimiento/ participación y valoración de la utilidad que poseen sobre los programas y servicios que esta institución posee para promover la empleabilidad. Se administró un cuestionario a 365 estudiantes de último curso de las distintas titulaciones de la Universidad de Vigo. Los



resultados apuntan a un conocimiento medio de los elementos facilitadores de la inserción y más bajos en programas y servicios propios de la Universidad de Vigo (con diferencias entre titulaciones) que hacen replantear las estrategias utilizadas.

This article presents the results of an investigation which analyses final year students' knowledge at a university in Spain about of the stages in the process for work placements. The authors assessed students' knowledge and degree of participation and evaluated the usefulness of the institutional programmes and services for promoting employability. A questionnaire was distributed among 365 final year students in different degree programmes. The results suggest medium knowledge about facilitating components for entering employment and less knowledge about the programmes and services of the universities. The authors suggest reconsidering the strategies used by the university.

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**Re-conceptualising graduate employability : the importance of pre-professional identity** / Denise Jackson . - In: Higher Education Research and Development, v. 35, no. 5, pp. 925-939, October 2016  
ISSN 0729-4360 . - Online ISSN 1469-8366

**Abstract** : Despite efforts to broaden the concept of graduate employability, there remains an overarching focus on developing industry-relevant employability skills. This paper argues for the redefining of graduate employability by embracing pre-professional identity (PPI) formation. PPI relates to an understanding of and connection with the skills, qualities, conduct, culture and ideology of a student's intended profession. The 'communities of practice' model is drawn upon to demonstrate how PPI can be developed during university years. Here, a student makes sense of his/her intended profession through multiple memberships and differing levels of engagement with various communities within higher education's 'landscape of practice'. Example communities include professional associations, student societies, careers services and employers. Implications for stakeholders are discussed.

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**Undergraduate work placements : an analysis of the effects on career progression** / Ruth Brooks, Paul L. Youngson / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 41, no. 8-9, pp. 1563-1578, September-October 2016  
ISSN 0307-5079 . - Online ISSN 1470-174X

**Abstract** : This paper explores the benefits of work placements on a cross-cohort basis with an institutional level study empirically analysing over three academic years the outcomes for placement students in comparison to non-placement students in UK higher education. The study found that completing a sandwich work placement is associated with improved academic performance in the final year of study. Placement students are also more likely to secure appropriate graduate-level work and higher starting salaries upon completion of their degree in comparison to non-placement students.

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## Educational assessment

**The landscape of learning outcomes assessment in Canada** / A. MacFarlane, S. Brumwell / Higher Education Quality Council of Ontario [Canada] . - Toronto : HEQCO, 2016 . - 36 p.

**Abstract** : This report presents the findings of a survey of learning outcomes assessment practices currently used in public colleges and universities across Canada.

URL : [http://www.heqco.ca/SiteCollectionDocuments/The-Landscape-of-Learning-Outcomes-Assessment-in-Canada.pdf?\\_ga=1.61678505.460626778.1471013356](http://www.heqco.ca/SiteCollectionDocuments/The-Landscape-of-Learning-Outcomes-Assessment-in-Canada.pdf?_ga=1.61678505.460626778.1471013356)

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**Propiedades psicométricas del CEVEAPEU: validación en población peruana = Psychometric properties of the CEVEAPEU: validation in a Peruvian population** / Varinia Bustos, Amparo Oliver, Laura Galiana, Patricia Sancho / Universidad Nacional de Educación a Distancia [UNED][Spain] . - In: Educación XXI, v. 20, no. 1, pp. 299-318, 2017  
ISSN 1139-613X

**Abstract** : El objetivo de este estudio es validar el Cuestionario de Evaluación de las Estrategias de Aprendizaje de los Estudiantes Universitarios (CEVEAPEU) en una muestra de 238 estudiantes universitarios peruanos. Los resultados evalúan la validez factorial, la fiabilidad y las evidencias de validez del cuestionario. Para evaluar la validez factorial de las escalas de Estrategias afectivas, de apoyo y control y de Estrategias relacionadas con el procesamiento de la información escalas, se realizaron análisis factoriales confirmatorios. La presente validación ofrece resultados satisfactorios (equivalentes a los del contexto español) de consistencia interna, validez factorial y criterial en una muestra de estudiantes universitarios peruanos, contribuyendo a la literatura existente en dos sentidos: con una primera validación del CEVEAPEU mediante análisis factorial confirmatorio y, además, extendiendo el conocimiento sobre el

comportamiento de esta medida transculturalmente en Perú.

The aim of this study is to explore the use of and validate the Spanish University Students learning strategies Questionnaire (Cuestionario de Evaluación de las Estrategias de Aprendizaje de los Estudiantes Universitarios) (CEVEAPEU), in a sample of 238 university students in Peru. Results were found to be satisfactory (equivalent to those of the Spanish context) of internal consistency, factorial and criteria validity.

URL : <http://revistas.uned.es/index.php/educacionXX1/article/view/17513/14946> (Spanish)

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## Educational autonomy

### **English-medium instruction and self-governance in higher education : the journey of a Vietnamese university through the institutional autonomy regime** / Houng Thu Nguyen, M. Obaidul Hamid, Karen Moni . - In: Higher

Education, v. 72, no. 5, pp. 669-683, November 2016

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

**Abstract** : This study investigates how a Vietnamese public university deployed English as a medium of instruction (EMI) as a strategy to navigate through the new regime of institutional autonomy mandated by the government in the context of neoliberal approaches to HE reform. The authors argue that this top-down policy reform challenged Vietnamese universities to find ways to become autonomous. Through a case study of a Vietnamese university, the authors found that although the pursuit of autonomy may lead to financial success, it may also result in HEIs not giving due consideration to questions of educational quality. Furthermore, they conclude that in the absence of adequate structural planning, Institutional autonomy may have a negative impact on HEIs and the HE system in the country.

