

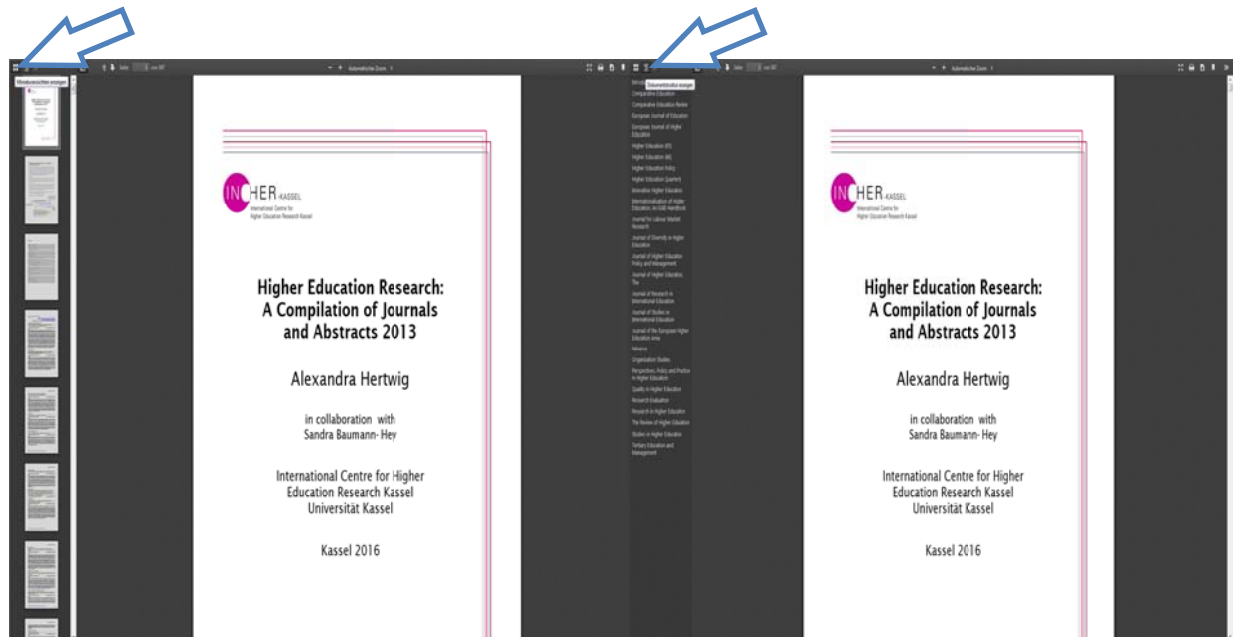
Higher Education Research: A Compilation of Journals and Abstracts 2013

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in collaboration with
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Education Research Kassel
Universität Kassel

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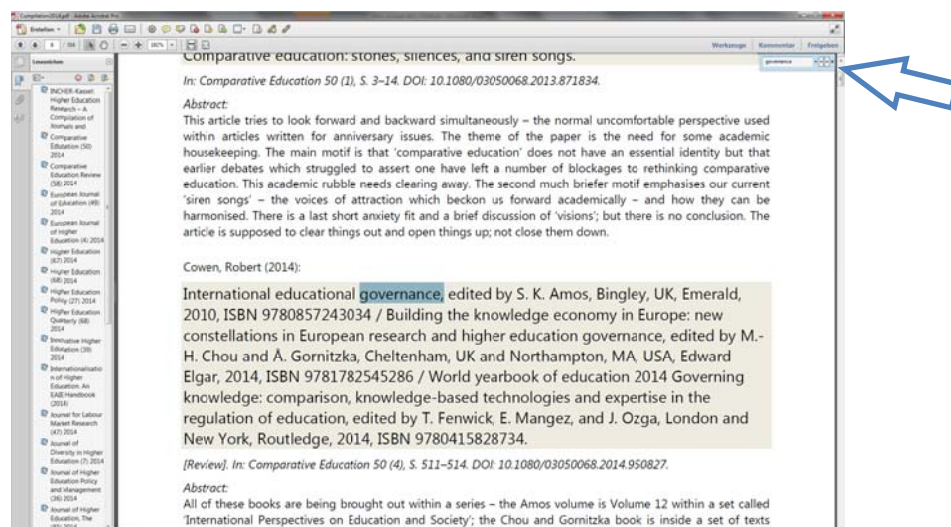
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INCHER-Kassel: Higher Education Research – A Compilation of Journals and Abstracts 2013

This *Compilation* contains 25 pertinent, mainly international academic journals, article titles, authors and abstracts of the 2013 volumes from the interdisciplinary field of higher education research. The collection ranges from decidedly higher education research to sociological, organizational, labor-market-focused, theoretical and empirical contributions to higher education research. This selection is provided by the library and research information services at the [International Centre for Higher Education Research](#) (INCHER-Kassel), University of Kassel, is recommended as a useful information and research tool.

Guideline

The journals are listed in alphabetical order. General webpages and internet presence are linked on the first page of each journal, as well as electronic access options in Germany (primarily via national licences funded by DFG, DFG-Nationallizenz) and at INCHER-Kassel (as of October 2015).

Within the sections belonging to the volume of one journal articles are sorted by author in alphabetical order. For each article full bibliography, Digital Object Identifier (DOI) and abstract (adopted from publisher) are provided. Academic articles and reviews as well as retractions are enclosed. General editorials or forewords are neglected due to supposedly nominal significance for substantial, in-depth research output.

Comments and suggestions for improvements for further editions of the *Compilation* are most welcome. Please contact: library@incher.uni-kassel.de

Example of the structure of records (as explained above):

Journal Title, Volume

Comparative Education (49) 2013

<http://www.jstor.org/action/showPublication?journalCode=compeduc&>
<http://www.tandfonline.com/loi/cced20#.VVCfwJPj9Xk>

DFG-Nationallizenz Vol. 1 (1964) – 36 (2000) | Full access & prints available at INCHER-Kassel

Alexiadou, Nafsika; van de Bunt-Kokhuis, Sylvia (2013):

Policy Space and the Governance of Education: Transnational Influences on Institutions and Identities in the Netherlands and the UK.

In: Comparative Education 49 (3), S. 344–360. DOI:

General Internet Presence (as of October 2015)

Access Options

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Alexiadou, Nafsika; van de Bunt-Kokhuis, Sylvia (2013):

Policy space and the governance of education: transnational influences on institutions and identities in the Netherlands and the UK.

In: Comparative Education 49 (3), S. 344–360.

DOI: 10.1080/03050068.2013.803750

Abstract:

This article presents a comparative analysis of two country-specific cases. The comparative analysis is situated within the broad domain of the changing knowledge economy landscape for educational policy. The two cases examine the transfer, embedding and enactment of policies during the interactions between supranational, national, institutional and individual levels. Case study one concerns policy transfers and their mediation between the EU and the national levels, drawing from empirical research on the UK. Case study two explores the experience and interpretation of higher education mobility practices from the point of view of individual mobile academics located in, or connected to, the Dutch frameworks of higher education. We employ the concept of space to illuminate the effects on education policy and practice of the changing relationships between the national and inter-, supranational levels of discourse and practice. Our central thesis is that even though EU member states have lost sovereign power over defining education goals and outcomes, hindering dynamics remain. The extent to which policies and discourses from 'outside' the national level are integrated and adopted 'within' depends on the interaction between education-political discourses with existing institutionalised practices. In the case of the EU education policies we observe a weak form of policy transfer to the national level. In the UK there is a combination of a dense institutional field in education and a Eurosceptic political discourse. In the Dutch case of individual academics, on the other hand, we found a positive discourse around international academic mobility. A moderately adapted set of regulatory frameworks and emerging support structures facilitate to varying degrees the Dutch practice of academic mobility.

Ashley, Laura Day (2013):

The shifting politics of the private in education: debates and developments in researching private school outreach in India.

In: Comparative Education 49 (2), S. 206–225.

DOI: 10.1080/03050068.2012.686258

Abstract:

This paper addresses the politics of researching private education with special reference to the Indian context. Due to a recent increase in privatised forms of education globally and recognition of the private sector by governments, international agencies and researchers as a policy and academic interest, this is shifting ground. The evolving nature of the politics of researching the private in the recent past is discussed with reference to research on private school outreach for out-of-school children in India. First the author critically examines the reception of this research when it was conducted in 2000–2003 in relation to the discourse and policy in Indian education at the time. The research is then revisited in the contemporary context in the light of considerable changes in Indian education policy, involving increased public-private partnership. In this new climate private school outreach is reconceptualised – previously considered an educational anomaly, it now has renewed relevance. Finally, findings from the research are drawn on to shed light on emerging concerns about the Right of Children to Free and Compulsory Education Act's (2009) requirement for private schools to reserve at least 25% of school places for economically disadvantaged children in their neighbourhoods.

Barakat, Sultan; Connolly, David; Hardman, Frank; Sundaram, Vanita (2013):

The role of basic education in post-conflict recovery.

In: Comparative Education 49 (2), S. 124–142.

DOI: 10.1080/03050068.2012.686259

Abstract:

The last decade has seen a growing recognition amongst international donors, development agencies, non-government organisations and academics of the vital role education can play in bringing about recovery following violent conflict, natural disaster and other crises. This has led to the development of increasingly targeted and sophisticated programme planning and management tools, for use by government ministries, UN agencies and non-governmental organisations in fragile contexts. Drawing on the 2010 independent study of UNICEF's Education in Emergencies and Post-Conflict Transition Programme, this paper explores the transformative role education can play in post-conflict recovery. It argues that while basic education assistance can have a catalytic role in helping states during the early stages of a transition out of violent conflict, there is the need for a better understanding of its role in building peace at the national, sub-national and community levels. The paper also argues for the development of a solid evidence base to inform policy and practice at all national, regional and community levels so as to demonstrate conclusively the important role played by education during and in the aftermath of conflict.

Brock, Colin (2013):

The geography of education and comparative education.

In: Comparative Education 49 (3), S. 275–289.

DOI: 10.1080/03050068.2013.803818

Abstract:

This article examines the synergy between a long established discipline, geography, and the younger discipline of educational studies, especially its component, comparative education. Although this synergy was recognised by the founding father of comparative education, Michael Sadler, and one of his principal followers, George Bereday, the geography of education has yet to take its place alongside the other foundations of education. Possible reasons for this will be examined as well as the literature of the geography of education as it has slowly developed over the last 40 years. Since the majority of that literature has come from British academics, others have been excluded from this account due to constraints of space but it can be mentioned here that there have been significant inputs from European geographers, especially Peter Meusberger. Throughout, the value of a more sophisticated perception of the spatial dimension of educational activity and provision will be argued, especially in relation to comparative education.

Brock, Colin; Crossley, Michael (2013):

Revisiting scale, comparative research and education in small states.

In: Comparative Education 49 (3), S. 388–403.

DOI: 10.1080/03050068.2013.803782

Abstract:

Comparative research on education in small states has attracted international attention since the mid-1980s when the Commonwealth sponsored a number of seminal meetings and publications, and became a key advocate for the advancement of such work. This article considers the place of different dimensions of scale in comparative research; re-examines the potential of small states as a framework for comparative analysis; and explores the ways in which insights from the small states literature may contribute to new directions for innovative research on education policy transfer in this arena. In doing so, conclusions point to ways of extending the traditional boundaries that have come to demarcate this distinctive arena for research and scholarship in comparative education.

Buckner, Elizabeth (2013):

The seeds of discontent: examining youth perceptions of higher education in Syria.

In: *Comparative Education* 49 (4), S. 440–463.

DOI: 10.1080/03050068.2013.765643

Abstract:

This article examines young Syrians' perceptions of higher education after the 2001 reforms, which expanded access to higher education and permitted the establishment of private universities. Data come from in-depth interviews conducted with 22 Syrians residing in Damascus, aged 18–32 in 2009. Analysis indicates youth are critical of the higher education system broadly, and that their discontent stems from two sources: (1) the high level of state involvement in determining youth life paths when uncoupled from labour market security; and (2) the perceived unfairness in university admissions stemming from connections and new forms of privatisation. This youth discontent reflects a larger rejection of the state's role in the higher education admissions process. Given Syria's long-term commitment to a model of state-led development in the post-independence era, the failure of the Syrian state to successfully link expanded higher education to secure employment in the neo-liberal era has contributed to a de-legitimisation of the Syrian state as a whole in the eyes of its youth.

Cowen, Robert (2013):

Globalization and international education, by Robin Shields (2013); Education around the world: a comparative introduction by Colin Brock and Nafsika Alexiadou (2013); Educational policy transfer in an era of globalization: theory – history – comparison by Jeremy Rappleye (2012)

[Review]. In: *Comparative Education* 49 (4), S. 542–545.

DOI: 10.1080/03050068.2013.835895

Dang, Que Anh (2013):

ASEM – the modern Silk Road: travelling ideas for education reforms and partnerships between Asia and Europe.

In: *Comparative Education* 49 (1), S. 107–119.

DOI: 10.1080/03050068.2012.740223

Abstract:

Today the modern Silk Road between Asia and Europe is increasingly well-travelled in both directions by students, academics and policy makers. Over the last decade the European Union (EU) and the Association of South East Asian Nations (ASEAN) have been making more attempts to shape this route by creating an educational partnership through an inter-regional forum for regional cooperation and policy development: the Asia–Europe Meeting (ASEM). Beside economic and diplomatic relations, education has been receiving increasing attention since the 2000s and has become an important and strategic act of cooperation by ASEM education ministers. Higher education and lifelong learning are the main topics for the multi-level dialogues and exchanges of ideas between the two regions. This paper describes the emergence of this new inter-regional educational phenomenon and examines its characteristics by analysing the case of the 10-year-old ASEM Lifelong Learning Initiative. Furthermore, the paper argues that ASEM education cooperation carries characteristics of a cultural and associational process, an agenda-setting process, a policy transfer process, an instrument for intra-regional integration and building regional identity.

DeJaeghere, Joan (2013):

Education, skills and citizenship: an emergent model for entrepreneurship in Tanzania.

In: Comparative Education 49 (4), S. 503–519.

DOI: 10.1080/03050068.2013.798514

Abstract:

Educating for citizenship is most often associated with a discourse of liberalism in which knowledge, skills and values of equality, rights, justice and national identity are taught. A competing neoliberal discourse with values of self-improvement, responsibility and entrepreneurialism is now quite pervasive in educational policies and practices, shifting goals and processes of education for citizenship. In Tanzania, neoliberalism's influence is evident in the private provision of schooling and pedagogy and curriculum oriented toward skills development. Neoliberal policies have created an opening for non-governmental organisations (NGOs) to fill a need by providing secondary education as well as technical and entrepreneurial skills in efforts to make graduates more employable. This paper examines how an NGO entrepreneurship education programme integrated into formal secondary education in Tanzania articulates new goals and values of citizenship. In this model, learning is tied to markets; becoming a successful citizen includes acquiring business skills; and citizenship values include economic sustainability and self-reliance. This model of entrepreneurship education produces a paradox in educational goals for citizenship in that it aims to secure rights to education and provide for material needs while it also subjects young people and schools to economic and social risks tied to flexible and unstable markets.

Felouzis, Georges; Charmillot, Samuel (2013):

School tracking and educational inequality: a comparison of 12 education systems in Switzerland.

In: Comparative Education 49 (2), S. 181–205.

DOI: 10.1080/03050068.2012.706032

Abstract:

Using data from the super-sample of the 'PISA Suisse' 2003 assessment, this article examines the relationship between the characteristics of education systems (made up of homogeneous or heterogeneous tracks) and their consequences in terms of effectiveness and equity. Our results indicate that it is not so much the official structure of tracks as the ways in which tracking is really organised – and, in particular, the degree of segregation that tracking methods involve – which make it possible to explain inequalities among students. They also show that some education systems are more inegalitarian than others and that the factors leading to inequalities can vary significantly from one Swiss canton to another. Finally, through multilevel analyses, we demonstrate that when the individual and aggregate characteristics of students are taken into account, the type of track a student attends is of only limited significance for explaining inequalities, which suggests that the effects of tracking are in fact linked to the nature of the population educated in the tracks.

Grek, Sotiria; Lawn, Martin; Ozga, Jenny; Segerholm, Christina (2013):

Governing by inspection? European inspectorates and the creation of a European education policy space.

In: Comparative Education 49 (4), S. 486–502.

DOI: 10.1080/03050068.2013.787697

Abstract:

This paper draws on the first, completed phase of a research project on inspection as governing in three European inspection systems. The data presented here draw attention to the rather under-researched associational activities of European inspectorates and their developing practices of policy learning and exchange, and highlight their significance as contributing to an emergent European Education Policy Space (EEPS). The paper is framed by original approaches to inspection that locate it as a set of governing practices,

connected to changing governing forms and the growth of networks of relationships and flows of data across Europe. Comparisons are drawn between the relationships with Europe of inspectorates in Scotland, Sweden and England, drawing on Jacobsson's conceptualisation of regulative, inquisitive and meditative governance as a framing device.

Hamnett, Chris; Butler, Tim (2013):

Distance, education and inequality.

In: Comparative Education 49 (3), S. 317–330.

DOI: 10.1080/03050068.2013.807165

Abstract:

In this paper we examine the role which distance, in a variety of forms, can play in the reproduction, intensification or reduction of educational inequality in different types of school systems in different countries. This is a very broad issue, and in the paper we examine the ways in which distance to school has emerged as an important factor in understanding the relationship between social and educational inequality in London. We begin by outlining a broad framework for examination of the importance of space and distance which looks at characteristics of schools, pupils and school allocational systems and how they combine in different situations. We then attempt to populate this schema by drawing on different specific examples linking to relevant national literatures.

Han, SoongHee (2013):

Confucian states and learning life: making scholar-officials and social learning a political contestation.

In: Comparative Education 49 (1), S. 57–71.

DOI: 10.1080/03050068.2012.740220

Abstract:

This paper describes how the way the concept of learning is identified and managed in a societal context can provide a crucial clue to explaining how a form of culture as a complex mental organism is constructed and interwoven. Specifically, I argue the point by illustrating that the discourse of Confucianism has fabricated a specific form of learning life as a basic unit of social practice that has modulated the key social structures in Confucian states: it has fabricated the pieces of social webs of order, stratification, and rules and legislations of these states. In this process, the role of the scholar class, specifically scholar-officials, has played a key role in reproducing the mode of social learning, cultural rituals, and mode of politics. The Confucian state was a large-scale metaphorical school, on a different scale to the modern concept of the school as an institution, where the ruler–subordinator relationship was re-framed to that of the teacher–learner. Overall, I reveal in this paper that the notion of a complex social learning system can be a key theoretical framework that sheds new light, not only on the nature of the Confucian states, but also on the discourse of the East/West dichotomy.

Hansen, Mette Halskov; Woronov, T. E. (2013):

Demanding and resisting vocational education: a comparative study of schools in rural and urban China.

In: Comparative Education 49 (2), S. 242–259.

DOI: 10.1080/03050068.2012.733848

Abstract:

The Chinese government is pouring resources into building vocational education at all levels of the Chinese educational system. Based on ethnographic fieldwork conducted in three vocational secondary schools in 2007–2012, this article compares rural and urban schools to highlight the persistent urban–rural divide in implementing vocational education, and to understand popular resistance to vocational education and its effects on students and families. Through observations of classroom practice and interviews with students, parents, teachers, and administrators, the authors investigate the paradox of why vocational education is

growing rapidly in China, even though parents and students have deeply-held objections to this form of schooling.

Ho, Wai-Chung (2013):

Globalisation and localisation in music education in Hong Kong and Taiwan.

In: Comparative Education 49 (2), S. 163–180.

DOI: 10.1080/03050068.2012.686678

Abstract:

The purpose of the study is to analyse and discuss the influences of globalisation and localisation on music education in Hong Kong and Taiwan. It argues that the reform of music education concerns changes to the contents of the curriculum that envisage the cultural and political developments that arise from processes of globalisation and localisation in these two Chinese societies. 'Glocalisation' throughout this essay refers to the interface of the global and the local. I conclude by discussing three issues relating to the processes of glocalisation that have shaped music education and cultural identity in these two changing societies: (1) the multiculturalism of music education; (2) the promotion of local music cultures in the curriculum; and (3) the inclusion of Confucian ethics in song lyrics. This study argues that education that promotes family values and social harmony can satisfy concerns that glocalisation involves the adoption of both Chinese and foreign songs in the school curriculum.

Jarvis, Peter (2013):

Learning to be a person – East and West.

In: Comparative Education 49 (1), S. 4–15.

DOI: 10.1080/03050068.2012.740216

Abstract:

This paper falls into two parts – a Western interpretation and an Eastern critique of the same process. The first part provides an interpretation of how we learn to become culturally embedded individuals. The paper notes the learning processes in the formation of the cultural and national self. We, in the West, have traditionally assumed that the process and its interpretation is universal because we have assumed the universality of human nature. Thereafter the paper seeks to adopt the philosophy of the East in which we move away from individualism and recognise that all people live in a universal network: this calls for a different interpretation of the process of becoming selves and so some of the implications of this Eastern approach are examined.

Kim, Ki-Seok; Kim, Sung Sik (2013):

A historical comparison of intellectual renaissance in the East and the West.

In: Comparative Education 49 (1), S. 16–27.

DOI: 10.1080/03050068.2012.740217

Abstract:

It is not yet well known that there has been a selective bias in writing the 'world' history of higher education. Western hegemony prevails in this academic endeavour. To recover one of the many lost traditions of higher education, this paper will make a historical comparison of the two distinctive academic traditions representing the West and East: Scholasticism revived in the twelfth century and Korean Confucianism revived in the sixteenth century. If the University Paris was where Scholasticism blossomed in the medieval period, then it is in the material relation between a mentor and his disciples, through which a distinctive academic lineage was formed, where the renaissance of Korean Confucianism has taken place since the early sixteenth century. The paper examines some of the indisputable differences between the Western and Eastern methods of reaching academic excellence. The goals, subjects, methods and organisational bases of education in the two traditions do differ drastically. Instead of the centrality of the institution in the West, the centrality of relation was the key factor in the East. These differences however do not support for any value judgment of one tradition being superior to the other, as seen in many books on world history of higher education. A single minded analysis of

a foreign model from the Western perspective will not provide a global history, but a historical comparison will.

Klerides, Eleftherios (2013):

Educators of the Mediterranean ... up close and personal: critical voices from South Europe and the MENA region.

[Review]. In: *Comparative Education* 49 (2), S. 264–266.

DOI: 10.1080/03050068.2013.773236

Knight, Jane (2013):

Education hubs: international, regional and local dimensions of scale and scope.

In: *Comparative Education* 49 (3), S. 374–387.

DOI: 10.1080/03050068.2013.803783

Abstract:

Education hubs are important new developments. They represent a new generation of cross-border education activities where critical mass, co-location and connection between international, regional and local universities, students, research institutes and private industry are key. Different scales (city, zone and country) and types (student, talent, knowledge) of education hubs exist. The rationales, actors and expected outcomes vary whether the education hub is more oriented to increased higher education opportunities for students, education and training to build a skilled workforce, or the production of knowledge and innovation. Three critical issues are explored in this article: scale, level of engagement and scope of impact. These issues are analysed in relation to the three types of education hubs which are being planned and developed in Asia, Africa and the Middle East.

Kölbel, Andrea (2013):

(De)valuing higher education: educated youth, generational differences and a changing educational landscape in Kathmandu, Nepal.

In: *Comparative Education* 49 (3), S. 331–343.

DOI: 10.1080/03050068.2013.803751

Abstract:

Within a single generation Nepal has seen a tremendous increase in higher education opportunities. This rapid growth has encouraged the participation of many young people from social groups previously unrepresented at university. A more questionable consequence however has been the growing divergence and complexity of the educational landscape which is particularly noticeable within the capital city. Focusing on the urban space, this paper discusses the spatial and motivational implications of these somewhat contradictory developments for the young generation of public university students and their future orientations. In particular, I argue that the young generation is in an ambiguous position – negotiating parental expectations of high educational attainments, and, the ominous devaluation of public education. Building on interdisciplinary research into youth geographies, the sociology of education and generational studies, I explore what students' spatial representations reveal about their attempts to negotiate these conflicting motivations and map out potential future pathways.

Kotthoff, Hans-Georg (2013):

The making and shaping of the Victorian teacher. A comparative new cultural history by Marianne A. Larsen (2011)

[Review]. In: *Comparative Education* 49 (2), S. 266–268.

DOI: 10.1080/03050068.2013.777509

Kumar, Prem (2013):

Bridging East and West educational divides in Singapore.

In: *Comparative Education* 49 (1), S. 72–87.

DOI: 10.1080/03050068.2012.740221

Abstract:

In Asia, we are witnessing an era where the pendulum of power is swaying towards the East with the rising economic strength of China and India. Singapore is at the 'crossroads' between the East and West of these most populous nations on earth. Although Singapore may appear the most Westernised country in Asia, she is nevertheless a multicultural Asian society. Having the most open economy in the world, Singapore is affected by the process of globalisation. This takes on an added dimension and speed as nations compete for talent and find ways to internationalise and transform their education for sustainable competitive advantage. Singapore's education system, regarded as one of the best performing in the world, offers a unique opportunity to explore the issues where East and West culture, values and systems meet. This article discusses and highlights what happens when East and West converge. In particular, the discussion will focus on the themes of East and West schism, globalisation and Singapore's aspirations to be a global hub, rankings and branding in education, and the use of the English language.

Makino, Atsushi (2013):

Changing grassroots communities and lifelong learning in Japan.

In: *Comparative Education* 49 (1), S. 42–56.

DOI: 10.1080/03050068.2012.740219

Abstract:

Japanese community is falling apart. This is caused by the combination of two problems: on the one hand, people are feeling their existence to be less and less stable and their reality is being shaken; on the other hand, the sense of values in the society is becoming more and more diversified and fluid. In the background of the two problems are three issues facing society: the rapidly declining birth rate and aging and dwindling population; the prolonged economic depression and destabilised employment; and the destruction of communal ties among inhabitants due to change in grassroots communities and the increasing isolation of individuals comprising the so-called no-bondage society. What is attracting more and more attention by policymakers addressing the two crises is lifelong learning. Challenges facing lifelong learning in Japan do not simply mean the acquisition of competency as often discussed in Western countries.

Mincu, Monica (2013):

Learner-centred education in international perspective. Whose pedagogy for whose development? By Michele Schweisfurth (2013), London and New York, Routledge, 2013, 180 pp. £ 85 (hardback) ISBN 9780415600729

[Review]. In: *Comparative Education* 49 (4), S. 537–539.

DOI: 10.1080/03050068.2013.826047

Moon, Rennie (2013):

Globalisation and citizenship education: diversity in South Korean civics textbooks.

In: *Comparative Education* 49 (4), S. 424–439.

DOI: 10.1080/03050068.2012.727677

Abstract:

This study examines how textbooks in the Republic of Korea incorporate liberal, Western notions of diversity and multiculturalism. Through a systematic analysis of 60 civics textbooks over time, this study shows that ideas of multiculturalism and diversity have dramatically increased in the South Korean intended curriculum. While in the past, textbooks depicted South Korean society as racially and ethnically homogenous with little or no mention of disadvantaged groups or ethnic minorities, starting in the 1990s, textbooks increasingly discuss the rights of diverse groups and the need to empower these groups to address problems of social inequality. Yet, traditional citizenship narratives of national homogeneity still remain, especially in textbooks that discuss prospects for the reunification of the Korean peninsula.

Morris, Paul (2013):

World yearbook of education 2012: policy borrowing and lending in education edited by Gita Steiner-Khamsi and Florian Waldow, London, Routledge, 2012, 443 pp., £85 (hardback), ISBN 9780415615242.

[Review]. In: *Comparative Education* 49 (2), S. 260–262.

DOI: 10.1080/03050068.2013.773234

Raffe, David (2013):

What is the evidence for the impact of National Qualifications Frameworks?

In: *Comparative Education* 49 (2), S. 143–162.

DOI: 10.1080/03050068.2012.686260

Abstract:

Numerous countries are introducing National Qualifications Frameworks (NQFs), or preparing to introduce them, despite the limited empirical evidence for their effectiveness. This paper takes advantage of recent additions to the evidence base on NQFs in order to assess their impacts, focusing on comprehensive frameworks. It also presents analytical tools for studying these impacts, by distinguishing among different types of framework and among the different 'change processes' by which they try to achieve their objectives. The evidence, while still inconclusive, shows that the impacts of NQFs have been smaller than expected, have often taken many years to appear, have varied across frameworks and sub-frameworks and have been negative as well as positive. However, the most important conclusion is the variability of the impacts of NQFs and the complexity of the underlying causal processes.

Schulte, Barbara (2013):

Unwelcome stranger to the system: vocational education in early twentieth-century China.

In: *Comparative Education* 49 (2), S. 226–241.