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### **The paradox of autonomy : Japan's vernacular scholarship and the policy pursuit of "super global"** / Mayumi

Ishikawa, Chengzhi Sun / International Association of Universities [IAU] . - In: Higher Education Policy, v. 29, no. 4, pp. 451-472, December 2016

ISSN 0952-8733 . - Online ISSN 1740-3863

**Abstract** : Japan's humanities and social science scholarship has retained its commitment to the national language and local readership over the past two decades despite a policy-driven shift away from the old norm of distinctive independence once termed "opting out" of the game. Analysis of academic publications in two disciplines in a public research university from the 1990s to the early 2010s indicates little change in language or medium: an overwhelming majority are written in Japanese and published in national periodicals and books. The article unveils the paradox of autonomy in Japan's academia by examining the continued commitment to locally relevant research at the expense of global recognition vis-à-vis the government's declaration to make some of the nation's top universities "super global." Amidst the global fad to join the ranks of the world's top-ranked universities, the Japanese government's quest is likely to bring mixed consequences for domestic higher education institutions. In particular, the study points out an increasing risk of compartmentalization and erosion of vernacular research that demands a serious policy reappraisal.

URL : <http://rd.springer.com/article/10.1057/s41307-016-0014-8>

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### **Un apunte sobre las limitaciones impuestas a la autonomía universitaria = Reflections on the limitations imposed on autonomy university** / Humberto Muñoz García / Asociación Nacional de Universidades e Instituciones de

Educación Superior [ANUIES] . - In: Revista de la Educación Superior, v. XLIV (4), no. 176, pp. 111-137, octubre-diciembre 2015

ISSN 0185-2760

**Abstract** : Contemporary relations between the public university, the market and the state in the educational arena have significantly limited the degree of university autonomy; scholars have employed diverse conceptual approaches in studying these relations. This paper analyses the Mexican case in order to highlight the presence of the market in higher education, and in public universities in particular. The author argues that the role of the state has been critical in promoting those changes, and in limiting the full exercise of university autonomy. The paper presents an exploratory and interpretative analysis, which highlights the macro structural forces at play, specifically at public universities.

La autonomía universitaria ha sido limitada a raíz de las relaciones que ha mantenido la universidad pública con el mercado y el Estado, en el ámbito educativo. El análisis de estas relaciones se ha abordado desde diversos enfoques conceptuales. En este escrito se analiza el caso mexicano, para señalar de qué forma el mercado cobró presencia en la educación superior y en la universidad pública, con el auxilio del Estado-gobierno, y los cambios revocados en las instituciones, que limitaron el ejercicio pleno de la autonomía. Se hace un examen de carácter exploratorio e interpretativo, que resalta las cuestiones macro estructurales del problema, análisis acotado a la universidad pública.

## Educational cooperation

**New Delhi Declaration on Education** . - New Delhi, 2016 . - 3 p.

**Abstract** : The New Delhi Declaration on Education was signed at the 4th Meeting of BRICS Ministers of Education on 30 September 2016. Measures for ensuring deeper cooperation among the Member States in higher education included: sharing information on higher education systems, approval and recognition processes, quality assurance and accreditation, and procedures for evaluation and recognition of qualifications to facilitate academic mobility.

URL : <http://brics2016.gov.in/upload/files/document/57f2231196cf5BRICS4thEMMNewDelhiDeclaration30.09.20161.pdf>

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## Educational evaluation

**A framework for outcomes-focused, differentiated accreditation** / Council for Higher Education Accreditation [CHEA] [USA] . - Washington D.C. : CHEA, 2016 . - 3 p.

**Abstract** : This Policy Brief provides an overview of a new proposed accreditation policy framework in the United States that would focus on student outcomes to differentiate accreditor engagement with institutions.

URL : [http://www.cheainternational.org/members/protected/pdf/CIQG\\_Policy\\_Brief\\_Vol-8.pdf](http://www.cheainternational.org/members/protected/pdf/CIQG_Policy_Brief_Vol-8.pdf)

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**Tackling wicked issues : prestige and employment outcomes in the teaching excellence framework** / Higher Education Policy Institute [HEPI][UK] . - Oxford : HEPI, 2016 . - 68 p. (Occasional Paper, 14)  
ISBN 978-1-908240-17-0

**Abstract** : This paper proposes substantial changes to the new Teaching Excellence Framework, introduced into higher education in the United Kingdom. The first part explains why university research has been regarded as more important than teaching students. The second part 'Why employment outcomes are important and how they should be measured in future' challenges the idea that graduate outcomes are best measured through long-term earnings data.

URL : [http://www.hepi.ac.uk/wp-content/uploads/2016/09/Hepi\\_TTWI-Web.pdf](http://www.hepi.ac.uk/wp-content/uploads/2016/09/Hepi_TTWI-Web.pdf)

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**Trends in publication in the race for World-Class University : the case of Taiwan** / Chung Prudence Chou, Chi-Fong Chan / International Association of Universities [IAU] . - In: Higher Education Policy, v. 29, no. 4, pp. 431-449, December 2016

ISSN 0952-8733 . - Online ISSN 1740-3863

**Abstract** : Taiwan's government has launched policies rewarding universities for their faculty's publication rates in journals listed in the Social Science Citation Index or the Taiwan Social Science Citation Index with the goal of improving international visibility and global competitiveness. Consequently, a "publish or perish" situation has arisen, affecting university hiring, promotion, and reward systems across disciplines. This article illustrates how higher education policies re-oriented faculty research performance in two departments – anthropology and education policy – within one national university in Taiwan. In each department, faculty journal publication rates were calculated for 1993, 2003, and 2013. Then, in-depth interviews were conducted among senior faculty. Research findings indicate that Taiwan's new higher education policies have impacted academic culture and research practices in the social sciences and humanities. Although faculty visibility via publication has improved, this may be at the expense of local impact and social relevance.

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## Educational indicators

**Graduate enrollment and degrees : 2005 to 2015** / Council of Graduate Schools [USA] . - Washington D.C. : Council of Graduate Schools, 2016 . - 76 p.

**Abstract** : This report presents findings of an annual survey of over 600 graduate schools in the USA. It finds growth in first-time enrolments for a number of key demographic groups, notably all underrepresented minority (URM) groups.

URL : <http://cgsnet.org/ckfinder/userfiles/files/Graduate%20Enrollment%20%20Degrees%20Fall%202015%20Final.pdf>

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**L'état de l'Ecole 2016 : coûts, activités, résultats : 30 indicateurs sur le système éducatif français** / France.

Ministère de l'éducation nationale, de l'enseignement supérieur et de la Recherche . - Paris : MESR, 2016 . - 75 p. (no.

26)

ISBN 978-2-11-151361-7 . - Online ISBN 978-2-11-151362-4

**Abstract :** This publication contains an analysis of the costs, activities and results of the French educational system. It describes the changes and provides international comparisons

Cette publication propose une analyse synthétique des coûts, des activités et des résultats du système éducatif français. Elle porte sur tous les niveaux d'éducation, y compris l'enseignement supérieur, observe les évolutions et apporte l'éclairage des comparaisons internationales.

**Classmark :** FR-37 MIN

**URL :** [http://cache.media.education.gouv.fr/file/etat26/13/4/depp-etat-ecole-2016\\_675134.pdf](http://cache.media.education.gouv.fr/file/etat26/13/4/depp-etat-ecole-2016_675134.pdf)

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**NZ universities: key facts and stats /** Universities New Zealand . - Wellington : Universities New Zealand, 2016 . - 2 p.

**Abstract :** This e-brochure provides figures on universities and research income and spending, enrolment, educational outcomes, educational quality, and reputation.

**URL :** <http://www.universitiesnz.ac.nz/files/NZ%20Universities%20Key%20Facts%20and%20Stats%20Sept%202016.pdf>

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## Educational management

**Gender in the neoliberal global academy : the affective economy of women and leadership in South Asia /** Louise Morley, Barbara Crossouard . - **In:** British Journal of Sociology, v. 37, no. 1, pp. 149-168, 2016

ISSN 0142-5692

**Abstract :** This article draws on recent research, including 30 semi-structured interviews, to explore women's engagement with leadership in HE in South Asia. Results found that leadership was associated with competitiveness, aggression, impropriety, stress and anxiety, in ways that were intensified by highly patriarchal and corporatised HE cultures. Indeed, its difficulties and toxicities meant that leadership was rejected or resisted as an object of desire by many women. The authors illuminate how different forms of competition contribute to the affective economy of HE leadership.

**URL :** <https://www.sussex.ac.uk/webteam/gateway/file.php?name=british-journal-of-sociology-of-education-morley-crossouard.pdf&site=41>

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**Leading and managing in complexity : the case of South African deans /** Oliver Seale, Michael Cross / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v 41, no. 8-9, pp. 1514-1532, September-October 2016

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

**Abstract :** In recent years, deanship in universities has become more complex and challenging. Deans in South African universities take up their positions without appropriate training and prior executive experience, and with no clear understanding of the ambiguity and complexity of their roles. This paper calls for appropriate leadership development interventions for deans and suggests a possible framework. It advances an approach to leadership development grounded in contextual realities, taking cognisance of individual capabilities and the need to provide relevant opportunities for improving individual and organisational performance. To this end, it demonstrates that: (i) the global and local context of universities has changed dramatically, with concomitant additional levels of complexity; (ii) this changing environment has implications for the conception and practice of leadership and management; and (iii) institutional contexts determine leadership and management behaviour, and provide the backdrop for deans' leadership development.

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**Strategic choices of Finnish universities in the light of general strategy frameworks /** Mikko Luoma, Tanja Risikko, Paula Erkkilä . - **In:** European Journal of Higher Education, v. 6, no. 4, pp. 343-355, December 2016

ISSN 2156-8235

**Abstract :** The study examines the strategies of 13 Finnish universities formulated after the University Act 2010 that aimed at enhancing their competitiveness in the global arena. The studied universities cover practically Finland's entire university sector. As a novel tool, the study introduces visual presentations of strategy and investigates to what degree the strategies conform to general content strategy frameworks, such as generic competitive strategies, strategic types, and value disciplines. The results indicate only light conformity with such frameworks. Finally, the study discusses the implications of these findings for both researchers and practitioners of management in the higher education sector.