DOI: 10.1080/03050068.2012.713581

Abstract:

Both in China and internationally, educators and policy makers claim that vocational education and training (VET) is essential for the sound economic development of a country and the physical and social well-being of its population. However, China looks back upon a century-long history of rejection when it comes to popularising VET, despite attempts, both in the present and in the past, to invest in its implementation. Much of the literature attributes this lack of success to the failed, or distorted, transfer of Western educational models or simply to policy drift.

The article approaches this history of rejection by tracing back the original Chinese encounters with Western-style vocational education. After an introductory discussion of different scholarly attempts at explaining failed transfers of VET, I look at how this transfer actually took place when VET was first introduced to China. Therefore, the focus will be on the first decades of the twentieth century and a group of Chinese actors who were pivotal in importing VET models from abroad and building up a nationwide vocational education programme (primarily members of the Chinese Association of Vocational Education). I will argue that vocational education, when introduced to China from abroad, was embedded in an existing framework of systematic and widely practised discrimination and segregation of the population. Therefore, it was less the Westernness of VET that made it undesirable to many Chinese, but its specific – and specifically Chinese – integration into existing practices of allocating cultural capital.

Schweisfurth, Michele (2013):

Perennial issues, contemporary variants: comparative education research as a mirror to the social world.

[Editorial]. In: *Comparative Education* 49 (4), S. 405–406.

DOI: 10.1080/03050068.2013.826517

Sellar, Sam; Lingard, Bob (2013):

Looking East: Shanghai, PISA 2009 and the reconstitution of reference societies in the global education policy field.

In: *Comparative Education* 49 (4), S. 464–485.

DOI: 10.1080/03050068.2013.770943

Abstract:

This paper examines the outstanding performance of Shanghai, China on PISA 2009 and its effects on other national systems and within the global education policy field. The OECD's PISA is helping to create this field by constituting the globe as a commensurate space of school system performance. The effects of Shanghai's success are considered in three other national contexts: the USA, England and Australia. We combine (a) analysis of data from more than 30 research interviews with senior policy actors at the OECD, the IEA and within Australia and England; and (b) document analysis of policy speeches, commissioned research reports and media coverage from the three national contexts. Shanghai's performance in PISA 2009 produced a global 'PISA-shock' that has repositioned this system as a significant new 'reference society', shifting the global gaze in education from Finland to the 'East' at the beginning of the so-called 'Asian century'.

Shan, Hongxia; Guo, Shibao (2013):

Learning as sociocultural practice: Chinese immigrant professionals negotiating differences and identities in the Canadian labour market.

In: *Comparative Education* 49 (1), S. 28–41.

DOI: 10.1080/03050068.2012.740218

Abstract:

This paper describes how the way the concept of learning is identified and managed in a societal context can provide a crucial clue to explaining how a form of culture as a complex mental organism is constructed and interwoven. Specifically, I argue the point by illustrating that the discourse of Confucianism has fabricated a specific form of learning life as a basic unit of social practice that has modulated the key social structures in Confucian states: it has fabricated the pieces of social webs of order, stratification, and rules and legislations of these states. In this process, the role of the scholar class, specifically scholar-officials, has played a key role in reproducing the mode of social learning, cultural rituals, and mode of politics. The Confucian state was a large-scale metaphorical school, on a different scale to the modern concept of the school as an institution, where the ruler–subordinator relationship was re-framed to that of the teacher–learner. Overall, I reveal in this

paper that the notion of a complex social learning system can be a key theoretical framework that sheds new light, not only on the nature of the Confucian states, but also on the discourse of the East/West dichotomy.

Shibata, Masako (2013):

Reimagining Japanese education: borders, transfers, circulations, and the comparative, edited by David Blake Willis and Jeremy Rappleye, Oxford, Symposium Books, 2011, 288 pp., US\$48.00 (paperback), ISBN 9787-1-873927-51-9

[Review]. In: *Comparative Education* 49 (2), S. 263–264.

DOI: 10.1080/03050068.2013.773235

Singh, Madhu (2013):

Educational practice in India and its foundations in Indian heritage: a synthesis of the East and West?

In: *Comparative Education* 49 (1), S. 88–106.

DOI: 10.1080/03050068.2012.740222

Abstract:

The paper examines education practice in India in terms of the division between indigenous cultures on the one hand, and the formal culture of learning and knowledge systems inherited from colonial times on the other. These 'two Indias' are still reflected in the modern educational system in India, seen in the vast differences between the formal school system, whose benefits reach only a minority of the population, and the millions of crafts-persons working in India's informal sector, many without education or training. The paper looks at reasons for these divisions within the culture and history of India's formal, non-formal and informal systems of education and training. The paper also throws light on the aspirations to unite these divided cultures of learning by looking at some of the writings of J.P. Naik, the famous educationist and secretary of the first Report of the Education Commission (1964–66) after India's independence. The analysis needs to be seen against the background of international educational thought which is improving the value, relevance and quality of non-formal and informal learning, as key pillars for building lifelong learning systems.

Symaco, Lorraine Pe (2013):

Geographies of social exclusion: education access in the Philippines.

In: *Comparative Education* 49 (3), S. 361–373.

DOI: 10.1080/03050068.2013.803784

Abstract:

Despite the massive education sector of the country, the Philippines – being located in the Pacific Ring of Fire and the typhoon belt – is home to a number of natural instabilities that frequently disrupt the school calendar. Conflict areas in selected parts of the island of Mindanao and the remote geographic features of the country also pose problems in education access. Poverty incidence is reported to be high in such locations and access to basic services such as education is exceedingly low as compared to mainstream Manila. Given the geographies of social exclusion, particularly in education, as exemplified by such issues, this article will detail the problems in education access in the Philippines as illustrated through: (a) the remote geographic locations of some parts of the country; (b) the devastations brought to schooling by natural disasters; and (c) the 'geography of conflict' in Mindanao.

Symaco, Lorraine Pe; Brock, Colin (2013):

Educational space.

[Editorial]. In: *Comparative Education* 49 (3), S. 269–274.

DOI: 10.1080/03050068.2013.803817

Takayama, Keita (2013):

PISA, power, and policy: the emergence of global educational governance edited by Heinz-Dieter Meyer and Aaron Benavot, Oxford Studies in Comparative Education, Symposium Books, 2013, 335 pp., US\$56.00 (paperback), ISBN 978-1-873927-96-0

[Review]. In: *Comparative Education* 49 (4), S. 539–542.

DOI: 10.1080/03050068.2013.832580

Taylor, Chris; Rees, Gareth; Davies, Rhys (2013):

Devolution and geographies of education: the use of the Millennium Cohort Study for 'home international' comparisons across the UK.

In: *Comparative Education* 49 (3), S. 290–316.

DOI: 10.1080/03050068.2013.802927

Abstract:

Following political devolution in the late 1990s and the establishment of the governments for Wales and Scotland, the education systems of the four home countries of the UK have significantly diverged. Consequently, not only does that mean that education research in the UK has to be sensitive to such divergence, but that the divergence of policy and practice provides an important opportunity to undertake comparative research within the UK. Such 'home international' comparisons between the four home countries of the UK also provide the opportunity to undertake 'natural experiments' of education policy and practice across similar socio-economic contexts. By drawing specifically on the UK Millennium Cohort Study (MCS) – a recent longitudinal birth cohort study specifically designed to provide the potential for geographical analysis – the paper finds considerable variation in child development by country of the UK, with no single story of 'success'. However, the paper finds that literacy development amongst children in England is, particularly in London, on average, greater than for children elsewhere. The paper concludes by arguing that 'home international' comparisons must take seriously issues of scale and geography when interpreting the influence of 'national' education systems and policies on educational outcomes.

Teelken, Christine; Deem, Rosemary (2013):

All are equal, but some are more equal than others: managerialism and gender equality in higher education in comparative perspective.

In: *Comparative Education* 49 (4), S. 520–535.

DOI: 10.1080/03050068.2013.807642

Abstract:

The main purpose of this paper is to investigate what impact new regimes of management and governance, including new managerialism, have had on perceptions of gender equality at universities in three Western European countries. While in accordance with national laws and EU directives, contemporary current management approaches in universities should, in theory, stimulate equality of opportunities and diminish regimes of inequality, our findings from qualitative interviews across the Netherlands, Sweden and the UK provide a very different picture. Our data show that these new governance approaches actually re-emphasise the existing status quo in various ways and enable more subtle forms of discrimination despite the existence of a veneer of equality. Consequently, some women find themselves sidelined by the gap between formal procedures designed to deal with inequalities and the institutional cultures and practices towards selection and promotion.

Waldow, Florian (2013):

PISA under examination: changing knowledge, changing tests, and changing schools edited by Miguel A. Pereyra, Hans-Georg Kotthoff and Robert Cowen, CESE Series, Rotterdam, Sense, 2011, 334 pp., € 48.99/£35.00 (paperback), ISBN 978-94-6091-738-7

[Review]. In: *Comparative Education* 49 (4), S. 536–537.

DOI: 10.1080/03050068.2013.826046

Wiborg, Susanne (2013):

Neo-liberalism and universal state education: the cases of Denmark, Norway and Sweden 1980–2011.

In: *Comparative Education* 49 (4), S. 407–423.

DOI: 10.1080/03050068.2012.700436

Abstract:

This article investigates neo-liberal policy on education in Denmark, Norway and Sweden. Traditionally, the edifice of the education system in these Scandinavian countries has been built on egalitarian values, but over the last 20 years they have increasingly adopted market-led reforms of education. The extent of neo-liberal policy varies between the countries. Denmark and Norway have remained more hostile toward such policies, thus protecting the education system from extensive deregulation and privatisation. Conversely, in Sweden a greater credence has been given to market forces, allowing private providers to play a much more significant role in delivering education services. This variation in neo-liberal policy on education in Scandinavia is usually ascribed to the increasing power of the Right. However, this article differs from most other education research in that it argues, on the contrary, that the answer is to be found mainly within the social democratic parties themselves.

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CIES Bibliography 2012

(2013). In: *Comparative Education Review* 57 (S2), S. S1–S162.

DOI: 10.1086/670266

Altschuler, Daniel (2013):

How Patronage Politics Undermines Parental Participation and Accountability. Community-Managed Schools in Honduras and Guatemala.

In: *Comparative Education Review* 57 (1), S. 117–144.

DOI: 10.1086/667963

Abstract:

This article shows how patronage politics affects a popular international education model: community-managed schools (CMS). Focusing on Honduras's CMS initiative, PROHECO (Programa Hondureño de Educación Comunitaria), I demonstrate how patronage can undermine CMS accountability. Whereas supporters argue that CMS increases accountability, partisan incursions systematically block parents from selecting teachers and influencing other features of program management. This account suggests that CMS, like all development and governance initiatives, can be profoundly shaped by the political context. But CMS is not inevitably undermined by patronage. In neighboring Guatemala, CMS reveals little patronage but rather reflects the more salient political Guatemalan legacy: polarization. The article concludes that, to achieve gains in accountability through models of parental participation, donors and education officials should carefully consider political context.

Boyadjieva, Pepka Alexandrova (2013):

Admissions Policies as a Mechanism for Social Engineering. The Case of the Bulgarian Communist Regime.

In: *Comparative Education Review* 57 (3), S. 503–526.

DOI: 10.1086/670728

Abstract:

This article discusses admissions policies to higher education during the Communist regime in Bulgaria (1946–89). It argues that under the conditions of the Bulgarian Communist regime, admissions policies were not only a component of the higher education system—viewed as an institution—but part and parcel of the process through which power was exercised and maintained. Their most basic goal was social engineering through the deliberate transformation of the intelligentsia's social profile. Discrimination and privileges were the main mechanisms at work. The article outlines the results of social engineering with regard to the expansion of higher education, the evolution of the student body, and the policies' moral effects on Bulgarian society. A short discussion of the Bulgarian case in comparative perspective is also included.

Brinbaum, Yaël; Guénard, Christine (2013):

Choices and Enrollments in French Secondary and Higher Education. Repercussions for Second-Generation Immigrants.

In: *Comparative Education Review* 57 (3), S. 481–502.

DOI: 10.1086/670729

Abstract:

In France, the proportion of second-generation immigrants enrolling in tertiary education has increased as education has undergone a process of "democratization." This article analyzes their postsecondary choices, access to tertiary programs, dropout, and transition to the labor market, compared to those of students of French origin. Youths of Portuguese origin are more likely to enter vocational higher programs concordant with their preferences and have better chances of completing a tertiary degree and finding a job. Despite their preference for selective vocational higher programs, some students of North African origin are diverted toward academic university courses, leading to higher dropout rates. This unequal access to higher education affects both degree completion and entry into the French labor market.

Buckner, Elizabeth (2013):

Access to Higher Education in Egypt. Examining Trends by University Sector.

In: Comparative Education Review 57 (3), S. 527–552.

DOI: 10.1086/670665

Abstract:

Access to higher education in Egypt is expanding in both the public and private sectors. Using a nationally representative sample from the Survey of Young People in Egypt, this article is able to disaggregate patterns of access by both demographic group and university sector. Findings suggest that access in the public sector is governed strongly by performance on exit exams and is growing most rapidly for women, rural youth, and middle-class Egyptians. In contrast, access to private universities is growing most rapidly for males, youth in Cairo, and the top wealth quintile. Although far from equal, continued expansion of the public sector will likely promote greater inclusiveness, while expansion of the private sector may exacerbate wealth and regional inequalities.

Chankseliani, Maia (2013):

Rural Disadvantage in Georgian Higher Education Admissions. A Mixed-Methods Study.

In: Comparative Education Review 57 (3), S. 424–456.

DOI: 10.1086/670739

Abstract:

The study investigates the chances of gaining admission to Georgian higher education in relation to residential origin. The analysis of broad trends is combined with details from an in-depth individual-level inquiry. Quantitative data on the entire population of 150,000 applicants over the period 2005–9, together with interview data from a purposive sample of families and policy makers, are examined. Findings indicate that urban applicants consistently score higher on university entrance exams compared to rural applicants, and their odds of gaining university admission are 1.22 times higher. Among those with the same measured aptitude, rural applicants are 12 times more likely to apply to one of the least prestigious higher education institutions than are applicants from urban areas.

Choi, Sheena (2013):

Minority Students in East Asia: Government Policies, School Practices and Teacher Responses edited by JoAnn Phillion, Ming Tak Hue, and Yuxiang Wang. New York: Routledge, 2011. 266 pp. \$125.00 (cloth). ISBN 978-0-4158-8839-4.

[Review]. In: Comparative Education Review 57 (1), S. 169–170.

DOI: 10.1086/669468

Cort, Pia (2013):

Europeanizing Education: Governing a New Policy Space by Martin Lawn and Sotiria Grek. Providence, RI: Symposium Books, 2012. 172 pp. \$48.00 (paper). ISBN 978-1873-92761-8.

[Review]. In: *Comparative Education Review* 57 (2), S. 332–334.

DOI: 10.1086/670711

Dang, Hai-Anh (2013):

Shadow Education: Private Supplementary Tutoring and Its Implications for Policy Makers in Asia by Mark Bray and Chad Lykins. Hong Kong: Asian Development Bank and University of Hong Kong, 2012. 100 pp. \$32.00 (paper). ISBN 978-92-9092-658-0.

[Review]. In: *Comparative Education Review* 57 (2), S. 334–335.

DOI: 10.1086/670712

Edwards, D. Brent (2013):

International Processes of Education Policy Formation. An Analytic Framework and the Case of Plan 2021 in El Salvador.

In: *Comparative Education Review* 57 (1), S. 22–53.

DOI: 10.1086/668481

Abstract:

This article uses multiple perspectives to frame international processes of education policy formation and then applies the framework to El Salvador's Plan 2021 between 2003 and 2005. These perspectives are policy attraction, policy negotiation, policy imposition, and policy hybridization. Research reveals that the formation of Plan 2021 was the product of both policy imposition by international actors and policy negotiation by national policy makers. This article further extrapolates three phenomena from the findings on Plan 2021—termed here percolation, reverberation, and structural legitimization—that help to explain the way in which international influence manifests in national education policy formation.

Goos, Mieke; Schreier, Brigitte Maria; Knipprath, Heidi Maria Eduard; Fraine, Bieke de; van Damme, Jan; Trautwein, Ulrich (2013):

How Can Cross-Country Differences in the Practice of Grade Retention Be Explained? A Closer Look at National Educational Policy Factors.

In: *Comparative Education Review* 57 (1), S. 54–84.

DOI:10.1086/667655

Abstract:

This study investigates the extent to which national educational policy factors can explain differences in the probability of students repeating a grade in primary and lower-secondary education across OECD member countries. Data from the PISA 2009 study, the OECD Education at a Glance brochures, and the TALIS 2007 study were analyzed by means of three-level logistic regression models. The results indicate that a remarkable amount of variation in the likelihood of student grade retention lies at the country level. National educational policy factors, however, only partly explain this variation, indicating that traditions and societal beliefs regarding the benefits of grade retention also play a role in the explanation for international differences in retention.

Gordon, Richard K. (2013):

Asia Pacific Education: Diversity, Challenges and Changes edited by Philip Wing Keung Chan. Victoria, Australia: Monash University Press, 2012. 282 pp. \$49.95 (paper). ISBN 978-1-921-86740-8.

[Review]. In: *Comparative Education Review* 57 (4), S. 735–736.

DOI: 10.1086/674060

Huang, Min-Hsiung (2013):

After-School Tutoring and the Distribution of Student Performance.

In: *Comparative Education Review* 57 (4), S. 689–710.

DOI: 10.1086/671346

Abstract:

As more primary and secondary students worldwide seek after-school tutoring in academic subjects, concerns are being raised about whether after-school tutoring can raise average test scores without widening the variability in student performance, and whether students of certain ability levels may benefit more than others from after-school tutoring. To address these questions, I compared the distributions of student performance across countries with differing levels of participation in after-school tutoring, while controlling for country-level unobserved heterogeneity using a fixed-effects model. Participating in either mathematics or science tutoring after school is found to raise national average performance without widening the dispersion in student performance. In science, low-performing students benefit more from tutoring than do high-performing students. In mathematics, high-performing students benefit more from tutoring than do low-performing students.

Hussain, Sadiq Baker (2013):

The Politics of Education Reform in the Middle East: Self and Other in Textbooks and Curricula edited by Samira Alayan, Achim Rohde, and Sarhan Dhouib. New York: Berghahn Books, 2012. 275 pp. \$85.00 (cloth). ISBN 978-0857-4546-07.

[Review]. In: *Comparative Education Review* 57 (4), S. 737–738.

DOI: 10.1086/674061

Jiang, You Guo (2013):

Paradise Redefined: Transnational Chinese Students and the Quest for Flexible Citizenship in the Developed World by Vanessa L. Fong. Stanford, CA: Stanford University Press, 2011. 267 pp. \$21.95 (paper). ISBN 978-0-8047-7266-2.

[Review]. In: *Comparative Education Review* 57 (4), S. 738–740.
10.1086/674062

DOI:

Jones, Steven (2013):

"Ensure That You Stand Out from the Crowd". A Corpus-Based Analysis of Personal Statements according to Applicants' School Type.

In: *Comparative Education Review* 57 (3), S. 397–423.

DOI: 10.1086/670666

Abstract:

Many nations make use of a "personal statement" (or equivalent) in their higher education admissions system. This article examines how statements differ according to applicants' educational background. Among the indicators used are fluency of expression, quantity and quality of workplace experience, and extracurricular

activity. Findings point to major variation among statements composed by equal-attainment applicants: a broader range of social and cultural capital is drawn on by privately educated young people. Ramifications stretch beyond admissions policy in the United Kingdom, where this study was located, not least because of claims that nonacademic indicators of potential, such as the personal statement, bring greater fairness to university admissions processes. No support for this position is found.

Kwiek, Marek (2013):

From System Expansion to System Contraction. Access to Higher Education in Poland.

In: Comparative Education Review 57 (3), S. 553–576.

DOI: 10.1086/670662

Abstract:

Access to higher education in Poland is changing due to the demography of smaller cohorts of potential students. Following a demand-driven educational expansion after the collapse of communism in 1989, the higher education system is now contracting. Such expansion/contraction and growth/decline in European higher education has rarely been researched, and this article can thus provide a possible scenario for what might occur in other European postcommunist countries. On the basis of an analysis of microlevel data from the European Union Survey on Income and Living Conditions, I highlight the consequences of changing demographics for the dilemmas of public funding and admissions criteria in both public and private sectors.

Lee, Molly (2013):

Higher Education in Southeast Asia: Blurring Borders, Changing Balance by Anthony Welch. London: Routledge, 2011. 195 pp. \$148.00 (cloth). ISBN 978-0-415-43501-7.

[Review]. In: Comparative Education Review 57 (1), S. 173–175.

DOI: 10.1086/669470

Levenson, Esther (2013):

Policy, Practice, and Readiness to Teach Primary and Secondary Mathematics in 17 Countries: Findings from the IEA Teacher Education and Development Study in Mathematics (TEDS-M) by M. T. Tatto, John Schwille, S. L. Senk, Lawrence Ingvarson, Glenn Rowley, Ray Peck, Kiril Bankov, Michael Rodriguez, and Mark Reckase. Amsterdam: IEA, 2012. 295 pp. €40 (paper) or free download (from IEA website). ISBN 978-9-079-54912-2.

[Review]. In: Comparative Education Review 57 (4), S. 740–742.

DOI: 10.1086/674063

Li, Jun (2013):

The Jixia Academy and the Birth of Higher Learning in China: A Comparison of Fourth-Century B.C. Chinese Education with Ancient Greece by Richard A. Hartnett. Lewiston, NY: Edwin Mellen Press, 2011. 297 pp. \$149.95 (cloth). ISBN 978-0-7734-3912-2.

[Review]. In: Comparative Education Review 57 (1), S. 175–177.

DOI: 10.1086/669471

Lincicome, Mark (2013):

Educational Policy Transfer in an Era of Globalization: Theory-History-Comparison by Jeremy Rappleye. Frankfurt am Main: Peter Lang, 2012. 502 pp. \$91.95 (cloth). ISBN 978-3-6316-0566-0.

[Review]. In: *Comparative Education Review* 57 (2), S. 335–337.

DOI: 10.1086/670713

Lu, Yao; Zhou, Hao (2013):

Academic Achievement and Loneliness of Migrant Children in China. School Segregation and Segmented Assimilation.

In: *Comparative Education Review* 57 (1), S. 85–116.

DOI: 10.1086/667790

Abstract:

China's rural-urban migration presents a significant educational challenge. This study uses theories of segmented assimilation and school segregation to measure the assimilation and well-being of migrant children who attend either Beijing's public schools or its informal migrant schools. Controlling for other factors, we find poorer achievement and greater loneliness among migrant children who are isolated in migrant schools than similar migrant students enrolled in regular urban public schools. We show there is little difference in learning outcome or loneliness between urban native children and migrant children who attend public schools. We further discuss similarities and differences between the experiences of migrant children in China and immigrant children in the United States.

Ma, Jinyuan (2013):

The Impact and Transformation of Education Policy in China edited by Tiedan Huang and Alexander W. Wiseman. International Perspectives on Education and Society, vol. 15. Bingley: Emerald Group Publishing Limited, 2011. 406 pp. \$134.95 (cloth). ISBN 978-1-7805-2186-2.

[Review]. In: *Comparative Education Review* 57 (1), S. 177–179.

DOI: 10.1086/669472

Metro, Rosalie (2013):

Postconflict History Curriculum Revision as an "Intergroup Encounter" Promoting Interethnic Reconciliation among Burmese Migrants and Refugees in Thailand.

In: *Comparative Education Review* 57 (1), S. 145–168.

DOI: 10.1086/667529

Abstract:

Recent literature shows that revising history curricula in postconflict settings can either worsen or ameliorate identity conflict. I conceptualize history curriculum revision workshops as intergroup encounters (IGEs) and analyze the conditions under which reconciliation emerges. I conducted participant observation with multiethnic groups of Burmese migrant and refugee educational stakeholders who were holding curriculum revision workshops in Thailand. I identify six "stepping-stones" to reconciliation: hearing other ethnic groups' historical narratives, realizing that multiple perspectives on history exist, "stepping into the shoes" of others, complicating master narratives about identity, exposing intraethnic divisions to outsiders, and forming cross-ethnic relationships. This process is neither linear nor predictable, and I identify obstacles to reconciliation that may arise.

Meyer, Heinz-Dieter (2013):

Beyond the Nation-State: The Reconstruction of Nationhood and Citizenship by David H. Kamens. London: Emerald Publishing, 2012. 379 pp. \$115.00 (cloth). ISBN 978-1-78052-708-6.

[Review]. In: *Comparative Education Review* 57 (4), S. 742–745.

DOI: 10.1086/674064

Mountford-Zimdars, Anna; Sabbagh, Daniel (2013):

Fair Access to Higher Education. A Comparative Perspective.

In: *Comparative Education Review* 57 (3), S. 359–368.

DOI: 10.1086/671194

Abstract: N.A.

Muzaffar, Irfan (2013):

Lessons in Educational Equality: Successful Approaches to Intractable Problems around the World edited by Jody Heymann and Adele Cassola. New York: Oxford University Press, 2012. 353 pp. \$57.50 (cloth). ISBN 978-0-199-75501-9.

[Review]. In: *Comparative Education Review* 57 (4), S. 745–746.

DOI: 10.1086/674065

Nieto, Sonia (2013):

Additive Schooling in Subtractive Times: Bilingual Education and Dominican Immigrant Youth in the Heights by Lesley Bartlett and Ofelia García. Nashville: Vanderbilt University Press, 2011. 304 pp. \$24.95 (paper). ISBN 978-0-8265-1762-3.

[Review]. In: *Comparative Education Review* 57 (2), S. 338–340.

DOI: 10.1086/670714

Nkomo, Mokubung (2013):

Stubborn Roots: Race, Culture, and Inequality in U.S. and South African Schools by Prudence L. Carter. New York: Oxford University Press, 2012. 239 pp. \$24.95 (paper). ISBN 978-0-199-89965-4.

[Review]. In: *Comparative Education Review* 57 (4), S. 747–749.

DOI: 10.1086/674066

Oliveira, Gabrielle (2013):

Literacy and Mothering: How Women's Schooling Changes the Lives of the World's Children by Robert A. LeVine, Sara E. LeVine, Beatrice Schnell-Anzola, Meredith L. Rowe, and Emily Dexter. Oxford: Oxford University Press, 2012. 224 pp. \$49.99. ISBN 978-0-1953-0982-9.

[Review]. In: *Comparative Education Review* 57 (2), S. 340–342.

DOI: 10.1086/670715

Oliver, Diane E. (2013):

The Road to Academic Excellence: The Making of World-Class Research Universities edited by Philip G. Altbach and Jamil Salmi. Washington, DC: World Bank, 2011. 363 pp. \$35.00 (paper). ISBN 978-0-8213-8805-1.

[Review]. In: *Comparative Education Review* 57 (2), S. 342–344.

DOI: 10.1086/670716

Phillips, Kristin D. (2013):

Dividing the Labor of Development. Education and Participation in Rural Tanzania.

In: *Comparative Education Review* 57 (4), S. 637–661.

DOI: 10.1086/671795

Abstract:

Since the 1940s, the concept of community participation has framed, mobilized, and legitimated national development agendas in the Singida Region of rural central Tanzania. Based on 19 months of ethnographic and archival research, this study examines the forms of community participation elicited through state and international development initiatives aimed at achieving the Millennium Development Goals. Building on theorizations of “trusteeship” as an organizing principle of development, this article highlights the way in which educational credentials configure the distribution of roles, responsibilities, and rewards of participatory development initiatives. I argue that, despite the equalizing claims of participation, the trusteeship phenomenon legitimates a radically asymmetrical distribution of labor and authority. Through schooling’s symbolic and cultural work, the educated become the mind and voice of development, while the lesser educated become its hands.

Raby, Rosalind Latiner (2013):

The Great Brain Race: How Global Universities Are Reshaping the World by Ben Wildavsky. Princeton, NJ: Princeton University Press, 2010. 240 pp. \$26.95 (cloth). ISBN 978-0-6911-4689-8.

[Review]. In: *Comparative Education Review* 57 (1), S. 179–181.

DOI: 10.1086/669473

Rohde, Achim (2013):

Change and Continuity in Arab Iraqi Education. Sunni and Shi’i Discourses in Iraqi Textbooks Before and After 2003.

In: *Comparative Education Review* 57 (4), S. 711–734.