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**The impact of managerialism on the strategy work of university middle managers** / Annemarie Davis, Mari Venter, Peet Jansen van Rensburg / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 41, no. 8-9, pp. 1480-1494, September-October 2016  
ISSN 0307-5079 . - Online ISSN 1470-174X

**Abstract** : This paper reports on research on the strategy work of middle managers at a South African university. Managerialism has the potential to solve inefficiencies in university systems and processes, as it could help to simplify the complex university management environment. Yet, the findings of this study show that middle managers at the chosen institution are constrained by the effects of managerialism. Managerialism has resulted in a tyranny of bureaucracy which translates into disempowered middle managers, a culture of conformance over collegiality, control at the cost of innovation and experimentation and an over-articulation of strategy which devalues the strategy. To cope with the identified negative effects of managerialism, middle managers create their own systems outside the bureaucracy and provide more support to peers and subordinates. [Abstract adapted from publisher]

URL : <http://www.tandfonline.com/doi/full/10.1080/03075079.2014.981518>

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## Educational outcomes

**Exploring the contribution of professional staff to student outcomes : a comparative study of Australian and UK case studies** / Carroll Graham, Julie-Anne Regan / 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. 38, no. 6, pp. 595-609, December 2016  
ISSN 1360-080X . - Online ISSN 1469-9508

**Abstract** : This paper reports on the second stage of a comparative study between two higher education institutions: one in Australia and the other in the United Kingdom, which explored the contributions of professional staff to student outcomes. The first stage acted as a scoping exercise to ascertain how the contributions of professional staff to student outcomes could be investigated. The second stage of the study aimed to undertake a more in-depth exploration of self-reported behaviours in a range of professional staff roles, within the two case studies. The main finding of the comparative study is the broad similarities between the case studies, in self-reported behaviours that contribute to successful student outcomes. Four key factors were identified, which enable or inhibit the contributions of professional staff to successful outcomes: technology; staff knowledge; attitudes of colleagues and supervisors; and job satisfaction. Three of the four factors were found to be the same in both case studies, whereas technology was more important in the Australian case study.

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## Educational planning

**Master learning: a way to manage tertiary education in small island jurisdictions** / Gestur Hovgaard . - In: Higher Education, v. 72, no. 5, pp. 637-649, November 2016  
ISSN 0018-1560 . - Online ISSN 1573-174X

**Abstract** : As a consequence of globalisation, there is now a general trend among hesitant small island jurisdictions to focus on educational planning in the tertiary sector. The question therefore is how smart solutions adapted to the specific contexts can be developed. This article argues for the need to innovate the societal role of the smaller state university with a focus upon planning and learning. The idea of 'masterlearning' is presented as an important organising and learning framework for developing a flexible and rational alternative social science master in smaller educational environments. (Abstract from publisher)

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## Educational qualifications

**Maldives National Qualifications Framework** / Maldives Qualifications Authority . - Malé : Maldives Qualifications Authority, 2016 . - 32 p.

**Abstract** : Effective from January 2017, the main objective of this revised framework is to bring all recognised qualifications into a single unified structure with systems to support: National competency standards setting; Quality assurance of teaching, assessment and certification; and student and learner support and reporting. The framework is internationally benchmarked, and designed to be responsive to the national, economic and social development of the Maldives.

URL : <http://www.mqa.gov.mv/uploads/Maldives-National-Qualifications-Framework-V2.2-%28withtheeffectfrom01stJan2017%29.pdf>

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## Educational quality

**Standards und Leitlinien für die Qualitätssicherung im Europäischen Hochschulraum (ESG) = Standards and guidelines for quality assurance in the European Higher Education Area (ESG)** / Hochschulrektorenkonferenz [HRK][Germany] . - Bonn : HRK, 2016 . - 81 p. (Beiträge zur Hochschulpolitik, 3/2015)

**Abstract** : This publication, in German and in English, contains the revised version of the Standards and Guidelines for Quality Assurance in the European Higher Education Area, approved by the Ministerial conference in Yerevan, 14-15 May 2015, **Classmark** : DE-341 HRK

**URL** : [https://www.hrk.de/uploads/media/ESG\\_German\\_and\\_English\\_2015.pdf](https://www.hrk.de/uploads/media/ESG_German_and_English_2015.pdf)

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**Pedagogy, accountability, and perceptions of quality by type of higher education in Egypt and Jordan** / Ragui Assaad, Eslam Badawy, Caroline Krafft / Comparative and International Educational Society . - In: Comparative Education Review, v. 60, no. 4, November 2016  
ISSN 0010-4086

**Abstract** : This article explores whether private provision improves the quality of higher education, as measured by pedagogy, accountability, and student perceptions of quality. The analysis focuses on commerce and information technology programmes in Egypt and Jordan. The results indicate that pedagogy, accountability, and student perceptions of quality do not vary systematically by type of higher education institution in these countries and that expanding the role of private institutions in higher education is therefore unlikely to automatically improve educational processes or quality.

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## Educational reform

**Report on the monitoring of Belarus Roadmap for Higher Education Reform Implementation June-September 2016** / Belarus. Independent Bologna Committee [BIBC]; Commission of Belarusian National Platform of the Eastern Partnership Civil Society Forum [EaP CSF] . - BIBC, EaP CSF, 2016 . - 18 p.

**Abstract** : This report analyses what has been done by Belarusian authorities to fulfil their obligations and presents findings that show progress towards the Roadmap implementation.

**URL** : [http://bolognaby.org/images/uploads/2016/09/3rd\\_Roadmap\\_Monitoring\\_en.pdf](http://bolognaby.org/images/uploads/2016/09/3rd_Roadmap_Monitoring_en.pdf)

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## Educational research

**Who is shaping the field? Doctoral education, knowledge creation and postsecondary education research in the United States** / Daniel B. Saunders, Ethan A. Kolek, Elizabeth A. Williams, Ryan S. Wells . - In: Higher Education Research and Development, v. 3, no. 5, pp. 1039-1052, October 2016  
ISSN 0729-4360 . - Online ISSN 1469-8366

**Abstract** : This paper explores the educational histories of published authors in the USA in the field of higher education research to examine how the distribution of institutional affiliations among authors may shed light on the dominance of particular approaches to knowledge production within the field. Specifically, doctoral institutional affiliations of authors published in three top-tier higher education journals in the United States from 2006 to 2010 were analysed. The results revealed that knowledge produced in the field of higher education is highly concentrated among both authors and particular institutions. The authors conclude that these findings raise important questions about the social processes governing knowledge generation within the field.