DOI: 10.1086/671561

Abstract:

This article investigates Iraqi schooling during the 1990s under Ba’thist rule and after the regime’s fall in 2003 and compares the treatment of Islam in the curriculum. I focus on the degree to which Iraqi textbooks under Saddam Hussein contained a Sunni bias and the changes introduced immediately after the 2003 US invasion of Iraq in 2003. To what degree did international actors effect curricular reforms during the years that followed the invasion? What educational policies did the Iraqi central government follow since then? I find that, as part of its religious policies during the 1990s, the regime symbolically acknowledged a Shi’i perspective in textbook narratives. However, emergency revisions carried out on behalf of the Coalition Provisional Authority (CPA) by international agencies in 2003–4 strengthened the Sunni bias in Iraqi textbooks, rather than erased signs of sectarianism from the textbooks. Since the CPA was dissolved in 2004, the government has gradually introduced more references to the Shi’i tradition into textbook narratives.

Samson, Frank L. (2013):

Altering Public University Admission Standards to Preserve White Group Position in the United States. Results from a Laboratory Experiment.

In: Comparative Education Review 57 (3), S. 369–396.

DOI: 10.1086/670664

Abstract:

This study identifies a theoretical mechanism that could potentially affect public university admissions standards in a context of demographic change. I explore how demographic changes at a prestigious public university in the United States affect individuals' evaluations of college applications. Responding to a line graph that randomly displays a freshmen enrollment trend toward a white plurality or an Asian American plurality, white student evaluators lower their minimum class rank standard for admitting white applicants when exposed to an Asian American plurality trend. They also raise the minimum test percentile standard for admitting Asian American applicants. Notably, plurality trend does not affect Asian American student evaluators' minimum standards for recommending admission. Applications differed only by applicant race.

Samuelson, Beth Lewis (2013):

Stuck: Rwandan Youth and the Struggle for Adulthood by Marc Sommers. Athens: University of Georgia Press, 2012. 281 pp. \$68.20 (cloth). ISBN 978-0-820-33890-3.

[Review]. In: Comparative Education Review 57 (4), S. 749–751.

DOI: 10.1086/674067

Shields, Robin (2013):

Globalization and International Student Mobility. A Network Analysis.

In: Comparative Education Review 57 (4), S. 609–636.

DOI: 10.1086/671752

Abstract:

This article analyzes changes to the network of international student mobility in higher education over a 10-year period (1999–2008). International student flows have increased rapidly, exceeding 3 million in 2009, and extensive data on mobility provide unique insight into global educational processes. The analysis is informed by three theoretical conceptualizations of globalization: neoliberalism, critical perspectives (e.g., world-systems analysis and poststructuralism), and world culture theory. Network analysis demonstrates that flows of international students have become more unequal and centralized. Comparisons with other global networks show that international student flows are closely related to world trade and, increasingly, international governmental organizations. While confirming the importance of international governmental organizations in the globalization of education, the study highlights the need for theoretical work that accounts for the nexus between international institutions and the complex power dynamics involved in uneven global processes.

Stone, Peter (2013):

Access to Higher Education by the Luck of the Draw.

In: Comparative Education Review 57 (3), S. 577–599.

DOI: 10.1086/670663

Abstract:

Random selection is a fair way to break ties between applicants of equal merit seeking admission to institutions of higher education (with "merit" defined here in terms of the intrinsic contribution higher education would make to the applicant's life). Opponents of random selection commonly argue that differences in strength between applicant claims almost always exist, so that few if any ties need be broken. Fairness, however, also demands that no distinctions be drawn among applicant claims unless those distinctions are more likely to track merit than extraneous arbitrary factors (such as race, gender, or class).

Fairness thus requires random selection under the right circumstances, and these circumstances frequently obtain in the realm of higher education admissions.

Thomsen, Jens Peter; Munk, Martin D.; Eiberg-Madsen, Misja; Hansen, Gro Inge (2013):

The Educational Strategies of Danish University Students from Professional and Working-Class Backgrounds.

In: Comparative Education Review 57 (3), S. 457–480.

DOI: 10.1086/670806

Abstract:

This article studies the educational strategies adopted by university students from different class backgrounds in a Scandinavian welfare regime. Studies show distinct differences among classes relating to economic considerations, risk-averse behavior, and patterns of socialization among university students. We investigate these differences through qualitative interviews with 60 students from six programs. We ask how and to what extent Danish students' choice of program and their educational strategies, attitudes, and behaviors are class related. We find that strategies are class based, but Danish working-class students do not refer to their class cultural background or to a collective working-class identity as either an asset or a challenge. Furthermore, financial constraints are not perceived as affecting their choice of higher education.

Traynor, Anne; Raykov, Tenko (2013):

Household Possessions Indices as Wealth Measures. A Validity Evaluation.

In: Comparative Education Review 57 (4), S. 662–688.

DOI: 10.1086/671423

Abstract:

In international achievement studies, questionnaires typically ask about the presence of particular household assets in students' homes. Responses to the assets questions are used to compute a total score, which is intended to represent household wealth in models of test performance. This study uses item analysis and confirmatory factor analysis to assess the validity of assets indices as wealth measures in three educational surveys of primary or secondary school students. We find that scores generated from binary household asset items can reasonably be interpreted as predominantly measuring a single wealth factor, but some scores are imprecise, with between one-third and one-half of their variability attributable to measurement error. Our study illustrates the potential of psychometric analyses to contribute to improvement of the household wealth items administered in similar international achievement assessments.

van Wessel, Margit; van Hirtum, Ruud (2013):

Schools as Tactical Targets in Conflict. What the Case of Nepal Can Teach Us.

In: Comparative Education Review 57 (1), S. 1–21.

DOI: 10.1086/667530

Abstract:

That school grounds, students, and staff can become tactical targets for parties in conflict is widely accepted as a fact by analysts of education and conflict. However, our understanding of the motivations for such targeting remains limited, as does our ability to engage with this matter through policy. In this article we explore tactical targeting of schools in Nepal in order to deepen our understanding of this phenomenon. Our key argument is that schools offered important qualities and resources to parties in conflict. We distinguish physical and symbolic qualities and resources that are human and financial in nature, and we explain how and why these played a role in the targeting of schools. We conclude that if we seek to protect schools, children, and school staff from being targeted, it may be well worth temporarily decreasing schools' societal prominence in comparable cases in which our argumentation may apply, such as rural areas in low-income countries.

Verger, Antoni (2013):

2012 World Yearbook of Education: Policy Borrowing and Lending in Education edited by Gita Steiner-Khamsi and Florian Waldow. New York: Routledge, 2011. 464 pp. \$145.00 (cloth). ISBN 978-0415-61524-2.

[Review]. In: *Comparative Education Review* 57 (2), S. 344–346.

DOI: 10.1086/670717

Wittrock, Manfred (2013):

Comparing Special Education: Origins to Contemporary Paradoxes by John G. Richardson and Justin J. W. Powell. Stanford, CA: Stanford University Press, 2011. 346 pp. \$60.00 (cloth). ISBN 978-0-8047-6047-7.

[Review]. In: *Comparative Education Review* 57 (4), S. 751–753.

DOI: 10.1086/674068

Xu, Jing (2013):

Paradise Redefined: Transnational Chinese Students and the Quest for Flexible Citizenship in the Developed World by Vanessa L. Fong. Stanford, CA: Stanford University Press, 2011. 220 pp. \$21.95 (paper). ISBN 978-0-8047-7266-2.

[Review]. In: *Comparative Education Review* 57 (1), S. 181–182.

DOI: 10.1086/669474

Yamada, Shoko; Liu, Jing (2013):

Policy Debates in Comparative, International, and Development Education edited by John N. Hawkins and W. James Jacob. New York: Palgrave Macmillan, 2011. 278 pp. ISBN 978-0-2306-2067-4.

[Review]. In: *Comparative Education Review* 57 (1), S. 183–185.

DOI: 10.1086/669475

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Andres, Lesley; Pechar, Hans (2013):

Participation Patterns in Higher Education: a comparative welfare and production régime perspective.

In: European Journal of Education 48 (2), S. 247–261.

DOI: 10.1111/ejed.12028

Abstract:

This article considers the counter-intuitive observation that some of the wealthiest nations can feature low tertiary graduation rates (e.g. Austria, Germany, and Switzerland). It also considers the observation that many countries with high tertiary graduation rates show low levels of social equity, while many countries with low tertiary graduation rates show high levels of social equity. These observations are considered through the lenses of institutional perspectives, and specifically welfare and production régime theories. The analysis elaborates on educational attainment, patterns and key aspects of economic functioning and development, and educational attainment patterns and their relationship to social inequality.

Austin, Roger; Hunter, Bill (2013):

ICT Policy and Implementation in Education: cases in Canada, Northern Ireland and Ireland.

In: European Journal of Education 48 (1), S. 178–192.

DOI: 10.1111/ejed.12013

Abstract:

Countries with similar levels of economic development often implement different education ICT policies. Much of the existing research attributes such differences to economic and political factors. In this paper, we examine the development of ICT policy and implementation in the two parts of Ireland and in two Canadian provinces and find that historical, social and cultural differences also play an important role in the way ICT policies develop. In particular, we see differing historical perceptions of the role of the state and church in education playing a more important role than has hitherto been recognized.

Biagi, Federico; Loi, Massimo (2013):

Measuring ICT Use and Learning Outcomes: evidence from recent econometric studies.

In: European Journal of Education 48 (1), S. 28–42.

DOI: 10.1111/ejed.12016

Abstract:

Based on PISA 2009 data, this article studies the relationship between students' computer use and their achievement in reading, mathematics and science in 23 countries. After having categorised computer use into a set of different activities according to the skills they involve, we correlate students' PISA test-scores with an index capturing the intensity of use for each of these activities and with the total number of activities they perform. Overall, we find that students' PISA test scores in reading, mathematics and science increase with the intensity of computer use for Gaming activities while they decrease with the intensity of computer use for activities that are more related with school curricula (i.e. Communication and Collaboration activities; Technical Operations/Info Retrieval activities; Creation of Content and Knowledge Problem Solving activities). However, the number of activities (and hence the diversification of activities), irrespective of the intensity of computer use, is positively correlated with students' proficiency in all three PISA domains in the vast majority of

countries, indicating that computers breadth of use, as opposed to intensity of use in a given activity, has some positive effect on students' PISA test scores.

Bocconi, Stefania; Kampylis, Panagiotis; Punie, Yves (2013):

Framing ICT-enabled Innovation for Learning: the case of one-to-one learning initiatives in Europe.

In: European Journal of Education 48 (1), S. 113–130.

DOI: 10.1111/ejed.12021

Abstract:

This article discusses 1:1 learning initiatives in Europe in the context of a mapping framework of ICT-enabled innovation for learning. The aim of the framework, visualised as a spider's web, is two-fold: (i) to provide a further understanding of the nature of ICT-enabled innovation for learning; and (ii) to depict the impact of existing and emerging innovative initiatives using ICT in the Education and Training context. We present 1:1 learning initiatives in Europe as a case of ICT-enabled innovation for learning with significant scale, scope, and impact at system level and being implemented in real settings. We identified and analysed 29 1:1 learning initiatives from 19 European countries reaching a total of approximately 620,000 schools and 16,800,000 students. The application of the framework to the case of 1:1 learning in Europe (implemented in multi-faceted educational settings) showed the current state of development and the emerging trends regarding the nature, the reach, the target groups and the impact of 1:1 innovation in learning. Regarding the nature of innovation, 1:1 learning strategies in Europe can be considered as mostly incremental. There is a need to progressively move the focus away from the devices and infrastructure to the learners and to 1:1 pedagogies. The framework can contribute (i) to policy interventions -at micro, meso and macro level- aimed at diversity and systemic implementation and (ii) to strategic planning by a multiplicity of actors such as policy makers, researchers and practitioners, increasing the impact of ICT-enabled innovation in Education and Training.

Brooks, Greg (2013):

The Prerequisites for Successful Teaching and Learning of Literacy.

In: European Journal of Education 48 (4), S. 557–569.

DOI: 10.1111/ejed.12049

Abstract:

The report of the European Union High Level Group of Experts on Literacy presents a clear statement of their vision for the future of literacy in our continent. The first part of the statement is: 'All citizens of Europe shall be literate, so as to achieve their aspirations as individuals, family members, workers and citizens.' How is this vision to be achieved? This article analyses 16 preconditions necessary for achieving the vision, classifying them as physiological, social, linguistic, educational, governmental and motivational. In each category these prerequisites are related to the Group's findings and recommendations, especially where current policy and provision may be lacking. For example, for most people, normal or corrected-to-normal vision and hearing are essential for literacy development. Arguably, this implies mass screening of young children at the appropriate ages so that problems can be identified and treated — but this is not in fact routine everywhere. The article concludes by analysing the Council of Ministers' conclusions of November 2012 against the framework provided by the prerequisites, in order to judge the likelihood of ambitious targets for 2020 being achieved in this 'age of austerity'.

Carneiro, Roberto; Gordon, Jean (2013):

Editorial.

In: European Journal of Education 48 (4), S. 471–475.

DOI: 10.1111/ejed.12054

Abstract:

'Act Now!', a report on literacy in the EU, was launched on 6 September 2012 at a conference in Nicosia hosted by the Cyprus Presidency. It was written by the members of the High Level Group of Experts on Literacy (HLGL) over a period of 18 months of research, selected hearings and joint deliberations. The report provides an analysis of the state of literacy across the EU for children, young people and adults as well as examples of successful literacy projects in European countries. It further provides a broad evidence-based rationale to dispel common myths about literacy (http://ec.europa.eu/education/literacy/index_en.htm). This issue of the Journal was inspired by the report and the work of the HLGL (for a full list of the members see the above website), of which one of the guest editors (Roberto Carneiro) was a member. The report starts from the fact that: 'one in five of our 15-year-olds in the EU still has insufficient reading skills and that more than 73 million adults in the EU currently have low qualifications, and many of them do not have sufficient literacy levels to cope with the daily requirements of personal, social, and economic life' (foreword by EU Commissioner Vassiliou). Furthermore, based on the results of recent surveys on reading skills, the report highlights a significant gender gap, with 13.3% of low achievers among girls compared with 26.6% for boys. In view of this disturbing situation, the EU Education Ministers have set a joint target to reduce the rate of 15-year-olds with poor reading skills from the current 20% to 15% by 2020.

Carneiro, Roberto; Gordon, Jean (2013):

Warranting our Future: literacy and literacies.

In: European Journal of Education 48 (4), S. 476–497.

DOI: 10.1111/ejed.12055

Abstract:

The report on literacy in the EU Act Now!, launched on 6 September 2012 and authored by the members of a High Level Group of Experts on Literacy (HLGL), highlights the fact that in our high-tech 21st-century society, literacy has become more essential than ever before. This raises the importance and urgency of ensuring that Europeans acquire effective reading and writing skills from an early age. Despite the EU's high standards of education, some young people fall through the literacy net for a diversity of complex reasons. The effects of this loophole can be profound and will impact the rest of young peoples' lives and have implications for their family and society as a whole.

Carpentieri, J. D. (2013):

Evidence, Evaluation and the 'Tyranny of Effect Size': a proposal to more accurately measure programme impacts in adult and family literacy.

In: European Journal of Education 48 (4), S. 543–556.

DOI: 10.1111/ejed.12046

Abstract:

As literacy grows in importance, policymakers' demands for programme quality grow, too. Evidence on the effectiveness of adult and family literacy programmes is limited at best: research gaps abound, and programme evaluations are more often than not based on flawed theories of programme impact. In the absence of robust evidence on the full range of short- and long-term programme impacts, it is difficult to accurately measure intervention effectiveness. Too frequently, researchers and policymakers focus only on short-term, easily measured outcomes, creating a 'tyranny of effect size' that may systematically underestimate impact while simultaneously distorting practice. However, the answer does not lie in turning away from quantitative research. Doing so will consign adult and family literacy to the margins of public policy, when they should be in the mainstream. Longitudinal research from Turkey and the US suggests a need for revised, more subtle theories of how adult literacy and family literacy programmes work, and the diverse ways they benefit participants. By working together more closely and intelligently, researchers, policymakers and practitioners can develop evaluation strategies that more accurately measure programme effects. The key is combining methodological rigour with fully fleshed out theories of literacy development and programme impact.

Cederberg, Margareta; Hartsmar, Nanny (2013):

Some Aspects of Early School Leaving in Sweden, Denmark, Norway and Finland.

In: European Journal of Education 48 (3), S. 378–389.

DOI: 10.1111/ejed.12036

Abstract:

This article describes early school leaving in Sweden, Denmark, Norway and Finland, using examples to show a complex representation of early school leaving and its consequences for young people's subsequent access to the labour market. We show how measures taken by governments and school authorities in the respective countries have resulted in improvements for students in their transition from school to work. However, we also show that an educational system per se can create problems for both individuals and groups. Early school leaving increases the risk of unemployment, and if when permanent, about two years are spent out of school unemployed between the ages 16 and -20 this, increases the risk of the young person being marginalised and having health and social problems later in life.

Desjardins, Richard; Rubenson, Kjell (2013):

Participation Patterns in Adult Education: the role of institutions and public policy frameworks in resolving coordination problems.

In: European Journal of Education 48 (2), S. 262–280.

DOI: 10.1111/ejed.12029

Abstract:

This article focuses on evidence regarding cross-national patterns of participation in adult education and an interpretation of these patterns from an institutional and public policy perspective. The interpretation follows from the perspective that sustaining high and widely distributed levels of investment in the development and maintenance of skills over the lifespan of individuals is to a large extent interconnected with a high-level of non-market coordination via institutional arrangements and/or specific public policy measures. Such arrangements and measures are seen to alleviate coordination problems that otherwise lead to underinvestment in skills and/or inequity in the distribution of access to education and training and hence skills. Consequently, it is argued that institutional contexts and public policy measures condition participation patterns in adult education, and are thus worthwhile to understand better for the purposes of informing policy.

Downes, Paul (2013):

Developing a Framework and Agenda for Students' Voices in the School System across Europe: from diametric to concentric relational spaces for early school leaving prevention.

In: European Journal of Education 48 (3), S. 346–362.

DOI: 10.1111/ejed.12035

Abstract:

There are significant lacunae in the otherwise highly progressive documents on early school leaving prevention from the European Commission and Council in 2011, as part of the EU2020 headline target of 10% early school leavers across the EU. These documents offer no explicit account or analysis of the voices of children and young people, nor vision of systemic accountability of schools to students' needs. This article argues that key problems of early school leaving can be interpreted as system level blockages in communication, including blockage in communication of children's voices. It seeks to develop a conceptual framework for understanding relational systems by reinterpreting a particular dimension of the structuralist anthropology of Lévi-Strauss' cross-cultural examination of systems of relation, namely, the interplay between diametric oppositional and concentric relational spaces. The theoretical framework proposed in this article will also seek to translate structural features of system change into structural indicators for system scrutiny and accountability. Identification of key structural indicators is to facilitate change beyond blocked, diametric

school space and towards concentric relational spaces in the school system — based on diverse accounts of students' voices and needs in specific European contexts, as part of a potential strategy at European level to prevent early school leaving. Emerging issues highlighted as an agenda for reform include authoritarian teaching, alternatives to suspension, splits in communication, emotional supports, teacher conflict resolution skills and substantive structures and processes for active student voices in school.

Feather, Denis (2013):

Has Cinderella Become so Fragmented That She Can No Longer Identify her Area of Expertise.

In: European Journal of Education 48 (4), S. 586–596.

DOI: 10.1111/ejed.12047

Abstract:

The question addressed by this article is whether lecturers delivering HEBs in FECs in England perceive their institutions to be fragmented, i.e. has Cinderella lost her identity via the demands and pressures placed upon her by the UK government and other stakeholders? The research adopts a qualitative approach, where 26 interviews were conducted in FECs in the Yorkshire and Humber regions. The findings, although not surprising, were quite candid and indicated that there may be some role conflict, as management seemed to prioritise funding over everything else, including the well-being of their employees.

Fernández-Macías, Enrique; Antón, José-Ignacio; Braña, Francisco-Javier; Bustillo, Rafael Muñoz de (2013):

Early School-leaving in Spain: evolution, intensity and determinants.

In: European Journal of Education 48 (1), S. 150–164.

DOI: 10.1111/ejed.12000

Abstract:

Spain has one of the highest levels of early school leaving and educational failure of the European Union. The purpose of this paper is to analyse the anatomy of early school leaving in Spain and its characteristics. In order to do so, in the first part we discuss the measurement problems related with this concept and the evolution of drop-out rates in Spain. We argue that the published figures of early school leaving slightly underestimate the phenomenon, and discuss the impact of the increase in immigration rates on the level of educational failure and its very unequal distribution in terms of gender. In a second part, using data from the Labour Force Surveys of 2000 and 2007, we explore the factors behind educational failure by means of a logistic regression. The results of this model confirm the explanatory power of social reproduction hypotheses, but also show that there are important aspects of the patterns and recent evolution of early school leaving which cannot be explained by a single theoretical approach.

Gouseti, Anastasia (2013):

'Old Wine in Even Newer Bottles': the uneasy relationship between web 2.0 technologies and European school collaboration.

In: European Journal of Education 48 (4), S. 570–585.

DOI: 10.1111/ejed.12051

Abstract:

The idea of using digital technologies and in particular web 2.0 tools to enhance school collaboration has recently been received with great enthusiasm and a range of new collaborative initiatives has emerged. Through a comparative qualitative case study of four schools in the UK and Greece, this article analyses how online tools are supporting and facilitating school collaboration within the 'eTwinning' programme — an EU initiative that seeks to promote web-based learning and collaboration between schools across Europe. In particular, it examines teachers' and students' compromised experiences of the tech-based eTwinning projects and highlights the factors that seemed to be undermining collaboration. It analyses whether the implementation of digital technologies for school collaboration has the potential to transform classroom

practices or whether existing habits and 'ways of doing' are brought into new contexts — leading to another case of 'the old wine in new bottles' syndrome often attributed to the use of digital technology in education.

Holmes, Brian (2013):

School Teachers' Continuous Professional Development in an Online Learning Community: lessons from a case study of an eTwinning Learning Event.

In: European Journal of Education 48 (1), S. 97–112.

DOI:10.1111/ejed.12015

Abstract:

A social revolution is occurring in the way information is shared, knowledge is generated and innovation takes place over the Internet and there is renewed interest in the social concept of 'community' to support online learning. This article describes action research conducted in the context of an eTwinning Learning Event (LE) that provides useful insights into how an online learning community can support the continuous professional development (CPD) of school teachers. Using the Community of Inquiry framework (Garrison et al., 2000), it offers empirical evidence of how cognitive, social and teaching aspects impact competence development. It suggests that online learning communities offer an appropriate environment for teachers' intellectual and emotional reflection, characterised by trust, mutual respect and shared values centred on improving pupils' learning. It also suggests that the educational experience within such a community is significantly influenced by the tutor's design and moderation of activities aimed at fostering critical thinking.

The article concludes that online learning communities offer a valuable alternative to traditional teacher training by supporting teachers to learn in the context of their everyday practice, whilst collaborating and reflecting on their experience with peers across regions and countries. Concerning the wider use of social networking for learning, it suggests that educators still have a valuable role to play in ensuring that collaboration leads to an effective educational experience.

Hovdhaugen, Elisabeth; Frølich, Nicoline; Aamodt, Per Olaf (2013):

Informing Institutional Management: institutional strategies and student retention.

In: European Journal of Education 48 (1), S. 165–177.

DOI: 10.1111/ejed.12002

Abstract:

European universities are facing demands for better student retention, especially in countries where state funding is no longer based on the number of students, but on the number of graduates. An extensive literature on retention focuses on the characteristics of students who leave higher education without a degree. Much less is known about the measures taken by higher education institutions to encourage study progress. This article examines whether retention strategies are incorporated into the institutions' overall strategies and the policies and activities developed by universities to foster study progress and enhance retention rates. The results suggest that the universities' overall strategies and retention activities are loosely coupled and that the universities tend to use blanket measures addressing retention, regardless of why students are leaving.

Istance, David; Kools, Marco (2013):

OECD Work on Technology and Education: innovative learning environments as an integrating framework.

In: European Journal of Education 48 (1), S. 43–57.

DOI: 10.1111/ejed.12017

Abstract:

This article presents in summary a selection of the work conducted by OECD in the field of technology and education, which has been an on-going focus of OECD work since the 1980s. Recently, much of this has been under the heading of 'New Millennium Learners', but it has also included the widening of student achievement surveys towards digital literacy; reviews of e-learning in higher education, surveys on Open Education

Resources (OER); technology as a source of innovation; and analyses of the digital resources market and educational technology patents. The article proposes the more holistic focus on 'learning environments' through which to analyse the very diverse ways in which technology can be integrated into education and as a design framework. This is drawn from a report of the OECD Innovative Learning Environments (ILE) project to be published in 2013, itself based on 40 case studies from different countries and regions. It suggests that contemporary learning environments should be: i) Innovating the 'pedagogical core'; ii) Engaging the 'Design/Redesign Leadership Circle'; iii) Widening connections and capacity through partnerships; and iv) Promoting 21st century effectiveness (based on the principles derived from the 2010 ILE learning research review). The article then applies this framework to show how technology shapes learning environments in many different ways. The article questions over-reliance on individuals navigating successfully to access non-formal learning opportunities and rejects the argument that learning institutions should simply adapt more adequately to available technologies. Instead, technology should be fully exploited in well-designed learning environments.

Jugović, Ivana; Doolan, Karin (2013):

Is There Anything Specific about Early School Leaving in Southeast Europe? A Review of Research and Policy.

In: European Journal of Education 48 (3), S. 363–377.

DOI: 10.1111/ejed.12041

Abstract:

Studies on early school leaving (ESL) from countries such as Bosnia and Herzegovina, Croatia, Montenegro, Serbia and Slovenia have been missing from the international early school leaving research map. As a contribution to remedying this, the article reviews research papers and strategic documents from these countries, guided by the general question whether there is anything specific about ESL in this region in comparison to the wider European research and policy context. The aspects of ESL examined include definitional similarities and differences, extent of ESL, dominant theoretical and methodological approaches, factors identified as impacting ESL as well as policy solutions. We find that Croatia and Slovenia are among the countries which have the lowest ESL rates in Europe. The findings of the reviewed research studies correspond to international research papers in terms of the following frequent risk factors for ESL: low economic and cultural family background, ethnic minority and migration status, type of school enrolled and motivation and academic achievement. There is a strong focus on Roma children early school leavers in all of the countries examined and Bosnia and Herzegovina stands out in the broader European context with the finding that girls from large, low socio-economic status families, who live more than three kilometres away from school, are at particular risk of ESL. In discussing ESL, the reviewed studies tend to emphasise individual and family characteristics rather than also broader social constraints as ESL determinants, a practice also reflected in policy documents which do not mention the role of broader social and economic conditions shaping early school leaving.

Kennedy, Eithne (2013):

Literacy Policy in Ireland.

In: European Journal of Education 48 (4), S. 511–527.

DOI: 10.1111/ejed.12053

Abstract:

Over the past 15 years or so, individual governments worldwide have put an unprecedented focus on educational policy in an effort to ensure the acquisition of literacy skills for all children, recognising underachievement in literacy as a universal social justice issue preventing many individuals from reaching their promise. In Ireland, literacy has recently moved to centre stage with the publication of the National Strategy to Improve Literacy and Numeracy among Children and Young People 2011–2020 (DES, 2011a) and the Policy on the Continuum of Teacher Education (Teaching Council, 2011). How policies are conceived, constructed, interpreted and translated into action on the ground are key determinants of their success to effect change

and achieve intended outcomes. This article examines the process of policy development in Ireland. It begins with a brief outline of primary education and then traces the influences that gave rise to the new policies. Next, the key dimensions of the policies and their expected outcomes are outlined. The article concludes with some reflections on the possibilities, challenges and implications for schools and schooling.

Markowitsch, Jörg; Käßlinger, Bernd; Hefler, Günter (2013):

Firm-provided Training in Europe and the Limits of National Skills Strategies.

In: European Journal of Education 48 (2), S. 281–291.

DOI: 10.1111/ejed.12030

Abstract:

This article addresses cross-country and cross-period differences in average levels of training activity from an institutional perspective. Firm-provided training in Europe between 1999 and 2010 is scrutinized in order to explore whether diverse institutional arrangements that can be linked to welfare state regimes can yield discernible cross-country patterns. An emphasis is placed on the limits of national skills strategies that are not well embedded in wider institutional environments. This is grounded in a view that policy efforts to influence training activity, involves nothing less than 'reforming' societies. Insights of this research should contribute both to a critical reflection of the EU's targets in the field of lifelong learning as well as supporting policy learning between member states.

Murray, Philomena; Polesel, John (2013):

A Comparative Exploration of Learning Pathways and Transition Systems in Denmark and Australia.

In: European Journal of Education 48 (2), S. 233–246.