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## Educational systems

**Education in Taiwan 2016-2017** / Taiwan. Ministry of Education . - Taipei City : Ministry of Education, 2016 . - 67 p.

**Abstract** : This report covers all levels of education and includes a chapter on higher education, higher education institutions, progress made and policy outcomes. The focus on the characteristics and key Points for development of technological and vocational education includes universities of science and technology.

**URL** : <http://english.moe.gov.tw/public/Attachment/69810423371.pdf>

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**Faire réussir la jeunesse : pour un enseignement supérieur agile, attractif, soutenable et ouvert** / Conférence des grandes écoles [France] . - Paris : Conférence des Grandes Ecoles, 2016 . - 16 p.

**Abstract** : This report contains 24 proposals for the transformation of the higher education and research system in France.

**URL** : <http://intranet.cge.asso.fr/uploads/upload/24%20propositions%202017%20web3.pdf>

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**New models of tertiary education : draft report** / New Zealand Productivity Commission . - Wellington : Productivity Commission, 2016 . - 379 p.

ISBN 978-0-478-44041-6 . - Online ISBN 978-0-478-44042-3

**Abstract** : This draft report offers a detailed inquiry into how well New Zealand's tertiary education system is set up to take advantage of trends in technology, internationalization, population, tuition costs and demand for skills and identifies potential barriers to innovation

**URL** : [http://www.productivity.govt.nz/sites/default/files/FINAL%20Tertiary%20education%20draft%20report\\_2.pdf](http://www.productivity.govt.nz/sites/default/files/FINAL%20Tertiary%20education%20draft%20report_2.pdf)

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**The quest for world-class university status : implications for sustainable development of Asian universities** /

UCL Institute of Education. Centre for Global Higher Education . - London : Centre for Global Higher Education, 2016 . - 26 p.

**Abstract** : With the strong intention to rank highly in global university leagues, Asian governments are exerting serious efforts to boost their universities' global competitiveness. The massification of higher education (HE) in Asia has also generated growing concern for graduates confronting under and unemployment. Within this policy context, this study investigates the major challenges confronting HE in Asia and examines the specific purpose of higher education. With particular focus on addressing the growing diversity of learning needs, this study critically examines the role of liberal arts education in Asia,

**URL** : <http://www.researchcghe.org/perch/resources/publications/wp8.pdf>

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**Academic marginalism in Western Balkans : the case of Croatia** / Lucia Brajkovic . - In: European Journal of Higher Education, v. 6, no. 3, pp. 312-327, December 2016

ISSN 2156-8235

**Abstract** : This qualitative study relies on document analysis and in-depth, open-ended interviews with university leaders and government officials in a post-socialist and a recent European Union entrant country, Croatia. The study seeks to provide a comprehensive overview of the Croatian academic sector, as well as to unpack the top academic officials' perceptions of the state, importance, and role of research and higher education (HE) in the social and economic development of the country. The author argues that marginalism can be applied to the HE setting, where it can be particularly helpful in explaining issues related to HE systems in the countries that have transitioned from socialist regimes to market economy. The new theoretical framework is termed academic marginalism. (Abstract from publisher)

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**An institutional mechanism to reduce internal competition? A hypothesis about the diffusion of satellite universities in Italy** / Valentina Goglio, Paolo Parigi / Society for Research into Higher Education [SRHE][UK] . - In:

Studies in higher education, v. 41, no. 8-9, pp. 1495-1513, September-October 2016

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

**Abstract** : This paper sheds light on the development of a peculiar organizational form in the Italian higher education system: satellite campuses. In comparison with other European countries, the Italian system shows peculiarities in terms of differentiation and power distribution among institutional actors. Building on the idea that the opening of a satellite campus might be the result of a convergence of interests among two actors (the academic oligarchy, that is, tenured faculty members, and local governments) at the expenses of a third (the state), the paper provides evidence about a statistically significant and robust association between the level of internal 'academic crowding' at a university and the chances of opening one or more satellite campuses. This supports the hypothesis that the creation of satellite campuses may have been welcomed and favored by tenured professors for diverting internal competition for academic posts and preserving the distribution of power in the parent university.

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## Ethics

**Changing the culture : report of the Universities UK Taskforce examining violence against women, harassment and hate crime affecting university students** / Universities UK . - London : UUK, 2016 . - 108 p.

ISBN 978-1-84036-368-5

**Abstract :** This report summarises the results of a large scale consultation among universities in the UK on harassment, hate crimes and violence affecting women university students. The results showed that there is a visible commitment by universities to protecting students and providing appropriate and effective support to them when needed. Nonetheless, the evidence also showed that institutions could be more systematic in their approach. Recommendations are provided which cover both prevention activities and how universities can respond to these issues more effectively.

**URL :** <http://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2016/changing-the-culture.pdf>

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**Analyzing the culture of corruption in Indian higher education** / William G. Tierney, Nidhi S. Sabharwal . - In:

International Higher Education, no. 87, pp. 6-7, Fall 2016

ISSN 1084-0613

**Abstract :** Academic corruption is an area of research that is often difficult to study. This article aims to understand what systemic corruption is and how it is done in India. The authors find a broken culture which enable corrupt practices to occur throughout the system.