DOI: 10.1111/ejed.12027

Abstract:

In the area of education and training, different configurations of government with different institutional structures may produce similar or quite different educational and employment outcomes. Other factors come into play in assessing outcomes. For example, young people's transitions from education to work are shaped by a variety of structural and institutional relations in education and the labour market. We argue that analysis of developments in approaches to education and training benefits from including these perspectives. This article explores these differences and similarities in a comparative transnational context across two continents. The article suggests that it not useful, whether from a policy or scholarly perspective, to link education and employment without examining the role and type of the welfare state, including the role and type of capitalism within that state, and the relationship of the welfare state to transition systems. With these concerns as our focus, the article has two objectives. The first is to establish some links between comparative research on transition systems and the literatures on welfare state regimes and varieties of capitalism. The second is to draw out some of these links with two concrete and contrasting examples in a comparative manner, focussing on Denmark and Australia.

Redecker, Christine; Johannessen, Øystein (2013):

Changing Assessment - Towards a New Assessment Paradigm Using ICT.

In: European Journal of Education 48 (1), S. 79–96.

DOI: 10.1111/ejed.12018

Abstract:

This article discusses how Information and Communication Technologies can support 21st century assessment strategies and what needs to be done to ensure that technological advances support and foster pedagogical innovation. Based on an extensive review of the literature, it provides an overview of current ICT-enabled assessment practices, with a particular focus on the more recent developments of ICT-enhanced assessment tools that recognise 21st century skills. The article also refers to relevant cases of eAssessment, looks into

examples of the potential of emerging technologies for eAssessment and discusses some relevant innovation and policy issues. Reflecting on these examples, it argues that, although technological challenges exist, the more pressing task at present is to transcend the traditional testing paradigm and conceptually develop (e)Assessment strategies that allow to more fully exploit the benefits of emerging technologies in order to foster the development of 21st century skills.

Rees, Gareth (2013):

Comparing Adult Learning Systems: an emerging political economy.

In: European Journal of Education 48 (2), S. 200–212.

DOI: 10.1111/ejed.12025

Abstract:

Adult learning systems have come to be dominated by the view that the essential role of adult learning is to generate the high levels of skills deemed necessary for competitiveness and growth in the globalised economy. This 'education gospel' is underpinned by human capital theory (HCT) and its contemporary conceptualisation in terms of the knowledge-based economy. Nevertheless, it remains the case that there are significant differences in the strategies of national governments towards adult learning and in patterns of engagement with the learning opportunities that are made available.

This paper sets out to explore how this diversity in national systems of adult learning might be addressed analytically. Adult learning is embedded in characteristic regimes of economic and social institutions, which can be understood in terms of a systematic international political economy. In particular, adult learning systems are explored by reference to the models of capitalist organisation elaborated in the neo-institutionalist analysis of 'varieties of capitalism' (Hall and Soskice, 2001): the liberal market economy and the co-ordinated market economy. A major alternative is provided by Esping-Anderson's (1990; 1999) analysis of 'welfare state regimes'. Moreover, Rubenson and Desjardins (2009) have used this theoretical framework as a means of analysing systematic variations between national adult learning systems.

These analyses raise questions about the use of national states as the key unit of analysis. Significant divergences in institutional arrangements and access to opportunities for adult learning (by social group or locality, for example) may be obscured by this method of comparative analysis. Moreover, consideration of the micro-theoretical foundations of these approaches highlights the difficulties in moving beyond the economistic 'rationality' of HCT. The issue here is the extent to which norms of behaviour in relation to engaging in adult learning can be appropriately understood in terms of a relatively homogeneous, national social system, rather than in terms of a much more socially differentiated repertoire of norm-based orientations.

Ross, Alistair; Leathwood, Carole (2013):

Conceptualising Early School Leaving.

[Editorial]. In: European Journal of Education 48 (3), S. 327–330.

DOI: 10.1111/ejed.12033

Ross, Alistair; Leathwood, Carole (2013):

Problematising Early School Leaving.

In: European Journal of Education 48 (3), S. 405–418.

DOI: 10.1111/ejed.12038

Abstract:

Early school leaving has been identified as a key policy priority across Europe. In this article, we critically discuss the underpinning assumptions and rationale for this policy focus, challenging the association that is made between early school leaving, economic growth and employment. We suggest that ESL is important, not because it is inhibiting growth or that it is responsible for high levels of youth unemployment, but because it helps to sustain and reproduce inequalities. We problematise the utilitarian conceptualisation of education and linear models of educational pathways that are embedded in this policy framework and critically discuss

strategies that are proposed to address early school leaving. We argue that the key criteria for assessing such strategies should be the extent to which they meet social equity and social inclusion goals.

Saar, Ellu; Ure, Odd Bjørn; Desjardins, Richard (2013):

The Role of Diverse Institutions in Framing Adult Learning Systems.

In: European Journal of Education 48 (2), S. 213–232.

DOI: 10.1111/ejed.12026

Abstract:

This article considers the role of diverse institutions in framing adult learning systems. The focus is on institutional characteristics and configurations in different countries and their potential impact on the extent of adult learning, as well as on inequalities in access to adult learning. Typologies of education and training systems as well as labour market and welfare systems are introduced in relation to specific particularities relevant to adult learning. An emphasis is placed on how institutions that are interwoven into several systems are relevant to adult learning. This is then considered and elaborated in the context of post-Socialist countries in order to highlight important nuances that are relevant to adult learning and skill formation systems.

Salajan, Florin D. (2013):

Policy Formulation and Networks of Practice in European eLearning: the emergence of a European E-Learning Area.

In: European Journal of Education 48 (2), S. 292–310.

DOI: 10.1111/ejed.12031

Abstract:

This article discusses the emergence of a European E-Learning Area (EELA) as a consequence of three factors that can be observed in the e-learning developments over the past decade. The first factor consists of the carving of a policy sector in e-learning via formal instruments such as the eLearning Programme, the Lifelong Learning Programme and an array of other e-learning policy stipulations embedded in larger policy instruments at European level (e.g. Framework Programme). The second factor is represented by the mainstreaming of e-learning activities, both through formal and informal measures across multiple domains. Finally, the proliferation and consolidation of interlinked networks of practice as incubators of e-learning innovation and sharing of expertise act as the third factor in the shaping of EELA. The conceptualisation of EELA is substantiated through an analysis of the European e-learning policy documentation and the findings of a questionnaire distributed to the coordinators of projects under the eLearning Programme. In light of the findings, theoretical and practical implications for EELA as a nascent policy domain are explored and offered as a basis for further debate on this theme.

Silva, Nilani Ljunggren de (2013):

Inclusive Pedagogy in Light of Social Justice. Special Educational Rights and Inclusive Classrooms: on whose terms? A Field Study in Stockholm Suburbs.

In: European Journal of Education 48 (3), S. 419–435.

DOI: 10.1111/ejed.12032

Abstract:

The question of inclusive education is not straightforward. Despite all its good intentions, inclusive education, in practice faces numerous challenges today. This study analyses these challenges in the Swedish special education context. The author explores special educators' experiences, possibilities and challenges when applying inclusive education. Findings reveal positive attitudes to the concept of inclusive classrooms. Nevertheless, teachers face more than a few grey areas that need to be put in place in order to achieve socially and cognitively inclusive classrooms.

Stancel-Piątak, Agnes; Mirazchiyski, Plamen; Desa, Deana (2013):

Promotion of Reading and Early Literacy Skills in Schools: a comparison of three European countries.

In: European Journal of Education 48 (4), S. 498–510.

DOI: 10.1111/ejed.12050

Abstract:

This article gives a short overview based on the EU High Level Group of Experts on Literacy (HLWG) report to address issues and challenges in Europe on improving literacy competencies in schools. Furthermore, an analysis is conducted focusing on the promotion of reading and early literacy skills in schools taking into account psychological and institutional learning conditions in three countries (Denmark, Germany, and France) with different outcomes in PIRLS 2011 (Progress in International Reading Literacy Study). Country comparison is conducted using multiple groups – multilevel structural equation modelling (MG-MSEM). An important finding is that policy action taken in order to evaluate and improve school effectiveness in each country must address particular needs of its educational system. Suggestions for improving reading achievement in schools are derived from the analysis.

Strauss, Susanne; Leuze, Kathrin (2013):

Further Education of Higher Education Graduates - the More, the Better?

In: European Journal of Education 48 (3), S. 436–453.

DOI: 10.1111/ejed.12039

Abstract:

In times of rapid technological and organisational change, it is argued that lifelong further education becomes more and more important for labour market success. Especially in labour market segments for the highly qualified, it is essential to constantly update one's qualifications. This is reflected in the finding that graduates with tertiary education are closely involved in further training measures at the beginning of their life courses. Almost all take part in at least one further training measure in the first five years after graduation. The further education strategies of higher education graduates, however, vary greatly in terms of frequency of participation, duration of measures, financing of the measure and the type of skills acquired. Using a German graduate panel which traces a sample of graduates up to five years after they obtained their degree in 1997 (HIS Absolventenpanel), we analyse which of these strategies are most successful in terms of wages. Using random effect panel models, we find — controlling for a variety of other factors — that the frequency of participation in further education only has a significant positive influence on male graduates' wages. Moreover, it is mainly measures paid exclusively by the employer and courses directed at personality development, i.e. management skills, which have substantial wage premiums.

Sulkunen, Sari (2013):

Adolescent Literacy in Europe - An Urgent Call for Action.

In: European Journal of Education 48 (4), S. 528–542.

DOI: 10.1111/ejed.12052

Abstract:

This article focuses on the literacy of the adolescents who, in most European countries, are about to leave or have recently left basic education with the assumption that they have the command of functional literacy as required in and for further studies, citizenship, work life and a fulfilling life as individuals. First, the overall performance level in the EU member countries with a special focus on poor literacy is examined. Also, the most persistent inequities in adolescent literacy are reviewed, including the gender gap, the socio-economic gap, the migrant gap and the digital gap. Secondly, the focus turns to developing adolescent literacy and reading education in Europe in a constantly changing global context with increasing literacy demands calling for a lifelong and a life-wide development of literacy. The article outlines elements of effective literacy education for adolescents in Europe.

Tuomi, Ilkka (2013):

Open Educational Resources and the Transformation of Education.

In: European Journal of Education 48 (1), S. 58–78.

DOI: 10.1111/ejed.12019

Abstract:

The extremely rapid expansion of open educational resource (OER) initiatives and the millions of learners they attract can be understood as an indicator of an emerging revolution in education and learning. This article describes recent developments in this area and develops conceptual foundations for studies and policies on OER. We describe four different types of OER, locate these in a field of learning theories, and discuss how the wide adoption of OER may constrain and accelerate the transformation of learning and education in the knowledge society.

Vallejo, Claudia; Dooly, Melinda (2013):

Early School Leavers and Social Disadvantage in Spain: from books to bricks and vice-versa.

In: European Journal of Education 48 (3), S. 390–404.

DOI: 10.1111/ejed.12037

Abstract:

It can be argued that in Spain there is a relationship between the high rates of early school leaving (ESL) and inactive or unemployed young people, as is evidenced by the current situation in which over half the working population aged 25 or younger is unemployed, many having completed compulsory education only. ESL and its social and economic consequences must be considered within the parameters and expectations of the Spanish labour market and how these expectations are/were linked to demands (or not) for continued education. This article considers the monumental social, political and economic changes that have occurred in Spain during a short span of time (including the real estate crash of 2008 and subsequent economic crisis), and how these issues intersect with measures that directly concern the educational system. It also considers a variety of endogenous and exogenous factors related to the Spanish educational system, and the impact these have on rates of ESL. The article ends with a discussion of policies and practices that may reduce ESL rates and help transform the Spanish general perception of early school leavers from a 'lost generation' to a generation of young people with potential for helping Spain move out of its current economic crisis.

Veiga, Amélia; Rosa, Maria João; Dias, Diana; Amaral, Alberto (2013):

Why is it Difficult to Grasp the Impacts of the Portuguese Quality Assurance System?

In: European Journal of Education 48 (3), S. 454–470.

DOI: 10.1111/ejed.12040

Abstract:

This article analyses the impacts of the Portuguese quality assurance system on academic cultures, using the Cultural Theory proposed by Douglas (1970, 1982) and developed by Thompson, Ellis and Wildavsky (1990) as an explanatory framework for Portuguese academics' preference formation in relation to quality assessment. The Portuguese higher education system has been undergoing a change of paradigm by moving from traditional collegial system to a legal framework influenced by New Public Management. The former institutional context, where academic collegiality was the basis of democratic decision, promoted the egalitarian way of life, where the group dimension is stronger. However, recent legislation has promoted two different logics. On the one hand it has decreased the influence of the group dimension by favouring individualistic values and beliefs. On the other, it has reinforced the grid dimension through greater centralisation of power and separation of roles of universities and polytechnics, thus promoting the hierarchic way of life. The new legislation framework has produced changes that have strongly modified traditional governance structures and mechanisms and are likely to affect academics'

perceptions of quality assurance processes and impacts as much as they influence the development of beliefs and values.

Wastiau, Patricia; Blamire, Roger; Kearney, Caroline; Quittre, Valerie; van de Gaer, Eva; Monseur, Christian (2013):

The Use of ICT in Education: a survey of schools in Europe.

In: European Journal of Education 48 (1), S. 11–27.

DOI: 10.1111/ejed.12020

Abstract:

The Survey of Schools: ICT in education commissioned in 2011 by the European Commission took place between January 2011 and November 2012, with data collection in autumn 2011. This article presents the main findings of the Survey based on over 190,000 questionnaire answers from students, teachers and head teachers in primary, lower and upper secondary schools randomly sampled. The article details the analytical framework design and the survey methodology implemented. It then presents the main 'state of the art' indicators that have been built, concerning ICT infrastructure and access to it, frequency of students' ICT based activities during lessons, level of teachers' and students' confidence in their digital competences, their opinion about using ICT for teaching and learning, and the school strategies to support ICT integration in teaching and learning. The article also presents the main findings of the exploratory part of the analysis, introducing the concepts of digitally supportive school, digitally confident and supportive teacher and digitally confident and supportive student, estimating their respective proportion at EU level on average and by country and investigating whether high percentage of digitally supportive schools include high percentages of digitally confident and positive teachers and students. A few recommendations for policy making at European, national, regional/local and institutional levels conclude the article.

Witte, Kristof de; Nicaise, Ides; Lavrijsen, Jeroen; van Landeghem, Georges; Lamote, Carl; van Damme, Jan (2013):

The Impact of Institutional Context, Education and Labour Market Policies on Early School Leaving: a comparative analysis of EU countries.

In: European Journal of Education 48 (3), S. 331–345.

DOI: 10.1111/ejed.12034

Abstract:

This article presents a comparative analysis of the determinants of early school leaving (ESL) at the country level. We decompose ESL rates into two components: a 'primary' rate reflecting unqualified school leaving from initial education, and a second component accounting for early school leavers who participate in training programmes. Both may be influenced by structural and policy determinants. We examine how the ESL rate is affected by macro-economic and social context variables such as GDP/capita, growth, poverty, and youth unemployment, as well as system characteristics of the education system (such as legal school leaving age, grade retention, early tracking, and size of vocational education) and the labour market and social protection systems (minimum wages, unemployment insurance).

Witte, Kristof de; Rogge, Nicky (2013):

Dropout from Secondary Education: all's well that begins well.

In: European Journal of Education 48 (1), S. 131–149.

DOI: 10.1111/ejed.12001

Abstract:

Despite the increased attention to students leaving secondary education without a diploma numerous students still dropout yearly. This paper makes a distinction between the 'individual perspective' and the 'institutional perspective' of dropping out. The former is explored by multinomial logit models. We observe that particularly motivation of the student and interest in schooling of his/her parents are crucial predictors of

the individual dropout decision. The institutional perspective is examined by ordered logit models. In particular, we discuss the influence of the first year of secondary education by analyzing the large differences in the number of dropouts in Dutch first year classes. We observe that, more than motivation, the first year of secondary education is crucial in shaping the dropping out decision.

Yilmaz, Kaya (2013):

Comparison of Quantitative and Qualitative Research Traditions: epistemological, theoretical, and methodological differences.

In: European Journal of Education 48 (2), S. 311–325.

DOI: 10.1111/ejed.12014

Abstract:

There has been much discussion about quantitative and qualitative approaches to research in different disciplines. In the behavioural and social sciences, these two paradigms are compared to reveal their relative strengths and weaknesses. But the debate about both traditions has commonly taken place in academic books. It is hard to find an article that deals with the generic issues related to the quantitative and qualitative divide by drawing on distinguished research literature. Interested in addressing this need, this article aims to explain the essential characteristics of quantitative and qualitative research approaches with an emphasis on their underlying epistemological, theoretical, and methodological differences. It elucidates the research design issues and concepts in relation to both research paradigms, from planning research to collecting and analyzing data, and reporting findings. The criteria that are used to evaluate research strategies and findings are also discussed.

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Ayoubi, Rami M. (2013):

A model of re-evaluating international partnerships in universities: a UK example.

In: European Journal of Higher Education 3 (2), S. 220–234.

DOI: 10.1080/21568235.2012.746421

Abstract:

International cooperation and partnerships became as an important asset for UK universities, where in order to facilitate such international cooperation, selecting partners and arranging partnerships are considered as major organizational steps towards the success of the partnership itself. This study aims at investigating the organizational process of international strategy in UK universities through institutional partnerships. Focusing on the 'mechanisms' of international partnerships, the study results are based on data collected in earlier work by the author with senior and very senior university managers from four UK civil universities. The results indicate that the mechanisms of international institutional partnerships for each university of the four universities in this study are grouped into the process of partner selecting and the process of arranging partnerships. The study ends up with a model of organization of international partnerships in universities. When evaluating international partnerships with other universities worldwide, managers can rely on this model as a monitoring model. Researchers in the field are encouraged to test the viability of the study results.

Bates, Larry M. (2013):

A 'Big Mac' index for academics.

In: European Journal of Higher Education 3 (3), S. 295–296.

DOI: 10.1080/21568235.2013.808814

Abstract:

A pithy measure of academic significance, the SI index, is defined.

Carroll, Noel (2013):

E-learning – the McDonaldization of education.

In: European Journal of Higher Education 3 (4), S. 342–356.

DOI: 10.1080/21568235.2013.833405

Abstract:

E-learning has become one of the biggest phenomena of educational literature in recent years. Although the potential promise of e-learning is often expected within the process of learning, much of the emphasis is in fact on the electronic issues to facilitate learning, with little regard for its consequences on the learning process. Surprising, very few studies explore students request for such technologies, which begs the question – what problem is e-learning trying to address and whose problem is it? This article argues that although we continue to develop sophisticated gadgetry to 'enhance' learning, technology can in fact distract the learner by allowing technology to become more intrusive in the educational experience. Consequently, this often erodes the human factor in learning – making the learning process a more isolated experience. This article suggests that academics should become more cautions with their acceptance of facilitating learning through e-learning platforms without fully understanding the impact on students learning experiences. The article offers a critical reflection on an extensive study carried out on students' (total: 475) experience with e-learning at third level education. This article reflects on the findings and raises concerns regarding the contrast in what e-learning literature promises and what students actually experience.

Culver, Steven M.; Kniola, David (2013):

Beginning the assessment institute and building global networks.

In: European Journal of Higher Education 3 (1), S. 3–9.

DOI: 10.1080/21568235.2013.778045

Abstract:

The globalization of science and scholarship and the worldwide massification of post-secondary/tertiary education is creating an atmosphere that is at once competitive between and collaborative among colleges and universities. Because of the importance of these institutions to the shared economic futures of individuals and countries, there are increasing concerns on the part of many stakeholders related to quality, particularly as institutions create collaborative relationships that span international borders. This focus has led to an amplified emphasis on accountability, most notably through standards and testing. While no one system of quality assurance and accountability is perfect, global universities have much to learn from each other. The purpose of this article is to present a rationale and description for a transatlantic institute for assessment in higher education, offering participants the opportunity to discuss these issues and to begin the development of an international network of assessment and evaluation specialists that integrate with the global academic system.

Culver, Steven M.; Warfvinge, Per (2013):

Assessment, accountability, and educational quality in the United States and Sweden.

In: European Journal of Higher Education 3 (1), S. 10–23.

DOI: 10.1080/21568235.2013.778046

Abstract:

In both Europe and the United States, accountability pressures have continued to increase, spurred by the higher-level policy groups represented by the EC in Europe and by the federal government in the US, forcing institutions to measure their effectiveness in ways that are more transparent to governmental bodies and the general public. These ways are increasingly focused on student learning outcomes, the outputs of the educational process, an approach that is different from the historical norm of looking at input measures. This article compares the progress of such accountability pressures on higher education institutions in Sweden and the US, with a particular eye toward changes in educational policy.

Dilger, Alexander; Müller, Harry (2013):

A citation-based ranking of German-speaking researchers in business administration with data of Google Scholar.

In: European Journal of Higher Education 3 (2), S. 140–150.

DOI: 10.1080/21568235.2013.779464

Abstract:

Rankings of academics can be constructed in two different ways, either based on journal rankings or based on citations. Although citation-based rankings promise some fundamental advantages they are still not common in German-speaking business administration. However, the choice of the underlying database is crucial. This article argues that for German-speaking researchers in business administration (as an example for a non-English speaking scientific community in the social sciences) Google Scholar is an appropriate database. Unfortunately, it contains some structural errors that require diligent corrections. With that in mind, all 1572 members of the German Academic Association for Business Research (VHB) are ranked according to the citations of their recent publications (2005–2009). The results are compared to those of the Handelsblatt-BWL-Ranking which is the most prominent journal-based ranking of German-speaking academics in this discipline. It becomes clear that differences in method lead to different results.

Gilder, Eric (2013):

Twilight of the elites: America after meritocracy by Christopher Hayer, New York, Crown/Random House, 2012, 292 pp., Kindle Edition \$12.99, eISBN 978-0-307-72047-4

[Review]. In: *European Journal of Higher Education* 3 (1), S. 114–125.

DOI: 10.1080/21568235.2013.781810

Gornitzka, Åse (2013):

The interface between research and policy – a note with potential relevance for higher education.

In: *European Journal of Higher Education* 3 (3), S. 255–264.

DOI: 10.1080/21568235.2013.816469

Abstract:

The nexus between research and policy in higher education as in other sectors of society is multimodal and not adequately captured by the notion of a cultural gap between the world of practice and the world of research. Neither can the relationship be seen as unidirectional. This paper sketches out the range of uses of research in policy-making, from instrumental to symbolic use, as well as different formats for how to organize research and expertise into policy-making. These modalities and their implications are discussed with reference to developments in higher education governance in Europe over the past decades. It is argued that the current horizontalization of higher education constitutes a double challenge: (1) giving 'special treatment' to higher education in policy-making becomes difficult when it is subsumed to the service of other sectors; and (2) it becomes inadequate to research higher education inside a sector 'silo'.

Haapakorpi, Arja; Geirsdóttir, Guðrún; Jóhannsdóttir, Gyða (2013):

The usefulness of quality assurance for university management and academic staff: a case study of Finland and Iceland.

In: *European Journal of Higher Education* 3 (2), S. 206–219.

DOI: 10.1080/21568235.2013.772353

Abstract:

With quality assurance related to the Bologna goals, universities are required to fulfil internationally accepted standardized criteria of quality. This tends to reinforce control in assessment. However, control-oriented evaluations seem to lack meaning for academic staff. The article explored the possibilities and space for improvement-oriented evaluation within quality assurance processes. The implementation, outcomes and utilization of audits/accreditation processes in three universities in Finland and Iceland are explored. The data consists of documents and interviews. The findings indicate that despite increasing control of universities there is still an opportunity for improvement within the quality assurance processes. Improvement is related to the preparatory phase of the evaluation process, where staff is actively engaged in the process, leading to utilization of outcomes. The external phase with control dominance lacks meaning for staff and has limited utilization. A shortage of credibility regarding assessment is a threat to quality assurance legitimization and utilization.

Heijstra, Tamar M.; O'Connor, Pat; Rafnsdóttir, Guðbjörg Linda (2013):

Explaining gender inequality in Iceland: what makes the difference?

In: *European Journal of Higher Education* 3 (4), S. 324–341.

DOI: 10.1080/21568235.2013.797658

Abstract:

This article examines the explanations offered by men and women, at different academic ranks, for the scarcity of women in full professorial positions in Icelandic universities. Data derive from interviews and a survey

involving the total Icelandic academic population. We test three hypotheses: Firstly, academics will not see family responsibilities as explanation, secondly, women will more often refer to a male-dominated environment and men more often to the 'pipeline' metaphor. Thirdly, the views of full professor women will be comparable to that of academic men. We find that the impact of the national context is considerably less than that of the gendered academic organizational context. Men and women explain gender inequality within academia differently. Moreover, full professor women are less convinced by the male-dominated environment explanation than lower-ranked women. The article calls for the visibility of gendered patterns in order to make changes.

Hüther, Otto; Krücken, Georg (2013):

Hierarchy and power: a conceptual analysis with particular reference to new public management reforms in German universities.

In: European Journal of Higher Education 3 (4), S. 307–323.

DOI: 10.1080/21568235.2013.850920

Abstract:

For more than 20 years, new public management (NPM) has been the guiding governance model of university reforms in Europe. One central aspect of this governance model is to strengthen the hierarchy within the universities. Recent research shows that the formal decision-making authority of university leaders and deans has increased in almost every European country. While these changes at the formal level are well documented in the literature, researchers have given little attention to the institutional protection mechanisms of hierarchy in organizations. The most important institutional protection mechanisms of hierarchy in organizations are power and the related potential for negative and positive sanctions. By discussing the German university system, we ask whether university leaders and/or deans have the power to use hierarchy within their universities. Three types of power are considered: organizational power, personnel power and power over resources. The article shows that in Germany, neither university leaders nor deans have sufficient power over the academics in order to exercise hierarchical governance. The absence of power at the university leadership level and at the departmental level seems an important barrier to the implementation of the NPM model in Germany. Our perspective on hierarchy and power allows for further comparative research.

Kester, Kevin (2013):

Eurasian inter-university dialogues on cooperation for higher education development, edited by P.J. Wells and E. Gilder, Bucharest, UNESCO-CEPES, 2011, 174 pp., \$20.00 (pbk.), ISBN 978-9-29069-200-3

[Review]. In: European Journal of Higher Education 3 (4), S. 406–409.

DOI: 10.1080/21568235.2013.819672

Klemenčič, Manja (2013):

Paying the professoriate: a global comparison of compensation and contracts, edited by Philip G. Altbach, Liz Reisberg, Maria Yudkevich, Gregory Androushchak and Iván F. Pacheco, New York, Routledge, 2012, 370 pp., \$52.95 (pbk.), ISBN 978-0-415-89807-2

[Review]. In: *European Journal of Higher Education* 3 (2), S. 235–237.

DOI: 10.1080/21568235.2013.807120

Klemenčič, Manja; Brennan, John (2013):

Institutional research in a European context: a forward look.

In: *European Journal of Higher Education* 3 (3), S. 265–279.

DOI: 10.1080/21568235.2013.823726

Abstract:

The article addresses the opportunities and drawbacks of institutional research as a particular form of higher education research in Europe and its relationship to institutional-level policymaking. Through emphasis on institutional research on student matters, and student experience and engagement in particular, we offer suggestions for future directions of institutional research arguing in favour of methodological pluralism and especially 'interpretivist turn' by a way of application of critical-reflexive approaches. Further, the article makes a case for student engagement in institutional research to aid relevance, legitimacy and accountability of this type of research.

Kniola, David J. (2013):

Accountability through assessment of administrative organizations in higher education.

In: *European Journal of Higher Education* 3 (1), S. 89–101.

DOI: 10.1080/21568235.2013.778044

Abstract:

Accountability is among the least understood policy issues in higher education (Burke 2005). The rapid rise in tuition costs in both public and private institutions (Heller 2006) in all corners of the globe (Altbach, Reisberg, and Rumbley 2009) has challenged the idea of higher education as a public good. Student learning outcomes is one significant response and has garnered tremendous attention. Universities have implemented robust assessment processes in academic areas. Similar changes are underway in university research where principle investigators are now required to submit assessment and evaluation plans to funding agencies. However the accountability movement has seemingly overlooked large segments of the enterprise. Administrative areas such as information technology, facilities, athletics, and finance have been less transparent. Attempts to assess these non-academic units have previously relied on corporate practices and have taken a consumerist approach. This article looks at the idea of administrative assessment and advances a new technique designed to more closely align educational philosophy while responding to calls for quality, efficiency, and effectiveness in higher education.

Lanciano-Morandat, Caroline; Nohara, Hiroatsu (2013):

Societal production and careers of PhDs in chemistry and biochemistry in France and Japan.

In: *European Journal of Higher Education* 3 (2), S. 191–205.

DOI: 10.1080/21568235.2013.772352

Abstract:

Since the late 1980s, the production of PhDs has become a much-discussed political issue, and the reforms and tensions surrounding this category of graduates have gathered momentum. Vocational fields and the contents of PhD education have evolved everywhere, partly because, as academic competition has intensified, the American 'graduate school model' has become widely diffused at international level. Based on both quantitative surveys and qualitative investigations, this article attempts to understand the ways in which PhDs are produced and integrated into the labour market in France and Japan, the way in which PhD training is linked to Japanese and French higher education and research policies and the way they have evolved together in recent years. In doing so, we seek to determine the societal foundation underpinning the labour market for PhD holders and the innovation trajectory each of the countries is now following.

Lincoln, Daniel; Klemenčič, Manja (2013):

Foreword.

In: European Journal of Higher Education 3 (4), S. 305–306.

DOI: 10.1080/21568235.2013.853512

Lincoln, Daniel; Klemenčič, Manja (2013):

Foreword.

In: European Journal of Higher Education 3 (2), S. 127–128.

DOI: 10.1080/21568235.2013.808136

Lincoln, Daniel; Klemenčič, Manja (2013):

Foreword. The past, present and future of higher education research: between scholarship and policymaking.

In: European Journal of Higher Education 3 (3), S. 239–241.

DOI: 10.1080/21568235.2013.823727

Mahalingappa, Laura J.; Polat, Nihat (2013):

English language teacher education in Turkey: policy vs academic standards.

In: European Journal of Higher Education 3 (4), S. 371–383.

DOI: 10.1080/21568235.2013.832348

Abstract:

This qualitative study examines curriculum frameworks in English language teacher education (ELTE) programs in Turkey in light of current second language (L2) teaching standards and research vs Turkey's Higher Education Council (HEC) mandates. It also investigates program directors' perceptions about the current situations of their programs with regards to those standards and mandates. Data include eight ELTE curricula (including both private and public and low and high-ranking schools), interviews with eight program directors, student admission test scores, and teacher education standard manuals. Results suggest that while the overwhelming majority of the programs offer a homogeneous curriculum with a similar number of credit-hour allocation and weighted coverage for each competency area in the curriculum, compared to international education standards for teachers of English to speakers of other languages (TESOL), these programs seem to exhibit several noticeable weaknesses concerning the language, culture, instruction, assessment and professionalism domains. In addition, program directors express concern with how adherence to mandates has restricted the quality of their teacher education programs.

McConnell, Kathryn Drezek (2013):

Rubrics as catalysts for collaboration: a modest proposal.

In: European Journal of Higher Education 3 (1), S. 74–88.

DOI: 10.1080/21568235.2013.778043

Abstract:

Rubrics have received increased attention in recent years in assessment and accountability efforts in higher education as tools that provide faculty with rigorous frameworks for translating authentic examples of student work into high-quality, useable data. These same tools may represent powerful vehicles for prompting and facilitating collaboration between faculty and assessment professionals, and for crossing disciplinary, institutional, and national borders. This article makes the case for such collaboration using the AAC&U VALUE rubrics, a collection of 15 rubrics developed by faculty and higher education professionals from across the United States. Examples from institutional and state-wide collaborations with the VALUE rubrics will be discussed, as well as their potential for future national and international collaborations.

Olsson, Thomas; Roxå, Torgny (2013):

Assessing and rewarding excellent academic teachers for the benefit of an organization.

In: European Journal of Higher Education 3 (1), S. 40–61.

DOI: 10.1080/21568235.2013.778041

Abstract:

In this article we describe and analyse a system for rewarding excellence in university teaching developed at the Faculty of Engineering at Lund University in Sweden. Individual teachers are rewarded for the effort they invest in the support of student learning. However, it is the organization that establishes a reward system and it does so for developmental purposes. These two purposes, individual and organizational, need to be balanced but the organizational perspective is wide enough to host the individual perspective, especially if the individual teacher contributes to the overall development at institutional level. The Faculty of Engineering rewards teachers with a clear focus on student learning and a developed capability to reflect scholarly on their teaching practice. The balance between theoretical knowledge about teaching and student learning and the actual teaching practice is crucial and examined in detail. It is the reflected practitioner that is rewarded – for the benefit of the organization.

Phelan, Diarmuid Rossa (2013):

The pros and cons of interdisciplinary structured PhDs in European studies.

In: European Journal of Higher Education 3 (4), S. 402–405.

DOI: 10.1080/21568235.2013.825073

Abstract:

This article addressed the conceptual tensions in the move in social studies, and legal education to a structured PhD. There are three competing pairs of concepts. The first is the tension between disciplinary specific and interdisciplinary. The second is the tension between an unstructured traditional PhD and a structured PhD. The third is the tension between an open liberal subject neutral PhD and one which is run according to a project of research. The Bologna process and increasing administration of degree programmes, with its own particular language and process priorities, live in a world of bureaucracy quite alien to the stillness of academic contemplation. This article seeks to identify some pros and cons of the new orthodoxy of structured interdisciplinary PhDs.

Salajan, Florin D.; Chiper, Sorina (2013):

Romanian higher education as a facilitator of Romania's continued formal and informal integration in the European Union.

In: European Journal of Higher Education 3 (4), S. 384–401.

DOI: 10.1080/21568235.2013.850922

Abstract:

This article conducts an exploration of Romania's European integration process through higher education. It contends that integration occurs at formal and informal levels through institutional norms and human agency,

respectively. Through theoretical and empirical analysis, the authors discuss the modalities through which normative European integration is undergirded by human transactions stemming from individual experiences with European practices. Romanian higher education serves as an aggregating and filtering system for the formation of an intellectual realm conducive to the country's deeper European integration.

Șerban, Henrieta Anișoara (2013):

Reimagining democratic societies: a new era of personal and social responsibility, , edited by Sjur Bergan, Ira Harkavy and Hilligje van't Land, Strasbourg, Council of Europe (Higher Education Series No. 18), 2013, 298 pp., €44/\$88 (pbk.), ISBN 978-92-871-7537-3

[Review]. In: *European Journal of Higher Education* 3 (3), S. 299–304.

DOI: 10.1080/21568235.2013.821242

Soh, Kay Cheng (2013):

Peer review: has it a future?

In: *European Journal of Higher Education* 3 (2), S. 129–139.

DOI: 10.1080/21568235.2012.747877

Abstract:

Although its history is short, peer review has fast become a fixture of journal publications acquiring the status of a ritual in the academia. Many relevant and important issues have been raised leading to doubts about the value of peer review. The advent of electronic publishing further threatens the future of peer review. For peer review to continue to be helpful and useful there is a need to restore its collegiality among the editors, peer reviewers, and authors. Three critical conditions to enhance this are trustworthiness, timeliness, and tactfulness.

Soh, Kaycheng (2013):

A rejoinder to 'A "Big Mac" index for academics', by Larry M. Bates.

[Review]. In: *European Journal of Higher Education* 3 (3), S. 297–298.

DOI: 10.1080/21568235.2013.808815

Teichler, Ulrich (2013):

Academically ambitious and relevant higher education research: the legacy of the Consortium of Higher Education Researchers.

In: *European Journal of Higher Education* 3 (3), S. 242–254.

DOI: 10.1080/21568235.2013.814243

Abstract:

The Consortium of Higher Education Researchers (CHER) was founded in 1988 to stimulate international communication and collaboration of higher education researchers. A need was felt to offset the isolation of the small numbers of scholars in this area of expertise in many countries, as well as the isolation of individual disciplines addressing higher education, as well as to form a platform that might enhance the theoretical basis and the quality of research activities. CHER was expected to contribute to the identity of higher education researchers vis-à-vis a fuzzy mix of higher education experts. Last but not least one hoped for increasing comparative research in higher education. A 'light' network approach was advocated from the beginning in order to absorb new themes and members at ease. The majority of higher education researchers active in CHER are Europeans, though academics from other continents play a visible role. CHER was quite successful in pursuing its initial goals, but higher education researcher continue in most countries to be a small academic community facing problems of being publicly heard outside academia amidst evaluators, policy analysts, consultants and others claiming to be 'experts' on higher education.

Thorpe, Anthony; Lim, Lynn L.K (2013):

'Technohesion': engaging students of higher education through digital technology and interactive marketing – a research agenda and theoretical framework.

In: European Journal of Higher Education 3 (4), S. 357–370.

DOI: 10.1080/21568235.2013.832349

Abstract:

This article examines how the development of techno-marketing campaigns might facilitate the engagement of university students in voluntary activities on campus which promote active citizenship and community cohesion where there is a concern about a low take up of such opportunities. The increasing influence of technology upon the forms of social interaction presents opportunities for the use of digital technology and interactive marketing to encourage student engagement. The term 'technohesion' is developed to understand the intermingling of these social and technological changes enabling an exploration of the use of techno-marketing to promote engagement in activities which seek to further community cohesion. We call for future research that incorporates the insights from the concept of 'technohesion' to counter the absence of technological and attitudinal considerations in relation to attracting students to voluntary, extra-curricular activities which seek to promote social cohesion.

van Bouwel, Linda; Veugelers, Reinhilde (2013):

The determinants of student mobility in Europe: the quality dimension.

In: European Journal of Higher Education 3 (2), S. 172–190.

DOI: 10.1080/21568235.2013.772345

Abstract:

The Bologna Process in Europe aims to increase student mobility, with the purpose of increasing average university quality through fiercer competition for students in a larger, more unified market. However, this beneficial effect of increased student mobility will only occur if student mobility is guided by quality considerations. We examine whether the quality of a country's higher education system helps explain macro-flows of foreign tertiary students in Europe. Using various measures for the quality of a country's higher education system in an extended gravity model, we find that quality has a positive and significant effect on the size and direction of flows of students exchanged between 31 European countries. At the graduate level, however, the driving force for student mobility appears to be the lack of educational opportunities in the home country.

van Dyke, Ray (2013):

The scaling-up of assessment in one institution.

In: European Journal of Higher Education 3 (1), S. 102–113.

DOI: 10.1080/21568235.2013.793492

Abstract:

Given increasing emphasis on assessment and accountability across the globe in higher education, it is clear that individual institutions must take action and provide evidence in response to these concerns. This article provides an example of how one university has developed a central office for assessment, facilitated the development of an assessment process across the university and in departments and programmes, and provides assessment services to the institution that include both academic and administrative areas.

Wahlgren, Marie; Ahlberg, Anders (2013):

Monitoring and stimulating development of integrated professional skills in university study programmes.

In: European Journal of Higher Education 3 (1), S. 62–73.

DOI: 10.1080/21568235.2013.778042

Abstract:

In Swedish higher education, quality assurance mainly focuses on course module outcomes. With this in mind we developed a qualitative method to monitor and stimulate progression of learning in two modularized engineering study programmes. A set of core professional values and skills were triangulated through interviews with students, teachers, alumni and industrial employers and aligned with national intended learning outcomes, thus defining the aims of progression. Student teams (pre-university, first, third, and fourth & fifth year) were observed addressing real industrial cases/problems of key relevance to these programme objectives. We report on observed progression and hurdles in developing approaches to industrial problem-solving; appropriate use of technical and scientific language; knowledge of chemistry, biochemistry and engineering; statistical reasoning; knowledge of economic consequences; team behaviour; project documentation; and understanding of professional ethics and risk. Our results demonstrate student progression in most areas, but also a shift in ethical focus from protecting the public towards protecting corporate interests. (INCHER-Kassel/übern.)

Wahlgren, Marie; Ahlberg, Anders (2013):

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Abstract:

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Young, Tony J.; Sercombe, Peter G.; Sachdev, Itesh; Naeb, Rola; Schartner, Alina (2013):

Success factors for international postgraduate students' adjustment: exploring the roles of intercultural competence, language proficiency, social contact and social support.

In: European Journal of Higher Education 3 (2), S. 151–171.

DOI: 10.1080/21568235.2012.743746

Abstract:

The growth in the number of 'international' students in higher education is a phenomenon of increasing importance to educators, researchers and policymakers worldwide. This multi-methodological study explored factors associated with their adjustment, successful or otherwise. It integrated associations across three domains of enquiry which had hitherto usually been pursued separately – psychosocial, intercultural and educational adjustment. Specifically, the study investigated associations between a broad range of outcome indices – academic grades (for both taught and research assignments), psychological well-being, and satisfaction with life in the new environment – and, as contributory factors, participants' intercultural competence, language proficiency, and the degree, quality and patterns of social contact during their sojourn. Participants were 108 non-UK postgraduate students from a wide range of countries undertaking MA

programmes at a British university. Of these, 102 completed a questionnaire with both quantitative and qualitative responses, and a further six took part in semi-structured interviews over their programme of study. Findings indicated strong associations between participants' academic achievement, satisfaction with life in the new environment and psychological well-being, and aspects of their intercultural competence, contact with non-co-nationals, including hosts, and with their language proficiency. Implications of these findings, and a future research agenda, are discussed.

Zgaga, Pavel (2013):

Higher education research and higher education policy in South-East Europe.

In: European Journal of Higher Education 3 (3), S. 280–294.

DOI: 10.1080/21568235.2013.819671

Abstract:

This article deals with the past, present and future of higher education research from a regional perspective. South-East Europe has not been noticeable in this respect during the last two or three decades. However, development of higher education and the problems that are associated with it raise many questions that require a response from both researchers and policymakers. This is all the more necessary because of the great diversity of the region and the complexity of the issues raised. In comparison with other European countries, changes in higher education have been really dramatic. During the period of social and political 'transition' the impression was given that the region is completely lacking human resources as well as traditions in this area. This impression was strengthened under the influence of policy transfer from world 'centres' to 'peripheral' regions. However, the imported patterns and recommendations often do not work in local circumstances or are being interpreted and adapted in sometimes surprisingly idiosyncratic ways. In recent years, the number of specialized researchers on higher education is increasing gradually in South-East Europe, but is still relatively low. Without further development of a specialized sub-discipline in this area, it is hard to imagine a systemic approach to resolve problems in the area of higher education policy in the region.

Higher Education (65) 2013¹

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Afdal, Hilde Wågsås (2013):

Policy making processes with respect to teacher education in Finland and Norway.

In: High Educ 65 (2), S. 167–180.

DOI: 10.1007/s10734-012-9527-2

Abstract:

This article examines policy making processes in the area of teacher education (TE) in Finland and Norway. Particular attention is given to the roles different actors play in these processes and the potential effects of their involvement on the TE programs in the two countries. Contemporary policy processes are analyzed through a set of interviews with profiled and experienced policy makers in the area in question. The analyses show that TE policy processes in Norway rely heavily on political actors and changes in political conditions, while Finnish TE policy processes rely more on academic expertise in the development of TE policies.

Aina, Carmen (2013):

Parental background and university dropout in Italy.

In: High Educ 65 (4), S. 437–456.

DOI: 10.1007/s10734-012-9554-z

Abstract:

Using longitudinal data drawn from the European Community Household Panel, this paper examines Italian university entry and dropout rates in the context of specific parental and family characteristics. We are interested in the effects of the household's cultural and financial conditions on shaping investment in tertiary education and its failure, at the national level. Our estimates confirm the persistence of intergenerational correlations related to education. Cultural constraints affect outcomes—enrolment in and withdrawal from tertiary education; low income negatively affects the transition from high school to college. Our results suggest that a comprehensive policy intervention is needed to ensure optimal human capital investment.

Amara, Nabil; Landry, Réjean; Halilem, Norrin (2013):

Faculty consulting in natural sciences and engineering: between formal and informal knowledge transfer.

In: High Educ 65 (3), S. 359–384.

DOI: 10.1007/s10734-012-9549-9

Abstract:

Academic consulting is a form of knowledge and technology transfer largely under-documented and under-studied that raises ethical and resources allocation issues. Based on a survey of 2,590 Canadian researchers in engineering and natural sciences, this paper explores three forms of academic consulting: (1) paid consulting; (2) unpaid consulting for companies and; (3) unpaid consulting for government agencies. The results of this study show that academics tend to engage simultaneously in paid and unpaid consulting. Two patterns of consulting emerged from the results: a first pattern regarding engagement in paid consulting for companies and government agencies, and unpaid consulting for companies is positively associated with industry funding, size of research laboratories, large-sized research universities, technical validation of knowledge, protection of IP, and strong ties with people in companies. By comparison, a second pattern regarding engagement in

¹ The calendar year of 2013 covers the volumes 65 and 66 of *Higher Education*. For vol. 66 please see the next section.

unpaid consulting services provided to government organizations is positively associated with size of research laboratories, teaching, large-sized research universities, technical validation of knowledge, and with strong ties with people in government organizations. Knowledge and technology transfer policy should pay more attention to the contribution of academics engaged in consulting activities because they likely significantly contribute to help companies and government agencies solve practical problems that improve their productive and innovative capabilities.

Baillie, Caroline; Bowden, John A.; Meyer, Jan H. F. (2013):

Threshold capabilities: threshold concepts and knowledge capability linked through variation theory.

In: High Educ 65 (2), S. 227–246.

DOI: 10.1007/s10734-012-9540-5

Abstract:

The Threshold Capability Integrated Theoretical Framework (TCITF) is presented as a framework for the design of university curricula, aimed at developing graduates' capability to deal with previously unseen situations in their professional, social, and personal lives. The TCITF is a new theoretical framework derived from, and heavily dependent upon, the ideas of the Threshold Concepts Framework (Meyer and Land 2003a; Land et al. 2006) and Capability Theory (Bowden and Marton 1998; Bowden et al. 2000; Bowden 2004). Capability theory is firmly based in phenomenography and variation theory, is concerned with the development of knowledge capability, but has had limited application in practice. The threshold concepts framework has enjoyed greater acceptance by a large range of academics in many fields. This acceptance has initially focussed on analytic studies of what constitutes a threshold concept—and the location and distribution of such concepts—in a given domain. In many instances subsequent attention has focussed on issues of pedagogy and assessment, including the design of curricula. We propose a merging of capability theory and the threshold concepts framework and argue that capability and variation theories provide the ideal mechanism for developing a strong pedagogical approach based on newly emerging knowledge of the critical features of threshold concepts within different domains.

Barradell, Sarah (2013):

The identification of threshold concepts: a review of theoretical complexities and methodological challenges.

In: High Educ 65 (2), S. 265–276.

DOI: 10.1007/s10734-012-9542-3

Abstract:

While the study of threshold concepts is a growing area of research, their identification has not proven to be an easy process. However, identification matters because of the potential impact of threshold concepts on the learning experiences of students. A dialogue amongst lecturers and/or students is common to the literature on identification of threshold concepts. This dialogue, with the inclusion of educational developers, has been called 'transactional curriculum inquiry' (Cousin in *Researching learning in higher education*, Routledge, New York, 2009). Diverse methods across a variety of disciplines have explored the identification of threshold concepts, including semi-structured interviews, analysis of exam responses and observation of classroom behaviour. A selection of these methods and disciplines is discussed in order to highlight two main challenges inherent in the identification process: first, the involvement of the wider professional and/or public community, and second, a lack of agreement amongst research participants about the threshold concepts within disciplines. This paper proposes that the transactional curriculum inquiry process should be extended to involve parties beyond the educational realm (e.g. the professional community) and that the use of consensus methodology offers the potential to facilitate agreement across the transactional process.

Bexley, Emmaline; Arkoudis, Sophie; James, Richard (2013):

The motivations, values and future plans of Australian academics.

In: High Educ 65 (3), S. 385–400.

DOI: 10.1007/s10734-012-9550-3

Abstract:

The Australian academic profession is more differentiated than is acknowledged in national and institutional policies and academic roles are more diverse than many academics themselves may recognise. However, the evolution of the nature and purposes of the profession and its implicit diversification have been incremental and largely unplanned. A consequence of this piecemeal approach is the attitudes and pressures on academic staff uncovered by this study, including a widespread intent to leave the Australian higher education sector for other work, or work in overseas universities. The study is based on a large-scale survey of over 5,500 academics across 19 Australian universities, and explores the attitudes, motivators and career plans of the present academic workforce in Australia.

Bleiklie, Ivar; Enders, Jürgen; Lepori, Benedetto (2013):

Transformation of universities in Europe.

[Introduction]. In: High Educ 65 (1), S. 1–4.

DOI: 10.1007/s10734-012-9577-5

Bleiklie, Ivar; Michelsen, Svein (2013):

Comparing HE policies in Europe. Structures and reform outputs in eight countries.

In: High Educ 65 (1), S. 113–133.

DOI: 10.1007/s10734-012-9584-6

Abstract:

The purpose of this paper is to develop a conceptual framework for a comparative analysis of Higher Education policies that enables us to investigate the explanatory power of structural characteristics of politico-administrative systems. The policies that are studied aim at improving the efficiency and quality of institutional performance. The paper focuses on policy trends in higher education in the eight countries in the study. It discusses how the literature on comparative political and administrative systems can help formulate assumptions about public policy making and policy change. The ideas that are developed are then applied to public reform policies in general and in the area of higher education in particular, followed by a test of the assumptions on available data on reform outcomes in the countries involved. The data indicate that a comparative politicoadministrative perspective is potentially useful with regard to explaining cross national variation in higher education reform policies in Europe.

Blichfeldt, Bodil Stilling; Gram, Malene (2013):

Lost in Transition? Student food consumption.

In: High Educ 65 (3), S. 277–289.

DOI: 10.1007/s10734-012-9543-2

Abstract:

Findings from transition studies as well as studies of student food show that the transition from living at home to independent living influences student food consumption and that food consumption might be problematic during this period. Furthermore, both students' enactment of being in transition and the food habits and practices they bring with them from home may differ profoundly. Drawing on qualitative interviews and focus groups with 55 students, the paper explores student food consumption during this transition. Whereas some students come across as novices, virtually starting from scratch, several others are well-versed in the domain of cooking. Furthermore, in the present study, the students are not starting out their cooking careers in a

vacuum, but entangled in their parental food practices. The students, who experience the least problems in regard to 'habitualisation' of 'proper' food consumption are those, who are experienced cooks from home. Nonetheless, the students do not automatically extend the practices and habits, with which they were brought up, unchanged, but instead, actively develop new habits, often with a clear feeling of being in transit. Transition is thus not an objective fact, but instead the individual student's enactment and perception of his/her life and changes herein make formation of habits and practices meaningful. However, the extent to which students successfully take on the role as self-catering depends on both the student's competencies and skills acquired prior to independent living, living situation and, most importantly, the student's ability to habitualise grocery shopping and cooking.

Bowman, Nicholas A.; Toms Smedley, Cynthia (2013):

The forgotten minority: examining religious affiliation and university satisfaction.

In: High Educ 65 (6), S. 745–760.

DOI: 10.1007/s10734-012-9574-8

Abstract:

Researchers and practitioners generally discuss disparities in university student satisfaction and graduation rates in terms of race/ethnicity, gender, and socioeconomic status. However, religious affiliation constitutes another important—yet often overlooked—form of identity that may be associated with student outcomes. In the context of Christian privilege in the United States, students from marginalized religions and those who do not identify with any organized religion can face significant challenges on university campuses and throughout society. Using a 4-year longitudinal sample of 3,098 undergraduates at 28 institutions, this study conducted hierarchical linear modeling analyses to examine the extent to which university satisfaction varies as a function of students' religious affiliation (or lack thereof). Even when controlling for various individual and institutional characteristics, students who do not identify with any religious group have the lowest university satisfaction, whereas Protestant students have the highest satisfaction. Group disparities in satisfaction are also observed for race/ethnicity, gender, parental education, and academic preparation. Implications for practice and future research are discussed.

Brown-Luthango, Mercy (2013):

Community-university engagement: the Philippi CityLab in Cape Town and the challenge of collaboration across boundaries.

In: High Educ 65 (3), S. 309–324.

DOI: 10.1007/s10734-012-9546-z

Abstract:

Debates about the role of the university in society have been going on for many decades. There have been several calls for a more "engaged" form of scholarship which applies itself consciously to the pursuit of applied knowledge which can contribute towards solving some of the most pressing societal challenges. Closer collaboration between universities and community groups has been identified as a central component of this form of scholarship. This paper interrogates the literature on the role of universities in society, with a specific focus on university-community partnerships, and discusses the experience of the Philippi CityLab in Cape Town, South Africa to shed some light on the complexities, challenges and rewards of university-community interactions. The case of the Philippi CityLab confirms many of the pre-requisites for "successful" collaboration between universities and communities as identified in the literature. The paper argues that the ideal of a more engaged scholarship is certainly worth pursuing and that there is no doubt that South African universities do have a role to play in terms of working with communities to find workable solutions to the myriad of development challenges which they face. However, the experience of the Philippi CityLab also shows that stakeholders should not be naïve about the time, effort and investment which these kinds of engagements require and the difficulty of establishing, maintaining and sustaining genuine, mutually beneficial university-community collaborations. Furthermore, a truly engaged scholarship requires a significant

transformation of the institutional context within universities in order to not only facilitate and support, but also reward research which seek closer collaboration between universities and communities.

Byun, Kiyong; Jon, Jae-Eun; Kim, Dongbin (2013):

Quest for building world-class universities in South Korea: outcomes and consequences.

In: High Educ 65 (5), S. 645–659.

DOI: 10.1007/s10734-012-9568-6

Abstract:

The purpose of this study is to provide an overview of the Korean government's policies for building world class universities (WCUs) and their implications for Korean higher education institutions. Primarily through an extensive literature review, but also through a discussion of field interviews and the experiences of one of the authors as a public official in education policy making, this study examines the Korean government's policies to establish WCUs, as well as the outcomes and consequences of these policies. Using the framework suggested by Salmi (The challenge of establishing world-class universities. The World Bank, Washington, DC, 2009), the study seeks to answer the following research questions: (a) What policies has the Korean government implemented to build WCUs since the late 1990s? (b) How has the government's quest to build WCUs transformed the Korean higher education system? Specifically, how have HEIs in Korea responded to the policies implemented? (c) What issues and challenges has the Korean higher education system confronted in its quest to build WCUs?

Caçola, Priscila (2013):

Patricia Goodson: Becoming an academic writer: 50 exercises for paced, productive, and powerful writing, Sage, 2013, 248 pp.

[Review]. In: High Educ 65 (6), S. 785–786.

DOI: 10.1007/s10734-012-9555-y

Cai, Yuzhuo (2013):

Graduate employability: a conceptual framework for understanding employers' perceptions.

In: High Educ 65 (4), S. 457–469.

DOI: 10.1007/s10734-012-9556-x

Abstract:

This study provides a conceptual framework for understanding what employers think about the value of graduates with similar educational credentials in the workplace (their employability), using insights from the new institutionalism. In this framework, the development of employers' beliefs about graduates' employability is broken into a number of factors and mechanisms, including exogenous factors, initial signalling effects and the processes of both private and public learning. With such conceptualisation, this article discusses the implications for international higher education providers on how to improve their graduates' employment by influencing employers' beliefs.

Capó-Vicedo, Josep; Molina-Morales, F. Xavier; Capó, Jordi (2013):

The role of universities in making industrial districts more dynamic. A case study in Spain.

In: High Educ 65 (4), S. 417–435.

DOI: 10.1007/s10734-012-9553-0

Abstract:

Through this research we aim to contribute to the debate on the role of universities in industrial districts in the context of the new competitive panorama that they are facing. With this objective in mind, we have carried out a study based on a university located within a Spanish textile district, using Social Network Analysis techniques. Of particular relevance are the relationships between companies, of which there is a dense concentration, and the university, which has an important role as mediator within the network.

Carnoy, Martin; Dossani, Rafiq (2013):

Goals and governance of higher education in India.

In: High Educ 65 (5).

DOI: 10.1007/s10734-012-9565-9

Abstract:

In this paper, we explore the evolution of the Indian State's role in governance, and the implications this has for goal setting. We find that the Indian government's activist role in governance marked a change from the colonial period. This, we suggest, was not due to changes in the relative influence of different stakeholder groups. It was instead due to new national developmental goals, particularly industrialization. Fairly quickly after independence, we find that higher education governance came to be exercised in different ways between the center and the states. Control over the system's governance was to later become an arena of contest between the national (central) government and the provinces (states), leading to disagreements on strategies, such as on funding and regulation. In later phases, particularly in the third phase that began in 1984 and continues to the present, the disagreements intensified because educational priorities started changing due to the changes in the relative influence of stakeholder groups and new forces such as globalization.

Chan, Sheng-Ju (2013):

Rosalind M. O. Pritchard: Neoliberal developments in higher education: the United Kingdom and Germany, Peter Lang, Bern, Switzerland, 2011.

[Review]. *In: High Educ 65 (6), S. 787–789.*

DOI: 10.1007/s10734-012-9588-2

Cho, Young Ha; Palmer, John D. (2013):

Stakeholders' views of South Korea's higher education internationalization policy.

In: High Educ 65 (3), S. 291–308.