**URL :** <http://ejournals.bc.edu/ojs/index.php/ihe/article/view/9495/8460>

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**Institutional corruption in Russian universities** / Nataliya L. Rumyantseva, Elena Denisova-Schmidt . - In:

International Higher Education, no. 82, pp. 18-19, Fall 2015

ISSN 1084-0613

**Abstract :** This article focuses on the institutional aspects of corruption, arguing that the universities need student numbers, and thus permit a certain amount of corruption to enroll and retain them.

**URL :** <http://ejournals.bc.edu/ojs/index.php/ihe/article/view/8871/7942>

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**Is plagiarism changing over time? A 10-year time-lag study with three points of measurement** / Guy J. Curtis,

Lucia Vardanega . - In: Higher Education Research and Development, v. 35, no. 6, December 2016

ISSN 0729-4360 . - Online ISSN 1469-8366

**Abstract :** This paper reports the results of a longitudinal study of plagiarism in an Australian university. Self-reported engagement in, awareness of, and attitudes towards plagiarism were assessed in three comparable groups of students at the same university on three occasions, 2004, 2009, and 2014). The data from the study indicates an increased understanding and reduced occurrence of several forms of plagiarism, with no upward trend in verbatim copying or ghostwriting. The authors suggest that technological and educational initiatives are counteracting the potential for increased plagiarism from online sources.

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**La percepción del hostigamiento y acoso sexual en mujeres estudiantes en dos instituciones de educación superior = the perceptions of sexual harassment among female students at two higher education institutions** /

Claudia Alejandra Hernández Herrera, Martha Jiménez García, Eduardo Tapia Guadarrama / Asociación Nacional de Universidades e Instituciones de Educación Superior [ANUIES] . - In: Revista de la Educación Superior, v. XLIV (4), no. 176, pp. 63-82, octubre-diciembre 2015

ISSN 0185-2760

**Abstract :** This article analyses the perceptions of sexual harassment among female students at two higher education institutions in Mexico. Specifically, it evaluates the prevalence of the phenomenon and offering prevention strategies. The authors conducted a transversal and descriptive study, through a survey of 901 women at the Instituto Politécnico Nacional (IPN) and 266 female students at a Federal Technological Institute. In their conclusions, the authors recommend specific confrontation strategies that both institutions could adopt in cases of sexual harassment.

El objetivo de este artículo es estudiar la percepción de las manifestaciones de Hostigamiento y Acoso Sexual (has) hacia mujeres estudiantes en dos escuelas de educación superior, para identificar su recurrencia. De esta manera, se busca contribuir a la reflexión del estado que presenta dicho fenómeno y así ofrecer a las escuelas sugerencias encaminadas a prevenir y abatir este comportamiento. Este trabajo es un estudio transversal y descriptivo cuyos datos se obtuvieron por medio de un cuestionario que se aplicó a una muestra de 901 mujeres del Instituto Politécnico Nacional (ipn) y 266 alumnas de un Tecnológico Federal. Las conclusiones se centran en ofrecer sugerencias que apoyen en la implementación de algunas estrategias de enfrentamiento ante los casos que se presentan en ambas instituciones.

**URL :** [http://publicaciones.anuies.mx/pdfs/revista/Revista176\\_S3A3ES.pdf](http://publicaciones.anuies.mx/pdfs/revista/Revista176_S3A3ES.pdf)

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**The global challenge of academic integrity** / Elena Denisova-Schmidt . - In: International Higher Education, no. 87, pp. 4-6, Fall 2016  
ISSN 1084-0613

**Abstract** : The lack of academic integrity is a huge problem at many universities around the world. International students seem to be more frequently involved in various types of cheating compared to domestic ones. This paper discusses some possible reasons for academic dishonesty and shows some successful remedies from different countries.

URL : <http://ejournals.bc.edu/ojs/index.php/ihe/article/view/9494/8459>

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**The scourge of fraud and corruption in higher education** / Goolam Mohamedbhai . - In: International Higher Education, no. 84, pp. 12-14, Winter 2016  
ISSN 1084-0613

**Abstract** : Corruption in higher education affects the developed and the developing world equally, even if the motivation and the actors are different. Through a global scan, this article first surveys examples of corruption in higher education in a few countries. It then looks at some actions taken to fight corruption at institutional and global levels, and proposes a way forward.

URL : <http://ejournals.bc.edu/ojs/index.php/ihe/article/view/9111/8211>

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## Humanities education

**The future of the Liberal Arts : a global conversation = L'avenir des arts libéraux : un dialogue mondial** / Universities Canada . - Ontario : Universities Canada, 2016 . - 22 p.

**Abstract** : This report presents key points from an eponymous two-day workshop organised by Universities Canada in partnership with the Canadian Federation for the Humanities and Social Sciences in March 2016.

URL : <http://www.univcan.ca/wp-content/uploads/2016/08/liberal-arts-report-2016.pdf> (English)

<http://www.univcan.ca/fr/salle-de-presse/publications/lavenir-des-arts-liberaux-un-dialogue-mondial> (French)

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**Defending letters : a pragmatic response to assaults on the humanities** / Iain Hay / 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. 38, no. 6, pp. 610-624, December 2016  
ISSN 1360-080X . - Online ISSN 1469-9508

**Abstract** : This paper is a mainly pragmatic response to utilitarian criticisms of the humanities. It first outlines political, public and practical fronts on which the humanities are under assault, identifying critics and their conspirators. Then, as a part of its defence of the humanities it expounds some of their central strengths. These range from the philosophical to the practical: lending critical perspectives to knowledge production, enriching lives, developing skills for uncertain and increasingly connected futures, improving science and supporting institutional income and credibility. Finally, the paper suggests that humanists must not only continue valuable conceptual and empirical disciplinary work but must add the very defence of the humanities to professional activity. (Abstract from publisher)

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## Lifelong education

**3rd Global report on adult learning and education** / UNESCO Institute for Lifelong Learning . - Hamburg : UNESCO Institute for Lifelong Learning, 2016 . - 154 p.

**Abstract** : The third Global Report on Adult Learning and Education draws on monitoring surveys completed by 139 UNESCO Member States to develop a picture of the global state of adult learning and education. The report examines the impact of ALE on three major areas: health and well-being; employment and the labour market; and social, civic and community life. The report shows that most States have made progress in ALE policy development, governance, financing, quality and reach since 2009. Furthermore, 124 countries consider that ALE has had a strong impact on health and well-being, active citizenship, social cohesion, diversity and tolerance. The report also makes a case for the major contribution that ALE can bring to meeting the 2030 Agenda for Sustainable Development.

URL : <http://uil.unesco.org/system/files/grale-3.pdf>

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## Private education

**The entry and experience of private providers of higher education in six countries** / Stephen Hunt, Claire Callender, Gareth Parry / UCL Institute of Education. Centre for Global Higher Education . - London : Centre for Global Higher Education, 2016 . - 97 p.

**Abstract** : This report focuses on the emergence and nature of the private higher education sector in six countries: the USA, Australia, Germany, Poland, Japan and Chile. Based on their research, the authors found that there is limited evidence in these countries that increasing higher education competition and expanding the private sector has improved the quality of provision, contributed to innovation, or driven down prices in either the public or private sectors. Indeed, the findings also show that the quality of provision in the for-profit sector, relative to the public sector, is often low.

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

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## Rankings

**Global university rankings and improving international competitiveness of Japan's universities** / Hiroshima University [Japan]. Research Institute for Higher Education [RIHE] . - International Workshop on University Reforms, Hiroshima, 5 November 2015 . - Hiroshima, Japan : RIHE, 2016 . - 108 p. (RIHE International Seminar Reports, 24) ISBN 978-4-902808-98-8

**Abstract** : This publication provides papers presented at the International Workshop on University Reforms, 2015 organized by the Research Institute for Higher Education, Hiroshima, Japan. Contents: Academic Ranking of World Universities and the Performance of East Asian Universities (Liu, Nian Cai); U.S. News Best Global Universities Rankings: How they work, their impact, the implication of the rankings for East Asian universities: especially those in Japan, China and Korea (Morse, Robert J.) World University Rankings' and Internationalization of Japanese Universities (Matsumoto, Hideto) Impact of World University Rankings on the Strategies of Japanese Universities (Uchida, Katsuichi); Characteristics, Issues and Prospects of Major Global University Ranking Systems (Huang, Futao).

Classmark : INT-21 RIH

URL : [https://ir.lib.hiroshima-u.ac.jp/en/journal/RIHE\\_ISR/--/24](https://ir.lib.hiroshima-u.ac.jp/en/journal/RIHE_ISR/--/24)

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**The global ranking regime and the reconfiguration of higher education : comparative case studies on research assessment exercises in China, Hong Kong, and Japan** / Jun Li / International Association of Universities [IAU] . - In: Higher Education Policy, v. 29, no. 4, pp. 473 - 493, December 2016  
ISSN 0952-8733 . - Online ISSN 1740-3863

**Abstract** : The global drive for world-class universities is twinned with a radical movement to create research assessment indicators, and universities have never been pressured as much as today by global rankings. This paper aims to focus on how research assessment exercises have reconfigured the institutional missions of the university in terms of knowledge production, teaching, and service address, by comparing three top research-intensive universities in Mainland China, Hong Kong, and Japan. It critically investigates how far and in what ways academics in the three systems have been pressured to respond to these exercises. The empirical findings show that all the three cases have been affected severely and that Hong Kong universities are the most internationalized and Mainland universities are the most productive in research outputs, as also evidenced in recent QS rankings. The paper argues that the global ranking regime has created a Double Bind for East Asian universities, and has brutally dominated their institutional reconfigurations. To turn the tide, the manipulated emphasis, flawed methodology, and unethical desirability of global university rankings and research assessment exercises should be avoided to help universities healthily and meaningfully focus on real missions to which they should commit themselves. Meanwhile, critical reflections and policy actions are particularly urgent on the indigenoussness of knowledge exploration and production by higher education systems in East Asia and other post-colonial contexts. Furthermore, the paper anticipates that the importance of teaching and service will be revitalized in the new stage of East Asian universities, e.g., the Chinese University 3.0

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## Social Science education

**2016 World Social Science Report : challenging inequalities : pathways to a just world** / UNESCO; International Social Science Council [ISSC]; University of Sussex [UK]. Institute of Development Studies . - Paris : UNESCO Publishing, 2016 . - 359 p.  
ISBN 978-92-3-100164-2

**Abstract :** This report draws on the insights of over 100 social scientists and other thought leaders worldwide across various disciplines to emphasise transformative responses to inequality at all levels, from the grassroots to global governance. It urges governments to boost their investment in social science research. It also draws attention to two major knowledge divides in research into inequality. Firstly, too many studies are too narrow in focus, with little attention to the overlapping inequalities that go beyond income and wealth, such as health, knowledge, and gender. Secondly, the Report shows that the focus of social science research into inequality tends to be concentrated in the countries of the North, where a reliable knowledge base already exists, to the detriment of the countries of the Global South without similarly robust data. The report advocates for more cooperation across disciplines and across borders to help governments develop more effective and inclusive policies, North and South.