DOI: 10.1007/s10734-012-9544-1

Abstract:

The study investigated the stakeholders' perceptions of South Korea's higher education internationalization policy. Based on the research framework that defines four policy values—propriety, effectiveness, diversity, and engagement, the convergence model was employed with a concurrent mixed method sampling strategy to analyze the stakeholders' perceptions. According to the findings, the stakeholders perceived that the government's internationalization policy to date has contributed to the international competitiveness of Korean universities by and large in a quantitative manner. Their views however signaled that the government should consider the quality and identity of Korean higher education institutions when designing and implementing internationalization policy. Based on the implications that the findings have in the policy

context, this study suggested two points for future policy research into Korean higher education internationalization: (1) develop a glonacal definition of world-classness for Korean universities and (2) build up a mixture model of centralization and decentralization for the government-university relations, which encourages internal self-governance of Korean universities.

Dill, David D.; Beerkens, Maarja (2013):

Designing the framework conditions for assuring academic standards: lessons learned about professional, market, and government regulation of academic quality.

In: High Educ 65 (3), S. 341–357.

DOI: 10.1007/s10734-012-9548-x

Abstract:

The new demands of mass systems of higher education and the emerging environment of global academic competition are altering the traditional institutions for assuring academic standards in universities. As a consequence many nations are experimenting with new instruments for academic quality assurance. Contemporary government control of academic quality assumes three primary forms: "oversight" or direct regulation; "competition" or steering of market forces; and "mutuality" or professional self-regulation structured by the state. The challenge confronting all nations is to design a policy framework that effectively balances the forces of the state, the market, and the academic profession to assure academic standards in universities. Based upon the strengths and weaknesses observed in 14 policy analyses of innovative national instruments of professional self-regulation, market-based regulation, and direct state regulation for assuring academic quality in universities, we outline the essential components of a national framework for assuring academic standards.

Enders, Jürgen; Boer, Harry de; Weyer, Elke (2013):

Regulatory autonomy and performance. the reform of higher education re-visited.

In: High Educ 65 (1), S. 5–23.

DOI: 10.1007/s10734-012-9578-4

Abstract:

The main aim of this article is to contribute to the understanding of organizational autonomy and control in higher education reform and related expectations as regards the performance of universities. Our analyses draws on principal-agent models as a normative theory of policy reform, and institutionalist approaches in public policy and institutional design as an analytical theory of policy reform. We discuss how the dominant narrative of political reform moves away from traditional beliefs in university autonomy that are built on institutional trust and linked to professional autonomy. In the emerging narrative of political change, autonomy becomes re-defined as the 'new organizational autonomy' of universities as both strategic actors and as an addressee of governmental control. The concept of 'regulatory autonomy' captures the use of organizational autonomy of universities as a tool of a new regime of governmental control. Exemplified by the Dutch case, we analyze autonomy policies for strengthening managerial discretion and internal control of universities that are combined with regulatory policies for external control that steer organizational choices. Regulatory autonomy thus aims at aligning universities more closely with governmental goals and improve respective performance. Our literature review shows, however, that there is scarce, inconclusive and methodologically problematic evidence for a link between 'organizational autonomy and performance'. We point at promising avenues for further research on autonomy and performance as two core concepts in the contemporary higher education debate.

Felt, Ulrike; Igelsböck, Judith; Schikowitz, Andrea; Völker, Thomas (2013):

Growing into what? The (un-)disciplined socialisation of early stage researchers in transdisciplinary research.

In: High Educ 65 (4), S. 511–524.

DOI: 10.1007/s10734-012-9560-1

Abstract:

Over past decades we have witnessed considerable debate questioning the capacity of contemporary research to address the challenges posed by complex societal developments. As a consequence the need for rethinking cultures and practices of knowledge production has moved high on the policy agenda. In this context transdisciplinarity has become one of the key-notions standing for more openness towards and engagement with non-scientific actors all along the process of knowledge production. While there is much debate, little is known about the every-day research practices in such contexts. This paper focuses on early stage researchers and how they manage to reconcile the demands of transdisciplinarity with other normative requirements in contemporary research. Using the concept of 'epistemic living spaces', which addresses how researchers see their room for epistemic and social manoeuvre within research, the paper explores the possibilities and limits of contemporary research structures to accommodate this alternative way of producing knowledge. Introducing the concept of 'transdisciplinary knowledge regime', the article finally argues that this kind of knowledge production cannot be understood through solely focusing on the specific epistemological and normative prescriptions, but demands close consideration of the complex entanglements between the epistemic, the institutional, the social and the ideological perspectives in contemporary research. All this also raises new issues of responsibility towards early stage researchers.

Feng, Yi (2013):

University of Nottingham Ningbo China and Xi'an Jiaotong-Liverpool University: globalization of higher education in China.

In: High Educ 65 (4), S. 471–485.

DOI: 10.1007/s10734-012-9558-8

Abstract:

This essay studies the University of Nottingham Ningbo China and Xi'an Jiaotong-Liverpool University—the two Chinese campuses established respectively by the University of Nottingham and the University of Liverpool. They represent successful models of globalization of higher education in China; however their rationale, strategies, curricula, partnership, and orientation are very different. Through a comparative analysis, the paper reveals their unique development and offers a template for studies of globalization of higher education in China and elsewhere through branch campuses.

Forbes-Mewett, Helen; Nyland, Chris (2013):

Funding international student support services: tension and power in the university.

In: High Educ 65 (2), S. 181–192.

DOI: 10.1007/s10734-012-9537-0

Abstract:

This case study aims to contribute some understanding as to why a research oriented university with many thousands of full-fee paying international students was believed not to provide adequate funds for international student support services. Drawing on Bourdieu's notions of fields of power and disciplinary hierarchy, we suggest that the University must allocate resources amongst competing claimants. In the associated internal contest for resources, international student support divisions and disciplines with little intellectual capital but great capacity to attract international students have relatively little bargaining power. This study indicates that the need to build and sustain research reputation led to inadequate funding of

support services in an Australian institution heavily reliant on international student income. Ironically, this can mean students who choose a highly ranked university may not receive the support services they require.

Frølich, Nicoline; Huisman, Jeroen; Slipersæter, Stig; Stensaker, Bjørn; Botas, Paulo Charles Pimentel (2013):

A reinterpretation of institutional transformations in European higher education. strategising pluralistic organisations in multiplex environments.

In: High Educ 65 (1), S. 79–93.

DOI: 10.1007/s10734-012-9582-8

Abstract:

The paper draws on institutional theory with special attention to recent contributions that aim at developing its micro-foundations. We address the question of how individual higher education institutions deal with institutional pluralism. We develop an analytical framework inspired by institutional theory, the sensemaking perspective in organisation theory and strategy-as-practice to connect the macro-transformation processes of the organisational field and the micro-processes of organisational strategising.

Horta, Hugo (2013):

Deepening our understanding of academic inbreeding effects on research information exchange and scientific output: new insights for academic based research.

In: High Educ 65 (4), S. 487–510.

DOI: 10.1007/s10734-012-9559-7

Abstract:

This paper analyzes the impact of academic inbreeding in relation to academic research, and proposes a new conceptual framework for its analysis. We find that mobility (or lack of) at the early research career stage is decisive in influencing academic behaviors and scientific productivity. Less mobile academics have more inward oriented information exchange dynamics and lower scientific productivity. The analysis also indicates that the information exchange and scientific productivity of academics that changed institutions only once do not differ substantially from that of “mobile inbred academics”. This emphasizes the need for mobility throughout scientific and academic careers and calls for policies to curtail academic inbreeding.

Jang, Deok-Ho; Kim, Leo (2013):

Framing “world class” differently: international and Korean participants’ perceptions of the world class university project.

In: High Educ 65 (6), S. 725–744.

DOI: 10.1007/s10734-012-9573-9

Abstract:

This study analyzes how the world class university (WCU) project in Korea is perceived by participating international scholars and Korean principal investigators by conducting focus group interviews and utilizing semantic network analysis. While international scholars and Korean principal investigators agree that the success of WCU depends on mutual collaboration, the expansion of qualitative evaluation, and effective student education, their core interests and values differ. International scholars place much weight on core educational values that are tied with students and research. On the other hand, Korean principal investigators take greater interest in the administrative side, including formal evaluation, regulation, and attendance for the required number of class days. This difference in assessing the WCU project emerges as an obstacle to mutual understanding and collaboration. Rather than judging which group’s frame of reference is better or more relevant, our analysis focuses on offering a context-specific understanding of frame while avoiding the cliché

of “cultural difference.” Lastly, the analysis of frames offers some useful implications for the Korean higher education research and policy community.

Kauko, Jaakko (2013):

Dynamics in higher education politics: a theoretical model.

In: High Educ 65 (2), S. 193–206.

DOI: 10.1007/s10734-012-9538-z

Abstract:

This article presents a model for analysing dynamics in higher education politics (DHEP). Theoretically the model draws on the conceptual history of political contingency, agenda-setting theories and previous research on higher education dynamics. According to the model, socio-historical complexity can best be analysed along two dimensions: the political situation and political possibilities. Politics as a situation connotes the idea of an opportune moment when politics can be changed, and political possibilities concern the different alternatives the actors see in different situations. Depending on whether the situation is favourable or unfavourable to change, and on whether the possibilities are politicised or settled, the DHEP model introduces four types of dynamic: reform, gridlock, consensual change and friction. On the empirical level the model has been tested and developed in the context of Finnish higher education by means of interviews and documentary material. It was found, in the Finnish context, that four policy threads functioned according to each of the dynamics. It appears from the empirical findings that dynamics in higher education politics are strongly related to changes that are external to the higher-education system, the changing positions of the actors in different policy threads and the unexpected nature of the dynamics. The DHEP can also be used to shed light on the effects of the silent, settled possibilities that may enable or disable other policy threads within a higher education system.

Kezar, Adrianna (2013):

Understanding sensemaking/sensegiving in transformational change processes from the bottom up.

In: High Educ 65 (6), S. 761–780.

DOI: 10.1007/s10734-012-9575-7

Abstract:

Government agencies, foundations, business and industry, and other important higher education stakeholders continue to invest in important and deep changes they think are necessary for the vitality and health of higher education particularly interdisciplinary teaching and research. But we know little about how transformational changes happen, particularly bottom up approaches required for altering the teaching/learning environment. This article reports on one of the few studies of transformational change describing case study research of 28 institutions attempting to fundamentally shift toward interdisciplinary work. The results identify the key role of sensemaking and sensegiving and build on earlier research showing how these processes change from mobilization to the implementation of change.

Kiany, Gholam Reza; Shayestefar, Parvaneh; Ghafar Samar, Reza; Akbari, Ramin (2013):

High-rank stakeholders' perspectives on high-stakes University entrance examinations reform: priorities and problems.

In: High Educ 65 (3), S. 325–340.

DOI: 10.1007/s10734-012-9547-y

Abstract:

A steady stream of studies on high-stakes tests such as University Entrance Examinations (UEEs) suggests that high-stakes tests reforms serve as the leverage for promoting quality of learning, standards of teaching, and

credible forms of accountability. However, such remediation is often not as effective as hoped and success is not necessarily ensured. As reasons for such a failure were mostly studied after implementation or at completion phase of a reformed test, i.e., a-posteriori scrutinies, there remain theoretical and analytical gaps regarding policy/planning phase, i.e., a-priori explorations. To contribute toward ameliorating this problem, the present study, based on in-depth interviews with 14 policymakers and proponents of the UEEs reform, detailed their conceptualization of this change in terms of the underlying policies, prospects, and perspectives. The analysis came up with three major frameworks: 'conceptual image of the intended impacts', 'paradigm shift from psychometrics traditions to edumetrics culture', and 'ulterior challenges of transition'. The analytic glance further provided corroborating links to two global perspectives on assessment: political and technological perspectives. The findings are suggestive that the technological challenges of the current change intersect with the policies that still envisage the same 'selecting function' for the UEE's alternative. This would thwart the success rate of the ideals or desirable changes aimed by the 'directing function' of this reform. The a-priori planning analysis is, thus, noteworthy given that it becomes a terrain for examining the formulated policies and the intended practices, and for evidencing how policy influences and is influenced by the reals of practice.

Krettek, Peter M.; Dragsic, Zarko; Kehm, Barbara M. (2013):

Transformation of university governance: on the role of university board members.

In: High Educ 65 (1), S. 39–58.

DOI: 10.1007/s10734-012-9580-x

Abstract:

In this conceptual contribution to the study of university governance the authors will approach potential patterns of behavior of key decision-makers at central university level, i.e. roles of governance actors, as well as the set of factors that shape and constrain the governance actor's room of manoeuvre and provide avenues to explain varying role enactments through an actor analysis of members of the newly introduced university boards. In a first part the introduction and empowerment of university boards in European higher education institutions is described as a building block of the transformation of university governance. In the second part the main hypothesis derived is that, in governance practice, board members enact roles which are not only shaped and constrained by formal institutions, as given by the organizational context and regulatory structure, but also by conformable, appropriate and legitimate role expectations of central role senders. As a showcase analysis, the roles of university board members are conceptually explored. Especially in the context of recent reform processes, board members who tend to have a varied status set, very often find themselves in a troubling situation of conflicting role expectations, leading to high levels of role conflicts and role ambiguity. It is the aim of this paper to sketch and examine the factors that contribute to the different roles university board members may take.

Kucel, Aleksander; Vilalta-Bufi, Montserrat (2013):

Why do tertiary education graduates regret their study program? A comparison between Spain and the Netherlands.

In: High Educ 65 (5), S. 565–579.

DOI: 10.1007/s10734-012-9563-y

Abstract:

In this paper we investigate the determinants of regret of study program for tertiary education graduates in Spain and the Netherlands. These two countries differ in their educational system in terms of the tracking structure in their secondary education and the strength of their education-labor market linkages in tertiary education. Therefore, by comparing Spain and the Netherlands, we aim at learning about the consequences that the two educational systems might have on the regret of study program in tertiary education. Basing on the psychological literature on regret, we derive some expectations on the determinants of regret of study program. Results reveal that both, education track and education-labor mismatch of tertiary education, are

important determinants of the likelihood of program regret. Results allow us to derive some policy recommendations on the tertiary education system.

Kyvik, Svein (2013):

The academic researcher role: enhancing expectations and improved performance.

In: High Educ 65 (4), S. 525–538.

DOI: 10.1007/s10734-012-9561-0

Abstract:

This article distinguishes between six tasks related to the academic researcher role: (1) networking; (2) collaboration; (3) managing research; (4) doing research; (5) publishing research; and (6) evaluation of research. Data drawn from surveys of academic staff, conducted in Norwegian universities over three decades, provide evidence that the researcher role has become more demanding with respect to all sub-roles, and that academic staff have responded to increasing external and internal demands by enhancing their role performance.

Lepori, Benedetto; Usher, John; Montauti, Martina (2013):

Budgetary allocation and organizational characteristics of higher education institutions. a review of existing studies and a framework for future research.

In: High Educ 65 (1), S. 59–78.

DOI: 10.1007/s10734-012-9581-9

Abstract:

Budgeting—i.e. the decision on the level of expenditures and on the repartition of resources among organizational subunits—can be conceived as a critical organizational process, which is closely related to key choices concerning strategic priorities and to resources acquisition strategies. Overall, it is increasingly being recognized as one of the central places where steering and governance take place, and where higher education institutions are supposed to take initiative. Accordingly, this paper pursues two aims: first, it provides a review of existing studies about budgeting in higher education, according to the literature on changes in its organizational characteristics, and with a focus on approaches from Organizational Theory and Sociology. Second, it identifies some future directions of research, thus easing the integration of these two bodies of literature. This integration may help in providing researchers with a deeper understanding of the current functioning of budgeting processes, their variations across higher education institutions and countries, as well as their implications for organizational behavior.

MacDonald, Ginger Phillips (2013):

Theorizing university identity development: multiple perspectives and common goals.

In: High Educ 65 (2), S. 153–166.

DOI: 10.1007/s10734-012-9526-3

Abstract:

Universities articulate their identities during moments of organizational change. The process of development of university identity is herein explored from multiple theoretical strands: (a) industrial/organizational psychology, (b) human development/social psychology, (c) marketing, and (d) postmodern sociological. This article provides an analysis of historic and emergent theories of identity development, suggesting commonalities such as: people seek positive self-identification with their universities; people use comparative like me versus not like me strategies; a view toward history and legacy is common, but need to be balanced by a view that identity is evolutionary, complex, and mutable. A case example of complex identity challenges for branch campuses is presented.

Magalhaes, António; Veiga, Amélia; Ribeiro, Filipa M.; Sousa, Sofia Santiago Rui (2013):

Creating a common grammar for European higher education governance.

In: High Educ 65 (1), S. 95–112.

DOI: 10.1007/s10734-012-9583-7

Abstract:

This paper addresses the interaction between European Union policies and national higher education sectors in the countries involved in the TRUE project (England, France, Germany, Italy, The Netherlands, Norway, Portugal and Switzerland) making the case for European governance. Relevant for this matter is the role of political processes that evolve at European level shaping political discourses and practices, thus creating a common grammar for European higher education governance. By empirically focusing on evaluation and funding policies the paper argues that European governance reflects in how this common grammar is being created and reconfiguring the environment within which European higher education systems and institutions are developing.

Mahdavi Mazdeh, Mohammad; Razavi, Seyed-Mostafa; Hesamamiri, Roozbeh; Zahedi, Mohammad-Reza; Elahi, Behin (2013):

An empirical investigation of entrepreneurship intensity in Iranian state universities.

In: High Educ 65 (2), S. 207–226.

DOI: 10.1007/s10734-012-9539-y

Abstract:

The purpose of this study is to propose a framework to evaluate the entrepreneurship intensity (EI) of Iranian state universities. In order to determine EI, a hybrid multimethod framework consisting of Delphi, Analytic Network Process (ANP), and VIKOR is proposed. The Delphi method is used to localize and reduce the number of criteria extracted from a deep literature review, according to the social and economic conditions of Iranian state universities by using an expert panel, including sixty-eight country-wide academicians and practitioners. After that, a group approach to ANP was utilized as an evaluation method to derive the weights of each criterion. Next, the evaluation data were gathered through a questionnaire, and, finally, the compromise ranking of universities was calculated using the VIKOR method. Moreover, this study applies weight-variance analysis (WVA) to suggest improvement actions. The paper proposes an evaluation framework for determining the performance of entrepreneurship development initiatives in universities. By using this framework, twenty-two Iranian state universities are evaluated in terms of their EI, and the results are discussed.

McGarr, Olliver; Clifford, Amanda Marie (2013):

'Just enough to make you take it seriously': exploring students' attitudes towards peer assessment.

In: High Educ 65 (6), S. 677–693.

DOI: 10.1007/s10734-012-9570-z

Abstract:

The use of peer learning and peer assessment has gained considerable interest in higher education driven by both its educational value and by its ability to provide students with the opportunity to develop important transferrable skills. This paper reports on the use of peer learning and peer assessment with a cohort of four-year undergraduate physiotherapy students and an 18 month taught post-graduate teacher education programme. The study observed the students' engagement in the process, surveyed their opinions on the activity at the end of the experience and conducted one focus group discussion with a subset of students from each cohort. The study found that the vast majority of respondents felt that the experience was valuable and enjoyable. However, when asked to indicate whether it was a fairer method of assessment there were more varied responses. Similarly when asked whether their peers should have a greater say in their overall grade the majority disagreed. Views on the educational value of the experience appeared to differ between the two

cohorts of students. The study highlights the influence of a prevailing assessment cultures on students' engagement in peer learning which requires consideration when including such pedagogical approaches.

Musselin, Christine (2013):

Redefinition of the relationships between academics and their university.

In: High Educ 65 (1), S. 25–37.

DOI: 10.1007/s10734-012-9579-3

Abstract:

This paper primarily deals with the relationships between academics and their university in European countries. The aim of this paper is therefore not to produce new results but provide a synthesis of the main trends that can be identified from the literature and then suggest what can be borrowed from sociological theories to highlight the ongoing evolutions. The first section of the paper reviews the main results to be drawn from previous research on this issue and focuses on the management of academic careers and the management of academic activities at the university level. The second section suggests alternative interpretative frameworks to be borrowed from sociological theory in order to complete the already existing research and develop new perspectives to explain and interpret these changes in the relationships between academics and their institutions. Four perspectives are successively explored particularly useful here: a sociology of work; a labor market perspective; an analysis in terms of careers and trajectories and finally considerations about the traditional tension between organizations and professions.

Nordentoft, Helle Merete; Thomsen, Rie; Wichmann-Hansen, Gitte (2013):

Collective academic supervision: a model for participation and learning in higher education.

In: High Educ 65 (5), S. 581–593.

DOI: 10.1007/s10734-012-9564-x

Abstract:

Supervision of graduate students is a core activity in higher education. Previous research on graduate supervision focuses on individual and relational aspects of the supervisory relationship rather than collective, pedagogical and methodological aspects of the supervision process. In presenting a collective model we have developed for academic supervision of Danish master students, we seek to fill these gaps. The underlying pedagogical rationale for the model is that students' participation and learning are interconnected. The model provides possibilities for incorporating a progressive and systematic interaction between master students in their individual writing processes. In the article, we investigate the potentials and challenges of the model and draw on analyses of six individual interviews with master students and one focus group interview with five supervisors. Our findings show that students learn core academic competencies in collective academic supervision (CAS), such as the ability to assess theoretical and practical problems in their practice and present them to peers. The analysis reveals that interaction between divergent projects and voices in CAS can be highly productive in academic learning. However, the model also challenges both students and supervisors because both parties are used to a one-to-one supervisory relationship and not prepared for different modes of participation and learning. According to both supervisors and students, the majority of supervisors need better training in the facilitation of collective supervision processes.

O'Connell, Catherine (2013):

Research discourses surrounding global university rankings: exploring the relationship with policy and practice recommendations.

In: High Educ 65 (6), S. 709–723.

DOI: 10.1007/s10734-012-9572-x

Abstract:

This study examines the ways in which different research perspectives have tended to problematize global university rankings (GURs). An analytical framework is applied to help articulate four distinct research discourses that have been applied to GURs. The framework distinguishes research problems which are locally defined and 'emergent' from those which are 'a priori' and seek to test data against established bodies of knowledge. The analysis in this paper considers the contribution made from studies framed by these contrasting perspectives. The paper considers the extent to which different research approaches align with or challenge the dominant discourses within higher education internationally. The analysis shows how the research perspective adopted relates to the nature of policy and practice responses proposed; both in terms of the audience(s) they are addressed to; and the extent to which policy and practice solutions are structural and systemic or social practice oriented. The paper highlights some of the implications of the prevailing research orientation for the trajectory of GUR development.

Pastor, José Manuel; Pérez, Francisco; Fernández de Guevara, Juan (2013):

Measuring the local economic impact of universities: an approach that considers uncertainty.

In: High Educ 65 (5), S. 539–564.

DOI: 10.1007/s10734-012-9562-z

Abstract:

The contribution of universities to society is due to the effects generated both in the supply and in the demand side, the latter being associated with the injection of demand as a result of the activities these institutions carry out. This paper focuses on the impact of the demand side by designing a methodology based on Monte Carlo simulations so as to introduce stochastic elements in calculating the economic impact of universities. We apply this methodology to the case of Valencian public universities, introducing stochastic elements in all the elements which imply assumptions with uncertainty. The results highlight the importance of considering uncertainty by generating multipliers which can vary around the average value by 18 % in the case of output and employment, and 10 % in the case of income.

Ramirez, Francisco O.; Christensen, Tom (2013):

The formalization of the university: rules, roots, and routes.

In: High Educ 65 (6), S. 695–708.

DOI: 10.1007/s10734-012-9571-y

Abstract:

This article examines changes in the formal organization of two universities and two schools within these universities, the University of Oslo and Stanford University. We focus on role differentiation, rule formation, and resource seeking structures and describe organizational developments along these dimensions. We find that both these universities travel similar routes involving greater role differentiation, rule formation, and resource seeking activities. Both universities more explicitly function as organizational actors influenced by a global environment that favors the more socially embedded and the more managed university. However, we also find persistent differences in how these universities respond to the global environment, differences that reflect the different historical roots of different universities. A tradition of professorial self-governance at the University of Oslo, for example, fosters greater resistance to the managed university ideal. The latter emerges earlier and develops to a greater degree at Stanford University. We conclude that university routes are influenced both by common (now globalized) rules of the game and by their different organizational roots. We use ideas from the neo-institutional and path dependency perspectives to make sense of both growing commonalities and persistent differences.

Reale, Emanuela; Seeber, Marco (2013):

Instruments as empirical evidence for the analysis of Higher Education policies.

In: High Educ 65 (1), S. 135–151.

DOI: 10.1007/s10734-012-9585-5

Abstract:

This paper focuses on policy implementation in Higher Education (HE) analysed through the evolution and transformation of policy instruments related to government funding and evaluation. We investigate how steering and governance tools have been put into action, in order to analyse how original policy rationales and justifications have evolved and are affected by context and instrument characteristics. The research questions are: what do policy instruments reveal about the evolution of policy rationales and justifications? To what extent and why do they evolve in unpredictable ways? We look at two types of instruments, funding and evaluation that are tools widely diffused in European HE systems. We adopt a diachronic perspective spanning the last 15 years, and a comparative approach across eight European countries. Our findings show that the form and evolution of instruments are related to factors such as the existing mix of instruments and policy paradigm, of the features of the policy process and of the instruments themselves.

Sharabati-Shahin, Mervat H. N.; Thiruchelvam, K. (2013):

The role of Diaspora in university–industry relationships in globalised knowledge economy: the case of Palestine.

In: High Educ 65 (5), S. 613–629.

DOI: 10.1007/s10734-012-9566-8

Abstract:

University–industry (U–I) linkage is not a new concept. Although there are models for such linkage that have been tested or used, they may remain unsuitable in certain countries and communities. With the unique situation of the Palestinians, the existing models may fall short of meeting the specific needs and targets of establishing such a relationship. This paper aims at building a framework for stronger relationships between Palestinian universities and industries and entrepreneurial network of the Palestinian Diaspora based on a strong supporting platform of Science, Engineering, Technology & Innovation (SET&I). This would in turn strengthen the SET&I platform rendering it an enabled and enabling platform. Several interviews were conducted with people seen as experts and/or representatives in this field. University–industry collaboration, knowledge networks, Diaspora, researchers, investment, spin off, spill over, brain drain, Palestinian skilled immigrants and others are pieces of a puzzle. This puzzle can be put together in many ways. Looking through the eyes of Palestinian Diaspora entrepreneurs, U–I collaborations are a ready platform that could support their mobilization and movement towards challenge and socio-economic satisfaction in Palestine.

Steiner, Lars; Sundström, Agneta C.; Sammalisto, Kaisu (2013):

An analytical model for university identity and reputation strategy work.

In: High Educ 65 (4), S. 401–415.

DOI: 10.1007/s10734-012-9552-1

Abstract:

Universities face increasing global competition, pressuring them to restructure and find new identities. A multidimensional model: identity, image and reputation of strategic university identity and reputation work is developed. The model includes: organizational identity; employee and student attitudes; symbolic identity; influence from buildings, artefacts and reputation; and external stakeholders' valuations. Image perceptions among employees, students and external stakeholders are proposed to have a transition-mediating function with respect to university identity. The model serves as an analytical tool for both academic scholars and university administrators in the strategic work with university identity, image and reputation, and aim to clarify the complex relations between these concepts.

Svenson, Nanette (2013):

Research and development in Central America: panorama and prospects for international cooperation.

In: High Educ 65 (5), S. 661–676.

DOI: 10.1007/s10734-012-9569-5

Abstract:

This article examines the state of scientific research and development in Central America, highlighting the potential contribution of international partners. It separates Central America from the larger region of Latin America and the Caribbean to underscore its differences and how these affect scientific and technological capacities, priorities and possibilities. Using primarily data from the Ibero-American Network of Science and Technology Indicators and the United Nations Educational, Cultural and Scientific Organization Institute for Statistics, current research and development trends in the region are explored, as defined by international Frascati norms, and juxtaposed against broader scientific and technological parameters. Challenges within this environment include educational quality and completion rates; low public and private funding of scientific research; lack of institutionalization; limited understanding of the potential returns associated with research; and the fact that the region operates almost entirely in Spanish, limiting opportunities for global publication and exchange. In addition to national efforts, collaborative international initiatives that appear to be yielding dividends against these obstacles are multinational and intergovernmental supported research training and monitoring partnerships; cross-border university- and research institute-led programs; and international joint publishing projects.

Tran, Thi Tuyet (2013):

Grant Harman, Martin Hayden and Pham Thanh Nghi (eds): Reforming higher education in Vietnam: challenges and priorities.

[Review]. In: High Educ 65 (6), S. 781–783.

DOI: 10.1007/s10734-012-9551-2

Abstract:

Under the impact of globalization and the development of the knowledge economy and information technology, many countries in the developing world are struggling to reform to develop modern higher education systems (HES) to meet the new needs of industry and to increase the competitiveness in the knowledge market. Many innovation movements initiated in the West such as internationalisation, privatisation, marketisation or the cooperation with industry are now adopted and have become major focuses of higher education (HE) reform in many developing countries.

Tran, Thi Tuyet (2013):

Limitation on the development of skills in higher education in Vietnam.

In: High Educ 65 (5), S. 631–644.

DOI: 10.1007/s10734-012-9567-7

Abstract:

This study investigates the perceptions of higher education students, recent graduates and employers in Vietnam on the issue of skill development in the higher education system in Vietnam. Enhancing skill development is considered essential for students, not only to pursue their study, but also for their success later, at work and in life. The results suggest that though there is evidence of effort to change, to include and to develop soft skills in the system, the central-controlled curriculum, the traditional teaching method, the prevalence of passiveness among students and cultural features all hinder the effort of developing skills for university students. The limitation in skill development during university is considered one of the biggest barriers preventing university graduates from making a smooth transition to the workplace.

Walker, Guy (2013):

A cognitive approach to threshold concepts.

In: High Educ 65 (2), S. 247–263.

DOI: 10.1007/s10734-012-9541-4

Abstract:

This paper asks a fundamental question: what is happening inside the mind of the undergraduate during teaching and learning experiences, and how should curricula be designed to support it? A number of concepts lend themselves to providing an answer, principle among which is the relatively recent idea of Threshold Concepts. In this paper we attempt to critically evaluate both the 'product' and 'process' of Threshold Concepts and subject the idea to a stress test by comparing it to the longer established Schema Theory of Learning. This mapping enabled a novel empirical study involving undergraduate civil engineering students to be performed. The methods derived from Schema Theories of learning provide a set of findings that compliment and strengthen certain key areas of Threshold Concepts, as well as leading to the development of some interesting principles of curriculum design.

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Abbasi, Enayat; Zamani-Miandashti, Naser (2013):

The role of transformational leadership, organizational culture and organizational learning in improving the performance of Iranian agricultural faculties.

In: High Educ 66 (4), S. 505–519.

DOI: 10.1007/s10734-013-9618-8

Abstract:

This empirical research was conducted to investigate the role of transformational leadership, organizational culture and organizational learning in improving the performance of Iranian agricultural faculties and leading them to become learning organizations. The research population consisted of all faculty members of public agricultural faculties affiliated with Iran's Ministry of Science, Research and Technology. A sample of 329 faculty members was selected using stratified random sampling method with proportional allocation. Questionnaire was the main tool for data gathering. Validity of the questionnaire was verified using average variance extracted. Composite reliability coefficients were calculated for determining the reliability of the questionnaire. Collected data were analyzed by structural equation modeling technique using Lisrel 8.50 software package. The results showed that there was a positive and significant relation between contextual components (transformational leadership and learning organizational culture) and process component (organizational learning). These two contextual components could explain 87.3 % of the process component variance. Also, there was a positive and significant relation between process component and performance component, and the process component could explain 36 % of the performance component variance. Our findings support that transformational leadership and learning organizational culture with the effect on organizational learning process not only improve the agricultural faculty performance, but also change them to learning organizations.

Anderson, Charles; McCune, Velda (2013):

Fostering meaning: fostering community.

In: High Educ 66 (3), S. 283–296.

DOI: 10.1007/s10734-012-9604-6

Abstract:

This article acknowledges the value of using communities of practice as a perspective to illuminate learning and teaching in higher education but argues that preceding work has given insufficient attention to: the particular kinds of trajectories, commitments and intentions displayed by the participants in undergraduate courses; the knowledge practices and distinctive stances in relation to knowledge around which these 'communities' centre and the conceptualisation of the nature of communication and the particular challenges for the creation of meaning within higher education learning communities. It addresses these gaps by closely examining these matters and bringing to the fore the distinctiveness of learning communities in higher education. Based on this analysis it argues that effective teaching requires the creation of transitional spaces and hybrid discourses that allow for movement and change, and characterises learning communities in higher education as 'spaces of the in-between'.

Bótas, Paulo Charles Pimentel; Huisman, Jeroen (2013):

A Bourdieusian analysis of the participation of Polish students in the ERASMUS programme: cultural and social capital perspectives.

In: High Educ 66 (6), S. 741–754.

DOI: 10.1007/s10734-013-9635-7

Abstract:

In this paper we examine the perceptions of ERASMUS agents' of Polish students' participation in the EP. We provide a Bourdieusian analyse of the cultural and social capital acquisition of students based on the qualitative data, collected through semi-structured, in-depth interviews with Erasmus agents, of a European research project. We argue that: Polish students' participation in the EP has a positive impact on their academic achievement, cultural, social and linguistic capital, but, at the same time, it has a negative impact on degree completion of students as they get highly paid jobs, which prevent them from fully developing their cultural capital; ERASMUS Tourism has its value and place in the EP, because it provides students with the opportunity to develop their cultural, social and linguistic capital; and a Bourdieusian analysis of the experiences of ERASMUS students provides a better understanding of the impact student participation in the EP on their development.

Brew, Angela (2013):

Understanding the scope of undergraduate research: a framework for curricular and pedagogical decision-making.

In: High Educ 66 (5), S. 603–618.

DOI: 10.1007/s10734-013-9624-x

Abstract:

This article critically examines existing models and different ways of understanding undergraduate research to argue that there is a need for a coherent framework for student research that can contribute to curricular and pedagogical decision-making. A framework derived from analysing and integrating models of undergraduate research within the literature and from investigation in different countries is presented and explained. This framework graphically highlights the curricular and pedagogical choices involved where it is intended to engage students in research and inquiry. The article then indicates how it has been and can be used and discusses implications for research and practice.

Brew, Angela; Boud, David; Lucas, Lisa; Crawford, Karin (2013):

Reflexive deliberation in international research collaboration: minimising risk and maximising opportunity.

In: High Educ 66 (1), S. 93–104.

DOI: 10.1007/s10734-012-9592-6

Abstract:

International research collaboration raises questions about how groups from different national and institutional contexts can work together for common ends. This paper uses issues that have arisen in carrying out the first stage of an international research project to discuss a framework designed to map different kinds of multi-national research collaboration in terms of increasing complexity and increasing time to research outputs. The paper explores factors that enable and that constrain progress in carrying out collaborative research. The paper highlights the complex interplay within research practice of factors that derive from institutional structures and those that appertain to individuals as agents. It uses the personal and collective reflexive deliberations of the authors, to demonstrate that as the complexity of the research interface increases, and as the time to research outputs increases, so structural risk increasingly develops into agentic risk, and that structural risk becomes increasingly required to be managed through agentic action.

Buisson-Fenet, Hélène; Draelants, Hugues (2013):

School-linking processes: describing and explaining their role in the social closure of French elite education.

In: High Educ 66 (1), S. 39–57.

DOI: 10.1007/s10734-012-9587-3

Abstract:

In France, while schools are supposed to be sources of social mobility, as in any democratic society, it appears that children from privileged socio-economic categories are increasingly overrepresented in preparatory classes for the Grandes Écoles. The French studies trying to understand elite reproduction have mainly focused on family inheritance overlooking the fact that social privilege is also mediated through institutions, as highlighted by the scientific literature on selective admissions in the US. Following such line of inquiry, this article aims to show how patterns of “school-linking processes” allow for social closure in France’s first-class higher education. It presents a comparative case study research which is both descriptive and explanatory in design. Results combine quantitative data to identify the secondary schools that feed the elite paths of three major high schools offering preparatory classes; and qualitative data in order to understand the strategies of these three major high schools to select their applicants. The findings suggest that access to French elite education is clearly shaped by school-linking phenomena but that the forms of these links depend on the preparatory classes’ geographical location and catchment areas inducing different types of strategies from the selection committees. The conclusion highlights that these French specificities in terms of institutional linkages lead to different practical implications from those of US research.

Callow, Megan (2013):

On being an academic: A review. J. Fanghanel: Being an academic. Routledge, New York, NY, 2012.

[Review]. In: High Educ 66 (6), S. 773–776.

DOI: 10.1007/s10734-013-9665-1

Cantwell, Brendan; Taylor, Barrett J. (2013):

Internationalization of the postdoctorate in the United States: analyzing the demand for international postdoc labor.

In: High Educ 66 (5), S. 551–567.

DOI: 10.1007/s10734-013-9621-0

Abstract:

The American academic research enterprise relies heavily on contributions made by foreign nationals. Of particular note is the large number of international postdocs employed at universities in the United States (US). Postdocs are among the fastest growing group of academic staff in the US, and over 50 % of all postdocs in the US are temporary visa holders. While academic mobility is sometimes understood using a ‘push–pull’ model, we argue that demand for educational migrants must be considered. Drawing from Marginson’s (Handbook on globalization and higher education. Edward Elgar, Northampton, 2011; Marginson and Rhoades in High Educ 43:281–309, 2002) work, we develop a model for assessing local, national, and institutional (or local) variables that may shape the employment of international postdocs at universities in the United States, and we operationalize the model through a panel regression analysis using data covering the period 1989–2009. We find that the passage of time and federally supported research and development expenditures are strong predictors of postdoc employment. Institutional characteristics predict changes only in the subsample of private universities.

Chan, Sheng-Ju (2013):

Neubauer, Deane and Kuroda, Kazuo (eds): *Mobility and migration in Asian Pacific higher education*, Palgrave Macmillan, New York, 2012.

[Review]. In: *High Educ* 66 (5), S. 649–651.

DOI: 10.1007/s10734-013-9643-7

Collins, Christopher S. (2013):

Rachel Brooks and Johanna Waters: *Student mobilities, migration and the internationalization of higher education*, Palgrave Macmillan, New York, 2011, 196 pp.

[Review]. In: *High Educ* 66 (6), S. 769–771.

DOI: 10.1007/s10734-013-9644-6

Davies, Sarah R. (2013):

Research staff and public engagement: a UK study.

In: *High Educ* 66 (6), S. 725–739.

DOI: 10.1007/s10734-013-9631-y

Abstract:

Public engagement plays an important role in the contemporary UK academy, and is promoted through initiatives such as Beacons of Public Engagement and research grant 'Pathways to Impact'. Relatively little is known, however, about academic experiences of such engagement activities. This study focuses on one staff group, contract researchers, to explore the perceived challenges and opportunities of public engagement. Qualitative and quantitative data—from a web-based survey and three focus groups—are used to show that, while engagement activities are often seen as rewarding, the challenges involved in participating in them are profound. While researchers report practical needs, such as for logistical support or communication training, key barriers relate to the conditions of contract research more generally, and specifically to job insecurity, transiency, and lack of autonomy.

Delgado-Márquez, Blanca L.; Escudero-Torres, M. Ángeles; Hurtado-Torres, Nuria E. (2013):

Being highly internationalised strengthens your reputation: an empirical investigation of top higher education institutions.

In: *High Educ* 66 (5), S. 619–633.

DOI: 10.1007/s10734-013-9626-8

Abstract:

In an educational context characterised by globalisation, reputation constitutes a crucial issue for today's higher education institutions. Internationalisation of higher education is often seen as a potential response to globalisation and, consequently, higher education has become increasingly internationalised during the past decade. In this paper, we investigate the relationship between internationalisation and reputation in top higher education institutions. Results reveal that internationalisation positively influences a university's reputation but also moderates the relationship between the institution's reputation and its institutional performance with regard to research quality, teaching quality and graduate employability.

Esen, Eyyup (2013):

The review of campus life. Horowitz L. H.: Campus life undergraduate cultures from the end of the eighteenth century to the present. Chicago: University of Chicago Press, 1987.

[Review]. In: *High Educ* 66 (3), S. 383–385.

DOI: 10.1007/s10734-013-9609-9

Evans, Linda (2013):

Macfarlane, Bruce: Intellectual leadership in higher education: renewing the role of the university professor, SRHE book series, London, Routledge, 2012, pp 160.

[Review]. In: *High Educ* 66 (3), S. 379–381.

DOI: 10.1007/s10734-012-9589-1

Finkelstein, Martin J.; Walker, Elaine; Chen, Rong (2013):

The American faculty in an age of globalization: predictors of internationalization of research content and professional networks.

In: *High Educ* 66 (3), S. 325–340.

DOI: 10.1007/s10734-012-9607-3

Abstract:

While there has been considerable policy discussion about the need to internationalize American higher education, our understanding of the internationalization in American faculty's research remains limited. This study intends to investigate the extent of internationalization in American faculty's scholarly work and what individual and institutional levers shape faculty decisions to engage internationally. The results of a 2007–2008 comparative international survey provide insights into these important issues and suggest implications for enhancing the international engagement of US faculty.

Furukawa, Takao; Shirakawa, Nobuyuki; Okuwada, Kumi (2013):

An empirical study of graduate student mobility underpinning research universities.

In: *High Educ* 66 (1), S. 17–37.

DOI: 10.1007/s10734-012-9586-4

Abstract:

The issue of international student mobility has had a profound effect on policy decision-making in the higher education system of essentially every country; however, the statistical data on this subject are insufficient, especially for graduate students. The purposes of this study are to substantiate the state of international mobility among talented graduate students in the sciences and engineering who will publish scholarly research in their future career and to present the mechanism of their moves between institutions. This paper quantitatively analyzes the trajectories of more than 7,000 scientists and engineers beginning at graduate school, obtained from the biographical notes attached to journal articles for authors in the fields of computer vision, robotics, and electron devices. The results suggest that mobility in various engineering fields at world-class research universities is subject to varied pull and push factors. In the fields of computer vision and robotics, a high world university ranking is a significant pull factor in the global mobility of graduate students, which may promote a US-dominated stratification between institutions of higher education, since the institutions at the top end of these rankings are generally in the United States. In contrast, in the field of electron devices, employment for highly skilled workers in domestic industries seems to act as an alternative pull factor for talented graduate students. This article also sheds light on the status of the universities that underpin first-tier research universities by providing undergraduate students to them, an important role that tends to be concealed in the world university rankings. Furthermore, this article suggests the existence of

complementary relationships between the globally top-ranked research universities and the exporting top national research universities in various countries, a relationship that is key to the shape of the current global higher education system.

Galaz-Fontes, Jesús Francisco; Gil-Antón, Manuel (2013):

The impact of merit-pay systems on the work and attitudes of Mexican academics.

In: High Educ 66 (3), S. 357–374.

DOI: 10.1007/s10734-013-9610-3

Abstract:

The central purpose of this work is to present data that evaluates the impact and perspectives of various merit-pay systems directed at Mexican academics. To this end a brief description is provided of recent Mexican higher education evolution, including that of merit-pay programs. It is proposed that faculty merit-pay systems, in the context of several institutional performance-based funding programs, and of a general conditional cash transfer approach to the distribution of public funding, have created a de facto supra-institutional academic rank ladder based on the academic's participation in the highly prestigious and well-remunerated National Researcher's System (SNI), and on the academic's highest degree (HD). Data is presented showing that increasing SNI-HD ranks are associated with less teaching, more research, stronger academic preference for research activities and less institutional involvement. Several collateral negative side-effects of this situation are highlighted and questions are posed in relation to the long-range pertinence of merit-pay systems with the characteristics that are current in the case of Mexican higher education.

Hunter, Carrie P. (2013):

Shifting themes in OECD country reviews of higher education.

In: High Educ 66 (6), S. 707–723.

DOI: 10.1007/s10734-013-9630-z

Abstract:

There have been changes in the political economy since the 1980s, and the Organization for Economic Cooperation and Development (OECD) has changed as well. Scholars have noted shifts in OECD discourse in some policy fields since that time: shifts away from what might be called classic neoliberal perspectives. This paper reflects on the changes in the political economy and in OECD and explores how they might be related to changes in OECD discourse in higher education. Specifically, it examines country reviews of higher education systems conducted by OECD in the mid-1990s and the late-2000s for evidence of shifts in its higher education discourse. Instead of a softening of neoliberal perspectives, it finds a further entrenchment of assumptions associated with neoliberalization. It also describes what appears to be a deepening contradiction in the discourse concerning the private and public benefits of higher education. Finally, it reflects on how the contexts of the political economy as framed by OECDs discourse, affects its proposed goals and strategies for higher education.

Kale, Mustafa (2013):

Perceptions of college of education students in Turkey towards organizational justice, trust in administrators, and instructors.

In: High Educ 66 (5), S. 521–533.

DOI: 10.1007/s10734-013-9619-7

Abstract:

In this research, the perceptions of college of education students in Turkey regarding organizational justice, trust in administrators, and trust in instructors were determined. In the present study, the answers to three research questions were sought. The research was done using the survey method. After choosing six

universities of various sizes and from different geographical regions, 1,872 students were selected randomly as participants. As data collection instruments, "The Organizational Justice Scale", developed by Hoy and Tarter (Int J Educ Manag 18(4):250–259, 2004), and the "Student Trust in Principals" and "Student Trust in Faculty" scales, developed by Forsyth et al. (Collective trust, Columbia University, New York: Teachers College Press, 2011), were used after being translated into Turkish. The results show that while statistically significant mean differences are found between at least two groups ($p < 0.05$), there is a high positive relationship between organizational justice and trust in both administrators and instructors.

Kobayashi, Yoko (2013):

Europe versus Asia: foreign language education other than English in Japan's higher education.

In: High Educ 66 (3), S. 269–281.

DOI: 10.1007/s10734-012-9603-7

Abstract:

The era of Asia has been felt in foreign language education in Japan, with more and more youth reportedly opting to study Chinese and Korean as the second foreign language. The shift in popularity, from European to Asian languages, not only reflects the societal demand for the institutional rearrangement of academic staff but also stirs teachers of European languages to appeal for the continued study of their language. The present discussion paper, drawing from secondary statistics and scholarly knowledge, first reviews a series of Japan's foreign language education policies from the 1990s to 2012 that have been affecting the organizational structure of foreign language education in Japanese higher education. The study then addresses an array of issues that emerge with the changing needs of the times: the waning popularity of European languages, the Japanese government's policy shift to English and Chinese, English language professionals' detached attitudes toward other language education, and the dominance of university language teachers with little to no language teaching training. By addressing these pending yet gravely overlooked issues that merit due attention from language teaching professionals beyond Japan, the present study hopes to provide insight into the traditionally one-sided, English-centric discussion on foreign language education in Japanese higher education in a matter that is informative for international scholarship.

Kreber, Carolin; Klampfleitner, Monika (2013):

Lecturers' and students' conceptions of authenticity in teaching and actual teacher actions and attributes students perceive as helpful.

In: High Educ 66 (4), S. 463–487.

DOI: 10.1007/s10734-013-9616-x

Abstract:

This study investigated an under-explored area in the field of academic practice: the meaning of the complex notion of authenticity in teaching. Combining conceptual with empirical investigation, data included philosophical texts, repertory grid interviews with fifty-five lecturers and students from Law, Physics and English Literature, and fourteen focus groups with forty-six students. Philosophical conceptions were compared to those held by students and lecturers. Qualitative and quantitative analyses of repertory grids revealed differences in experts'/philosophers' and lay-people's conceptions of authenticity and additionally showed how lecturers' and students' conceptions of authenticity in teaching differed from their conceptions of teaching effectiveness. Focus groups identified linkages between authenticity in teaching and actual teacher actions and attributes that students perceive as being conducive to their learning. The findings enhance the meaning of authenticity, show how it matters in university teaching and offer a hitherto lacking theoretical foundation for further research.

Kuzmanovic, Marija; Savic, Gordana; Popovic, Milena; Martic, Milan (2013):

A new approach to evaluation of university teaching considering heterogeneity of students' preferences.

In: High Educ 66 (2), S. 153–171.

DOI: 10.1007/s10734-012-9596-2

Abstract:

Students' evaluations of teaching are increasingly used by universities to evaluate teaching performance. However, these evaluations are controversial mainly due to fact that students value various aspects of excellent teaching differently. Therefore, in this paper we propose a new approach to students' evaluations of university teaching based on data from conjoint analysis. Conjoint analysis is a multivariate technique used to analyze the structure of individuals' preference. In particular, our approach accounts for different importance students attach to various aspects of teaching. Moreover, it accounts explicitly for heterogeneity arising from students' preferences, and incorporates it to form comprehensive teaching evaluation score. We have conducted survey and confirmed applicability and efficiency of the proposed approach.

Lee, Kristen A.; Leon Jara Almonte, Juan; Youn, Min-Jong (2013):

What to do next: an exploratory study of the post-secondary decisions of American students.

In: High Educ 66 (1), S. 1–16.

DOI: 10.1007/s10734-012-9576-6

Abstract:

Research on college choices is the new tool used by Higher Educational Institutions to help them identify the influences and factors affecting potential student populations. To measure the growing rate of working students in higher education, we propose to examine the decisions made after graduating from high school to current demographic changes. In this study, we use data from the Educational Longitudinal Study of 2002 (ELS: 2002) to estimate the influence of individual variables on post graduating high school choices using multinomial logistic regression analysis. Untangling the individual choices allows us to examine, four possible after high school life choices—students who decide to pursue post-secondary education (student); those who decide to work while attending a post-secondary institution (working student); those who decide to enter the workforce (worker) or high school graduates who neither work nor enroll in postsecondary education (unemployed). Results suggest that aside from socioeconomic status and achievement, interesting patterns for gender, ethnicity and family composition and its effect on the likelihood of a high school graduate's life choices emerged. As an example, Asian students are more likely to enter their next phase in life as a student than a working student in comparison to white ones. That result is a clear example that not all high school students are alike in their life choices; therefore, for a better understanding in the needs and decision making ways of high school graduates, this paper addresses different factors that lead to a post-secondary decision in order to accommodate their transition to HEI.

Lehtimäki, Hanna; Peltonen, Tuomo (2013):

Relations of power and knowledge: university–industry relations in business studies in Finland.

In: High Educ 66 (2), S. 203–216.

DOI: 10.1007/s10734-012-9599-z

Abstract:

In the globalized neoliberal economy, business schools and business science has become a dominant societal institution and discourse. However, this has not directly strengthened the position of business schools in the societal networks of power. This paper examines this paradox by depicting who are the actors in the field and how these actors seek to influence what passes as legitimate knowledge in the discipline of business studies.

Informed by actor network theory (Latour in *Reassembling the social: an introduction to actor-network theory*. Oxford University Press, Oxford, 2005) and drawing on the antenarrative analysis (Boje in *Narrative methods for organizational and communication research*. Sage Publications, London, 2001), the paper considers the understated dynamics of negotiation over the form and content of academic knowledge in a local context (cf. Alferoff and Knights in *Br J Manag* 20(1):125–142, 2009). The paper depicts the change that has occurred from the early 1990s till today. First, the potentially influential actors will be identified. Second, two maps of networks in different points of time will be traced. In the contemporary network, the gatekeeper role of business schools is undermined by new prominent actors. The paper shows how business schools, instead of gaining a high power position, are now more dependent on a variety of other actors, who increasingly define what passes as relevant and valid knowledge in business studies.

Liu, Shuiyun (2013):

Quality assessment of undergraduate education in China: impact on different universities.

In: High Educ 66 (4), S. 391–407.

DOI: 10.1007/s10734-013-9611-2

Abstract:

This research analyzes the scheme proposed to assess the quality of higher education institutions in China, namely, the Quality Assessment of Undergraduate Education (QAUE) scheme. This article aims to determine the impact of the QAUE on universities and explore the reasons that intended effects have or have not been generated in the evaluated universities by conducting case studies of three Chinese universities with different statuses. The empirical studies show the effects on the various dimensions of quality provisions at different universities were not the same. It was found that the impact of the QAUE was not a linear consequence of policy implementation, but the result of an interaction between the external quality assessment scheme and the evaluated universities. Quality assessment is regarded to be an external force to cause universities to change. This empirical study of the QAUE shows that changes will only take place when the external force is integrated with the evaluated universities' internal motivation and capacity.

Louvel, Séverine (2013):

Understanding change in higher education as bricolage: how academics engage in curriculum change.

In: High Educ 66 (6), S. 669–691.

DOI: 10.1007/s10734-013-9628-6

Abstract:

The engagement of academics in organizational change in higher education institutions is generally understood as involving a wide range of behaviors, and previous studies have situated academics' actions at various points along a continuum between passivity and pro-activity. This article complements this approach by asking how—rather than in which contexts—academics act as central agents for change in higher education. Rather than trying to assess their global level of proactivity in a given change situation, we aim at identifying the actions which show them behaving more or less strategically. We argue that the notion of 'bricolage'—widely used in organization theory—can be useful in this respect. Based on a qualitative study of the creation of 20 post-graduate nanotechnology programs on French university campuses, the article shows that academics participating in curriculum change engage in three distinct forms of bricolage. We suggest that the bricolage lens can identify two types of actions via which academics implement more or less pro-active strategies—identifying a repertoire of resources, and assembling those resources—and so allows us to reflect more deeply on how these actions may demonstrate several forms of agency, as well as several different relationships with norms, in each organizational change situation.

Maunder, Rachel E.; Cunliffe, Matthew; Galvin, Jessica; Mjali, Sibulele; Rogers, Jenine (2013):

Listening to student voices: student researchers exploring undergraduate experiences of university transition.

In: High Educ 66 (2), S. 139–152.

DOI: 10.1007/s10734-012-9595-3

Abstract:

This exploratory study presents a different approach to studying transition by involving students as researchers. The aim was to investigate how students talked about their experiences of transition in university. Nineteen first and second year undergraduate psychology students participated in focus groups and semi-structured interviews, conducted by student researchers, to provide in-depth accounts of their transition experiences. Findings showed that students held internal images about university, shaped through cultural experience, which were used to form expectations and interpret experiences. Social relationships were crucial, with the formation of groups facilitating adjustment in an unfamiliar environment. Students also described how negotiating transition contributed to personal changes. The research emphasises the salience of sociocultural factors in transition, and the relationship between transition and identity. Additionally, the value of including students as researchers to provide authentic access to student voices is highlighted.

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Mertens, Anne; Röbbken, Heinke (2013):

Does a doctoral degree pay off? An empirical analysis of rates of return of German doctorate holders.

In: High Educ 66 (2), S. 217–231.

DOI: 10.1007/s10734-012-9600-x

Abstract:

The empirical analysis examines differences in salaries and working time of doctorate holders in comparison to graduates with a master or equivalent degree (in Germany, the first university degree is called a “diploma” or “state examination” depending on the field of study. The diploma degree and the state examination are equivalent to a Master’s degree as they typically require a 5 year full time study program. Only recently, after the implementation of the so-called Bologna reform in 1998, have German universities started to introduce Bachelor and Master’s degrees), distinguishing between different fields of study. Human capital theory is used as the theoretical basis for our empirical analysis of a sample from the microcensus (2006) of the German Federal Statistical Office. The results indicate that doctorate holders tend to work longer hours than graduates

with a master degree, especially doctorate holders in Economics and Law and the Social Sciences. Moreover, a doctoral degree has a positive effect on the income-situation in nearly all tested fields of study. Graduates from the field of Economics and Law in particular earn comparatively high incomes.

Murray, Rowena (2013):

'It's not a hobby': reconceptualizing the place of writing in academic work.

In: High Educ 66 (1), S. 79–91.

DOI: 10.1007/s10734-012-9591-7

Abstract:

The writing activities involved in research are not fully articulated in discussions of academic work. In this context, academics say they have to disengage from other tasks in order to write, which raises fundamental questions about the place of writing in academic work. A study designed to find out more about this disengagement showed that it involved acts of engagement with writing. Reconceptualizing disengagement from other tasks as engagement with writing repositions writing as part of academic work. This is critical for new and emerging researchers: it provides concepts to underpin practices that will enable them regularly to write. This article provides a model for physical, social and cognitive engagement with writing and explores how it can be put into practice. Implications for academics and those responsible for developing research capacity are discussed.

Neave, Guy; Veiga, Amelia (2013):

The Bologna Process: inception, 'take up' and familiarity.

In: High Educ 66 (1), S. 59–77.

DOI: 10.1007/s10734-012-9590-8

Abstract:

This paper addresses the value of the Bologna Process in placing the European Higher Education Area (EHEA) on a solid institutional footing. How far has Bologna contributed to firming up the views academia, management and students have of the EHEA? The article is based on a survey administered across four systems of higher education in 2008. It underlines the importance for those active in shaping policy both at national and at European level to take fully into account the views of the different interests in higher education, difficult and at times non committal though these latter might be.

Nguyen, Thi Lan Huong (2013):

Barriers to and facilitators of female Deans' career advancement in higher education: an exploratory study in Vietnam.

In: High Educ 66 (1), S. 123–138.