URL : <http://unesdoc.unesco.org/images/0024/002458/245825e.pdf>

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## STEM education

**STEM 2026 : a vision for innovation in STEM education /** USA. Department of Education; American Institutes for Research . - Washington D.C. : U.S. Department of Education, 2016 . - 63 p.

**Abstract :** This report presents the results and recommendations of discussion-based workshops with 30 experts in STEM teaching and learning. The STEM 2026 vision presented is meant as a starting point upon which key stakeholder groups, including policy makers, researchers, and educators, can build.

URL : <http://www.air.org/system/files/downloads/report/STEM-2026-Vision-for-Innovation-September-2016.pdf>

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## Students

**Constructing departmental culture to support student development : evidence from a case study in Rwanda /**

Rebecca Schendel . - In: Higher Education, v. 72, no. 4, pp. 487-504, October 2016

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

**Abstract :** This paper investigates the impact of recent reforms in Rwanda on the development of critical thinking skills within Rwanda's public universities. It is based on a study in 2012 assessing first and fourth year students attending three public universities in Rwanda. The second phase of the study aimed to contextualise and expand on the assessment results by qualitatively investigating the institutional and faculty environment at two of the participating universities. The results indicated a lack of improvement in the critical thinking ability of students enrolled at three of Rwanda's public universities, despite extensive pedagogical reforms across the sector. However, the subsequent analysis of the study data suggests that this lack of improvement is not a general phenomenon, as students graduating from one faculty appear to exhibit deeper approaches to learning and stronger critical thinking skills than graduates with similar backgrounds from other Faculties involved in the study. The author examines the factors that appear to have contributed to this outlying Faculty's success and argues that departmental culture has played a crucial role, by fostering the conditions necessary for pedagogical innovation.

URL : <http://rd.springer.com/article/10.1007/s10734-016-0036-6>

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**Predictors of psychological distress and well-being in a sample of Australian undergraduate students /** Miles

Bore, Chris Pittolo, Dianne Kirby, Teresa Dluzewska, Stuart Marlin . - In: Higher Education Research and Development, v. 35, no. 5, pp. 869-880, October 2016

ISSN 0729-4360 . - Online ISSN 1469-8366

**Abstract :** This paper investigates the degree to which personality and contextual factors predict psychological distress and well-being in students over the course of a semester in a university in Australia. It also examines whether resilience-building skills, such as positive self-talk, mindfulness meditation and self-management, included in a first-year psychology subject, might reduce distress and improve well-being. Undergraduate first-year students (n = 150) completed a battery of questionnaires in week three (Time 1) and week 10 (Time 2) of semester. At both times students reported high levels of psychological distress, as measured by the K10, the General Health Questionnaire and the Brief Symptom Inventory, and low levels of psychological well-being, as measured by the Warwick Edinburgh Mental Well-Being Scale. Students exposed to resilience-building skills embedded in a subject were no less distressed at Time 2 than those not enrolled in that subject. The personality traits of emotional resilience (vs. reactivity) and bounce-back resilience measured at Time 1 were the only significant predictors of psychological distress and well-being measured at Time 2. Students with high emotional and bounce-back resilience had lower psychological distress and higher well-being scores. (Abstract adapted from publisher)

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## Teacher education

**Attitudes and cultural stereotypes of future teachers towards immigrant students in Spain = Actitudes y estereotipos culturales de los futuros maestros hacia el alumnado inmigrante en España** / Dimitrinka Nikleva, Ana M. Rico-Martin / Universidad Nacional de Educación a Distancia [UNED][Spain] . - In: Educación XX1, v. 20, no. 1, pp. 57-73, 2017  
ISSN 1139-613X

**Abstract :** This study examines the attitudes of among students of Education, at a university in Spain towards immigrants. A survey of 151 students aged 18 to 51 of the Primary Education degree at the University of Granada was undertaken. The authors found evidence of cultural stereotypes of immigrants, associated with illegal stays and poverty, and foreigners, associated as persons with money residing in Spain. However, being younger and having a greater level of education were associated with higher empathy towards immigrants, and less xenophobia. Additionally, having the same language or a similar culture favours positive attitudes. For the formation of positive attitudes, most influential are a positive personal experience, culture and habits, knowing the other country, and having a sociable personality, while the experience of having had an immigrant classmate favours the desire to teach immigrants during teaching practices. The authors consider that the results of this study will be useful in diagnosing the current situation and later designing pedagogical interventions directed at increasing the acceptance of inclusive education principles among future teachers.

Este estudio pretende detectar las actitudes y estereotipos culturales predominantes entre los futuros maestros hacia los inmigrantes en España y las fuentes de información que influyen en mayor medida. Se estudian las asociaciones que provocan las palabras extranjero e inmigrante, igual que la posición de las nacionalidades de los inmigrantes, según las actitudes positivas o negativas hacia ellas. Se explican las funciones de los estereotipos y se analiza un cuestionario de opinión de 151 alumnos en el Grado de Educación Primaria en la Universidad de Granada..El análisis de datos se realizó con el programa estadístico SPSS 17. Se aplicó el análisis descriptivo de las variables para obtener la frecuencia y los porcentajes de las respuestas. Para el estudio de la relación entre variables cualitativas se ha empleado el análisis inferencial. Teniendo en cuenta que los estereotipos y los prejuicios dificultan la convivencia y además, se consolidan por la falta de contacto intergrupar y, por consiguiente, desconocimiento del Otro, resulta importante facilitar estos contactos en el espacio educativo para mejorar las actitudes hacia los inmigrantes y reducir la xenofobia.

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