DOI: 10.1007/s10734-012-9594-4

Abstract:

Although the slow progress of female academics compared to their male colleagues and the challenges that female academic leaders have to face in taking leadership roles have been well-documented, very little is known about female academic leaders and managers' career advancement in developing countries like Vietnam. This paper reports on an exploratory study of a research project funded by the Cambridge—Viet Nam Women Leadership Programme, which aims to advance an understanding of the status of, and identify strategies to empower, female academic managers in Vietnamese higher education. The focus of this paper is on university leaders and female Deans' perceptions of the barriers to female academic Deanship and female Deans' reflections on the facilitators for their career advancement. The study found that the main barriers are strong family obligations, negative gender stereotypes regarding females as leaders, and female academics' unwillingness to take management positions. The major facilitators of female Deans' career advancement are

self-effort, strong family support, and, what is perceived to be, a favourable or 'lucky' selection context. The paper provides empirical evidence to support the view that family support is a crucial factor for female academic career advancement in Vietnam. Women are both an agent and an object of change in empowering female academic leadership.

Norton, Lin; Norton, Bill; Shannon, Lee (2013):

Revitalising assessment design: what is holding new lecturers back?

In: High Educ 66 (2), S. 233–251.

DOI: 10.1007/s10734-012-9601-9

Abstract:

This paper reports on a survey study exploring new lecturers' views on assessment design (using a questionnaire called the Assessment Design Inventory) with 586 newly qualified or still qualifying lecturers from UK universities. A factor analysis established two factors labelled 'desirable practice' and 'constraints'. Participants felt that their university teaching programmes had changed their views on assessment design and that assessment practices could be improved. Over 50 % agreed that there were practical restrictions on assessment design. Findings revealed a perception that there is little incentive to innovate in assessment and that students may not welcome such innovation in any case. Further statistical analysis specified the 'external' variables of institution and discipline to be important in shaping desirable practice and perception of constraints. 'Individual' variables of gender, length of teaching experience and qualification status showed a statistically significant effect. These analyses demonstrate some key influences on new lecturers' views of assessment design and suggest reasons why they do not always feel able to put what they learn about assessment into practice.

Nyhagen, Gigliola Mathisen; Baschung, Lukas (2013):

New organisational structures and the transformation of academic work.

In: High Educ 66 (4), S. 409–423.

DOI: 10.1007/s10734-013-9612-1

Abstract:

This article will particularly focus on Norway and the consequences for academic work. Frequently in studies of academic work, focus has been on academics' individual autonomy and to what extent the latter is challenged (Altbach in *Ann Am Acad Pol Soc Sci* 448:1–14, 1980; Shattock in *High Educ* 41:27–47, 2001). One of the shortcomings in literature dealing with academic workplace is lack of attention paid to the emerging division of work generated by an increasing differentiation of the academic profession (Musselin in *Knowledge Matters, The public mission of the research university*, 2011). In order to better address complexities and dynamics that surround academic work, the article will in particular examine whether academic work is subject to an increasing specialization and collectivization. In our attempt to observe changes in the practices of academic work, particular interest is given to "how the organization of an academic enterprise affects academic work" (Blau in *The organization of academic work*. Transaction Publishers, New Brunswick, 1994:8). Inspired by organizational theorists such as Brunsson and Olsen in *The reforming organization*. Brunsson and Olsen (*The reforming organization*. Fagbokforlaget, Bergen, 1997) we also want to attend to the relations between organizational change and academic work. Here we address the relationship between formal organization and informal organization which is likely to develop as decoupled structures—one adapted to institutionalized norms of society and the other for coordinating activities. Furthermore, there are tendencies suggesting that universities are becoming less special as an organization (Musselin in *Key challenges to the academic profession*. INCHER-Kassel, Paris, 2007) and converge to more general organizational characteristics by constructing dimensions of organizations such as identity, hierarchy and rationality (Brunsson and Sahlin-Andersson in *Constructing organizations: the example of public sector reform*, *Organization Stud* 21:4, 2000). In this article we are mainly interested in how hierarchy is constructed enabling coordination by an "authoritative centre" (Brunsson and Sahlin-Andersson in *Constructing organizations: the example of public*

sector reform, *Organization Stud* 21:4, 2000:726) and how it interferes with traditional forms of organizing the university. This calls for a concern to whether the specificity of academic work, built of the mainly individual exercise of a large diversity of tasks, remains a key characteristic for organizing academic activities at universities. Empirically this article studies changes in academic work regarding new patterns in organizing research funding and doctoral education in Norway that emerged in the last decade. Like in other European countries, new policies for research funding and doctoral education have led to the creation of new organisational structures within Norwegian HEIs, namely research centres and doctoral schools.

Oleksiyenko, Anatoly (2013):

Opportunity structures and higher learning in a globally-connected place: tensions and ties between outbound and upward mobility.

In: High Educ 66 (3), S. 341–356.

DOI: 10.1007/s10734-013-9608-x

Abstract:

This paper examines how opportunity structures for learning, income, and status emerge in a global space shaped by local stakeholders aspiring for strategic positions in international competition. The case-study of Hong Kong suggests that moving up the pyramid of college and university degrees provides opportunities for higher income and reduces turbulence in times of global recessions and layoffs. However, low socio-economic status students are more likely to sustain their upward movement if their learning experiences are enriched with boundary-crossing competencies provided by studies abroad, foreign language training, cross-disciplinary programs, etc. While outbound mobility enhances opportunities for upward mobility, it also challenges the established cultural patterns of learning. This paper discusses the tensions and ties between outbound and upward mobility by analyzing local–global disequilibria in human and institutional agencies of higher education working across social, economic and political boundaries.

Osipian, Ararat L. (2013):

Martin Carnoy, Prashant Loyalka, Maria Dobryakova, Rafiq Dossani, Isak Froumin, Katherine Kuhns, Jandhyala B. G. Tilak, Rong Wang: *University expansion in a changing global economy: triumph of the BRICs?*, Stanford University Press, Stanford, CA, 2013, 404 pp., Hardcover \$60.00, ISBN: 9780804786010.

[Review]. *In: High Educ* 66 (6), S. 777–779.

DOI: 10.1007/s10734-013-9666-0

Osipian, Ararat L. (2013):

Philip G. Altbach, Liz Reisberg, Maria Yudkevich, Gregory Androushchak, and Yaroslav Kuzminov (eds): *The global future of higher education and the academic profession: the BRICs and the United States*, Palgrave Macmillan, New York, 2013, 224 pp, Hardback, ISBN 9780230369788.

[Review]. *In: High Educ* 66 (5), S. 637–639.

DOI: 10.1007/s10734-013-9632-x

Pascarella, Ernest T.; Wang, Jui-Sheng; Trolan, Teniell L.; Blaich, Charles (2013):

How the instructional and learning environments of liberal arts colleges enhance cognitive development.

In: High Educ 66 (5), S. 569–583.

DOI: 10.1007/s10734-013-9622-z

Abstract:

This study analyzes longitudinal data from 17 four-year institutions in the United States to determine how the distinctive instructional and learning environment of American liberal arts colleges accounts for the positive impact of liberal arts college attendance on four-year growth in critical thinking skills and need for cognition. We find that, net of important confounding influences, attending an American liberal arts college (vs. a research university or a regional institution in the United States) increases one's overall exposure to clear and organized classroom instruction and enhances one's use of deep approaches to learning. In turn, clear and organized classroom instruction and deep approaches to learning tend to facilitate growth in both critical thinking and need for cognition—thus indirectly transmitting the impact of attending a liberal arts college.

Quinlan, K. M.; Male, S.; Baillie, C.; Stamboulis, A.; Fill, J.; Jaffer, Z. (2013):

Methodological challenges in researching threshold concepts: a comparative analysis of three projects.

In: High Educ 66 (5), S. 585–601.

DOI: 10.1007/s10734-013-9623-y

Abstract:

Threshold concepts were introduced nearly 10 years ago by Ray Land and Jan Meyer. This work has spawned four international conferences and hundreds of papers. Although the idea has clearly gained traction in higher education, this sub-field does not yet have a fully fledged research methodology or a strong critical discourse about methodology. This paper seeks to begin such a dialogue by analysing three projects carried out by the authors, each focused broadly on identifying and understanding threshold concepts in engineering. Each of the projects used interviews with students and academics, but differed in six main ways that seem to make a difference to the research outcomes. This paper considers the gaps in the research and why they matter, briefly outlines the methods used in each of the three case study projects, and then discusses differences in project goals, researchers' backgrounds, curricular context, participants' experiences, negotiated or independent knowledge and degree of comprehensiveness sought in the studies. The implications of these six differences are explored. The authors argue that research in this sub-field of higher education pedagogical research needs to be clearer and more explicit about the methods that are used. They conclude that the field would benefit from bringing together researchers who have been developing complementary research methods to compare and contrast these approaches and to develop more rigorous protocols for research on threshold concepts.

Rienties, Bart; Hélot, YingFei; Jindal-Snape, Divya (2013):

Understanding social learning relations of international students in a large classroom using social network analysis.

In: High Educ 66 (4), S. 489–504.

DOI: 10.1007/s10734-013-9617-9

Abstract:

A common assumption in higher education is that international students find it difficult to develop learning and friendship relations with host students. When students are placed in a student-centred environment, international students from different cultural backgrounds are "forced" to work together with other students, which allows students to learn from different perspectives. However, large lecture rooms may provide fewer opportunities for students to work together in small groups. The purpose of this article is to understand how

191 international students from 34 cultural backgrounds and 16 host students build learning and friendship relations in a large classroom of 207 students. We have used an innovative mixed-method design of social network analysis in a pre- and post-test manner combined with two sets of focus groups. Using multiple regression quadratic assignment procedures, the results indicate that learning ties after 11 weeks were significantly predicted by the friendship and learning ties established at the beginning of the module, (sub)specialisation, and whether students were Chinese or not. Contrary to previous findings, team divisions played only a marginal role in building (new) learning relations. A substantial segregation between Confucian Asian, European international and UK students was present. Follow-up qualitative data highlighted that international students made a conscious effort to build friendship and learning relations primarily outside the formal team, which for some were along co-national lines, while others were pro-actively looking for new perspectives from multi-national students. These results indicate that the instructional design might have a strong influence on how international and host students work and learn together. We believe that this study is the first to provide an in-depth and unique understanding of how international students from different cultural backgrounds build friendship and learning-relationships with other students in- and outside their classroom over time in a large classroom of 200+ students.

Rocconi, Louis M. (2013):

Analyzing multilevel data: comparing findings from hierarchical linear modeling and ordinary least squares regression.

In: High Educ 66 (4), S. 439–461.

DOI: 10.1007/s10734-013-9615-y

Abstract:

This study examined the differing conclusions one may come to depending upon the type of analysis chosen, hierarchical linear modeling or ordinary least squares (OLS) regression. To illustrate this point, this study examined the influences of seniors' self-reported critical thinking abilities three ways: (1) an OLS regression with the student as the unit of analysis, (2) an OLS regression with the institution as the unit of analysis, and (3) a three-level hierarchical linear model. Overall, results demonstrate that one would come to substantively different conclusions regarding the influences on students' perceived critical thinking ability depending upon the type of analysis chosen, especially in regards to the effects of the institutional characteristics.

Rodgers, Timothy (2013):

Should high non-completion rates amongst ethnic minority students be seen as an ethnicity issue? Evidence from a case study of a student cohort from a British University.

In: High Educ 66 (5), S. 535–550.

DOI: 10.1007/s10734-013-9620-1

Abstract:

This paper examines the question of how the high non-completion rates found amongst ethnic minority students in UK higher education should be interpreted. US studies examining the nexus between academic performance, ethnicity and social background have concluded that ethnicity-related performance differences are not just the by-product of social class. This study examines the nature of these linkages in the UK where the composition of the ethnicity mix and the nature of the socioeconomic environment are both markedly different from the US. The paper is based on a detailed case study of a cohort from a UK university that recruits a high proportion of its students from ethnic minority backgrounds. Prima facie evidence is found which questions the assumption that the under-performance of minorities should be treated predominantly as an ethnicity issue. It is found that after controlling for socioeconomic background, minority student non-completion rates are found to be very similar to those of their White peers. Further evidence is also uncovered which suggests that in practice there are considerable complexities in the ways in which ethnic differences

impact on non-completion rates. From an educational policy perspective, it is argued that more effective results might be obtained if student support initiatives aimed at reducing the non-completion rates among minority student place a greater emphasis on issues relating to their socioeconomic background.

Silander, Charlotte; Haake, Ulrika; Lindberg, Leif (2013):

The different worlds of academia: a horizontal analysis of gender equality in Swedish higher education.

In: High Educ 66 (2), S. 173–188.

DOI: 10.1007/s10734-012-9597-1

Abstract:

Women are underrepresented in advanced positions in higher education in Europe. This study takes a horizontal perspective and focuses on the relationship between gender and discipline in order to combine research on gender in higher education with theories of disciplinary differences in academic cultures. The study points out substantial differences between disciplines in gender composition, specifically, the probability of a person leaving academia after earning a doctor's degree and various attitudes towards gender equality work. Our approach, which is based on quantitative longitudinal as well as qualitative research methods, has yielded a more complex and contradictory picture of gender equality in higher education than have vertical cross-sectional studies.

Spooren, Pieter (2013):

David Kember and Paul Ginns: Evaluating teaching and learning. A practical handbook for colleges, universities and the scholarship of teaching, Routledge, 2012, 176 pp.

[Review]. *In: High Educ 66 (3), S. 375–377.*

DOI: 10.1007/s10734-012-9557-9

Szelényi, Katalin; Rhoads, Robert A. (2013):

Academic culture and citizenship in transitional societies: case studies from China and Hungary.

In: High Educ 66 (4), S. 425–438.

DOI: 10.1007/s10734-013-9614-z

Abstract:

Through organizational case studies conducted at Guangdong University of Foreign Studies in China and Central European University in Hungary, this paper examines academic culture and citizenship in societies transitioning from communist to market-driven social and economic structures. The article presents a new model of citizenship, representing types of citizenship along the dimensions of locally informed to globally informed and individualist to collectivist. Implications emphasize the hybridization of academic culture and a reinterpretation of cosmopolitan professional identity in faculty life, expanding the concept from Gouldner's focus on disciplinary loyalty to commitments in a global sphere.

Takahashi, Satoru; Saito, Eisuke (2013):

Unraveling the process and meaning of problem-based learning experiences.

In: High Educ 66 (6), S. 693–706.

DOI: 10.1007/s10734-013-9629-5

Abstract:

This paper investigates the process and meaning of problem-based learning (PBL) that students may experience. The Project Cycle Management method was taught and utilised as an instrument of PBL at a Japanese women's college over a period of 5 years. The study closely examined what and how students learned in PBL from the perspectives of cognitive, social, and internal aspects. Despite the relative ignorance about the internal aspect of learners in previous research, the results of the study revealed that the internal aspect is inseparably linked with the other two aspects, and the three of them simultaneously undergo their own changes in the PBL process. That is, meaningful learning experiences seem to be no less importantly affected by the feelings or internal aspect of learners than by cognitive and social counterparts. Then, beyond knowledge building and skill acquirement, PBL may have contributed to broadening learners' perspectives and promoting their personal development. In this regard, PBL can be defined anew, from an angle different from that of previous research, as learning that can generate rich and varied emotions in learners concurrently as they face problems, enable them to acquire subject matter knowledge and relational skills through dialogue, and eventually guide them to the threshold of personal transformation.

Tapper, Ted (2013):

Roger Brown and H. Carasso: Everything for sale? The marketisation of UK higher education, Routledge, Taylor and Francis, London, 2013, pp. 235.

[Review]. In: *High Educ* 66 (5), S. 641–643.

DOI: 10.1007/s10734-013-9633-9

Tavares, Orlanda; Cardoso, Sónia (2013):

Enrolment choices in Portuguese higher education: do students behave as rational consumers?

In: *High Educ* 66 (3), S. 297–309.

DOI: 10.1007/s10734-012-9605-5

Abstract:

As part of a progressive change occurring in the way public sector beneficiaries are conceived, higher education students started to be more and more perceived as clients or consumers. This implies assuming them as rational and conscious actors aware of what to expect from higher education attendance and of its returns. Framed by the metaphor of students as consumers, this paper aims to discuss whether students behave as rational consumers when choosing to enrol in higher education. Based on the findings of a qualitative study analysing Portuguese students' choices it is possible to conclude that they tend to behave as rational consumers when they decide to attend higher education and when they choose a given institution, but not when they decide on attending a specific study programme. In this last case, instead of comparing the diverse study programmes and collecting information before forming their preference, students first formed this preference and, only then, gathered information. Student socialisation process emerged as a key element in shaping the preference for the study programme and in the vocation to choose it.

Tempelaar, Dirk T.; Wosnitza, Marold; Volet, Simone; Rienties, Bart; Giesbers, Bas; Gijssels, Wim H. (2013):

The role of self- and social directed goals in a problem-based, collaborative learning context.

In: *High Educ* 66 (2), S. 253–267.

DOI: 10.1007/s10734-012-9602-8

Abstract:

Students' learning goals demonstrate much stronger variety than traditional goal orientation models for classroom learning assume, especially when the educational context allows so. In this empirical study we will

investigate the richness of students' goal orientation in a collaborative learning context. We do so with the help of a goal setting framework that is based on a two-facet approach distinguishing multiple contents (performance, learning, well-being) and goal directions (varying degrees of self vs social direction). To investigate the role of different goal constellations, goal setting and learning performance data of first year students ($n = 2,636$) in a problem-based, collaborative learning program, and evaluation data of problem-based tutorial groups ($\#groups = 206$) are combined into a multilevel model. Each tutorial group functions in two different educational settings: one directed at open-ended, group problems, the other at closed, individual problems. Educational context appears indeed to have a crucial role in the relationship between students' goal setting at the one side, and students' performance and group functioning on the other side.

Tsang, Eileen Yuk-ha (2013):

The quest for higher education by the Chinese middle class: retrenching social mobility?

In: High Educ 66 (6), S. 653–668.

DOI: 10.1007/s10734-013-9627-7

Abstract:

This article examines how and why the Chinese second-generation middle class, who are unable to obtain admission in China's premier universities, turn their back on other public universities and instead attend private universities in their country. It finds that their parents capitalize on their privileged *guanxi* (connections) to send their children to private universities and then study abroad to secure a generational reproduction of their class status and mobility. The Chinese new middle class families look upon joint-partnership private universities as the stepping stone for overseas study. In addition, this article examines how extant Western class theories, including Weberian, Neo-Weberian, and Bourdieuan theories, cannot provide an adequate account of class formation and the generational stratification in present-day China. To explain this reproduction of class in contemporary China, this paper explores how and why the Maoist social institutions of *danwei* (work unit) and *hukou* (household registration) still matter in post-reform China in determining middle class's life chance. Seen in this light, the progenies of cadres and skilled professionals are the main beneficiaries of economic reform.

Vabø, Agnete (2013):

In the space between administration and academia. Celia Whitchurch. *Reconstructing Identities in Higher Education. The Rise of Third Space Professionals.* Routledge/Society for Research into Higher Education, London, 2013, 170 pp.

[Review]. *In: High Educ 66 (5), S. 645–647.*

DOI: 10.1007/s10734-013-9636-6

Vukasovic, Martina (2013):

Change of higher education in response to European pressures: conceptualization and operationalization of Europeanization of higher education.

In: High Educ 66 (3), S. 311–324.

DOI: 10.1007/s10734-012-9606-4

Abstract:

This article focuses on change in higher education in response to environmental pressures, more specifically pressures coming from European integration initiatives with respect to higher education, e.g. the Bologna Process. Significant research attention has so far been focused on the supposed impact of European initiatives on higher education systems and organizations. However, while many of such studies would claim that what they focus on is "Europeanization of higher education", few of them provide a clear definition of the concept

of Europeanization and an explicit and elaborate theoretical approach. Therefore, the aims of this paper are: (1) to provide a clarification of the concept of "Europeanization of higher education", and (2) to provide a systematized and robust analytical framework able to account for identified patterns of change. The article builds on the conceptualization and operationalization of the process of Europeanization developed in international relations and comparative studies literature, using two strands of neo-institutionalism: Europeanization through an external incentives perspective based on rationalist institutionalism and Europeanization through a social learning perspective based on sociological institutionalism. Exploration of the explanatory potential of the two Europeanization perspectives focuses on changes in approaches to quality assurance in European countries. An assessment of said explanatory potential, as well as a discussion about the analytical challenges related to using these two Europeanization perspectives is provided in the conclusion.

Wei, Hao (2013):

An empirical study on the determinants of international student mobility: a global perspective.

In: High Educ 66 (1), S. 105–122.

DOI: 10.1007/s10734-012-9593-5

Abstract:

This paper, based on the data of 48 countries and regions from 1999 to 2008, studies the economic and educational determinants of how countries of different types attract international students. The study finds that: the volume of merchandise trade between countries facilitates international student mobility across borders; international students from developing countries put the same weights on educational and economic factors for peer developing countries as potential destinations, while only economic factors are taken into consideration for developed countries as potential destinations. On the other hand, international students from developed countries often value educational factors more for developed countries as possible destinations, while equally weigh educational and economic factors for developing countries as possible destinations. Therefore, countries aiming to attract talents from other countries should pay more attention to attract international students and encourage them to seek working opportunities in local employment markets after finishing study.

Weiss, Felix; Steininger, Hanna-Marei (2013):

Educational family background and the realisation of educational career intentions: participation of German upper secondary graduates in higher education over time.

In: High Educ 66 (2), S. 189–202.

DOI: 10.1007/s10734-012-9598-0

Abstract:

In this article, we evaluate the impact of social origin on the realisation of educational intentions at the time of becoming eligible for higher education in Germany. In general, we find high persistence of intentions and actual attendance of higher education. However, effects of parental education on the changes of educational intentions increase the existing social inequality with regard to higher education at the time of leaving secondary school. The group which is affected most are those young adults planning to study after vocational training—while the gap between different origin groups does not widen much during other stop-outs from education. This can be explained only partly by previous educational performance. The findings suggest that estimates of educational inequality are attenuated when entry into higher education is approximated by educational intentions of young adults.

Whitchurch, Celia (2013):

William K. Cummings and Martin J. Finkelstein: Scholars in the changing American academy: new contexts, new rules and new roles.

[Review]. In: *High Educ* 66 (3), S. 387–389.

DOI: 10.1007/s10734-013-9613-0

Woelert, Peter; Millar, Victoria (2013):

The 'paradox of interdisciplinarity' in Australian research governance.

In: *High Educ* 66 (6), S. 755–767.

DOI: 10.1007/s10734-013-9634-8

Abstract:

This paper identifies what can be called the 'paradox of interdisciplinarity' (Weingart 2000) in Australian higher education research governance and explores some of its constitutive dimensions. In the Australian context, the paradox of interdisciplinarity primarily concerns the proliferation of a programmatic discourse of interdisciplinarity in government reports and government policy and strategy documents, often tied to notions of innovation and applicability, parallel to the persistence or even reinforcement of modes of governance and associated mechanisms that almost exclusively rely on rigid discipline-based classification systems to evaluate and fund research. Two interrelated dimensions of this apparent paradox are discussed. First, the conceptions of knowledge that underpin the use of notions of disciplinarity as well as interdisciplinarity in Australian government reports and policy and strategy papers are analysed. Second, an analysis of the Australian research governance system and its underlying mechanisms is presented, as they pertain to interdisciplinary forms of research. On the basis of these analyses, it is concluded that there is a significant mismatch between the discourse of interdisciplinarity and associated conceptions of knowledge on the one hand, and current, relatively inflexible governmental research funding and evaluation practices on the other. It is finally proposed that the occurrence and perpetuation of such a mismatch in the Australian context can only be understood properly if placed in the context of a more general paradox of research governance, where a politically charged rhetoric of innovation conflicts with the actual trend toward an increasingly diminishing scope for the self-organisation of knowledge.

Higher Education Policy (26) 2013

<http://www.palgrave-journals.com/hep/index.html>

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Amaral, Alberto (2013):

The Difficult Life of Prophets and Seers.

In: High Educ Policy 26 (4), S. 463–478.

DOI: 10.1057/hep.2013.29

Abstract:

In 1995, Higher Education Policy published an issue dedicated to predicting what universities would look like in the 21st century. In this paper, we present a summary of those predictions made by leaders of higher education institutions and analyse how accurate they were in providing a vision of the future. The authors seemed to have guessed correctly, offering a 'grand' view of the future of the university, concentrating on its role in society and economic development, which was consistent with their mandate. However, they did not analyse the consequences of change over the working conditions of academics and the private life of institutions.

Amaral, Alberto; Tavares, Orlanda; Santos, Cristina (2013):

Higher Education Reform in Portugal: A Historical and Comparative Perspective of the New Legal Framework for Public Universities.

In: High Educ Policy 26 (1), S. 5–24.

DOI: 10.1057/hep.2012.29

Abstract:

The 1988 University Autonomy Act conferred Portuguese universities with a considerable degree of autonomy and designed a governance system based on collegiality. Strong participation of academic and non-academic staffs and students in decisions became the rule and democratic elections of all individual or collective governance bodies were the basis for legitimacy. More recently, a new reform has changed the legal framework. This reform was publicly presented as the implementation of New Public Management (NPM) in the Portuguese higher education system. In this paper, we analyse the new legal framework to understand how far it can be seen as an application of NPM and compare the Portuguese reform with those taking place in several European countries to determine how far there is convergence with the European modernisation agenda.

Arar, Khalid (2013):

Student Mobilities, Migration and the Internationalization of Higher Education by Rachel Brooks and Johanna Waters, 2011.

[Review]. In: High Educ Policy 26 (2), S. 285–288.

DOI: 10.1057/hep.2013.9

Ayalew, Sewale Abate (2013):

Financing Higher Education in Ethiopia: Analysis of Cost-Sharing Policy and its Implementation.

In: High Educ Policy 26 (1), S. 109–126.

DOI: 10.1057/hep.2012.21

Abstract:

Cost-sharing as a policy in Ethiopian higher education institutions (HEIs) has been adopted since 2003 to achieve a set of objectives such as supplementing revenue as an alternative non-governmental source, maintaining and enhancing access to higher education, addressing equity in terms of opportunity in higher education and making students 'customer-like'. This article tries to identify some of the basic challenges the government is facing in achieving the objectives of cost-sharing in general. These challenges are lack of policy awareness, limited (or lack of) immediate non-governmental revenue, difficulty in implementing the concept of students-as-customers, the huge amount of government subsidy, inefficient/weak collection capacity, high default rate, and there is no direct flow of money to HEIs from cost-sharing.

Retraction

Higher Education Policy (2013) 26, 429. doi:10.1057/hep.2013.15; published online 11 June 2013

Financing Higher Education in Ethiopia: Analysis of Cost-Sharing Policy and its Implementation

Sewale Abate Ayalew

Retraction to: Higher Education Policy (2013) 26, 109–126. doi: 10.1057/hep.2012.21; published online 21 August 2012

The editor and publisher of Higher Education Policy are retracting the article 'Financing Higher Education in Ethiopia: Analysis of Cost-Sharing Policy and its Implementation' by Sewale Abate Ayalew (2013) (<http://www.palgrave-journals.com/hep/journal/v26/n1/full/hep201221a.html>), published in Volume 26 Issue 1 of the journal, following an investigation into possible ethical misconduct. It has been concluded that portions of text in the article are either unoriginal or incorrectly cited, and therefore the decision has been taken to remove this article from the scholarly field. It should no longer be cited from the print or online version of Higher Education Policy.

Ayalew, Sewale Abate (2013):

Financing Higher Education in Ethiopia: Analysis of Cost-Sharing Policy and its Implementation.

[Retraction]. In: *High Educ Policy* 26 (3), S. 429.

DOI: 10.1057/hep.2013.15

Currie, Jan; Hill, Beverley (2013):

Gendered Universities and the Wage Gap. Case Study of a Pay Equity Audit in an Australian University.

In: *High Educ Policy* 26 (1), S. 65–82.

DOI: 10.1057/hep.2012.19

Abstract:

Studies worldwide have found that women's pay lags behind men's in academia. This article describes pay equity policies in Australia and overseas and the use of a pay equity audit as a strategic tool to reduce gender inequities at The University of Western Australia (UWA). As a research-intensive university, UWA resembles similar universities globally and, like them, is vertically segregated with power and advantage in the hands of males. Based on the average annual salaries in 2008, UWA's pay equity audit found a gender pay gap of 15% for academics and 12% for professionals. Discretionary allowances revealed additional pay differences with academic men, on average, receiving \$8,744 more than academic women and professional men receiving \$1,987 more than professional women. This article concludes with the micropolitics of how key players reacted to these findings and how the university may act to reduce gender differences in allowances.

Fumasoli, Tatiana; Stensaker, Bjørn (2013):

Organizational Studies in Higher Education: A Reflection on Historical Themes and Prospective Trends.

In: High Educ Policy 26 (4), S. 479–496.

DOI: 10.1057/hep.2013.25

Abstract:

Drawing from a seminal article by Burton Clark that appeared in 2004 in Higher Education Policy, this paper examines the influence of organization studies in higher education policy research over the last 25 years and highlights the potential contributions for future inquiry. It argues that analysis has mainly tackled policy reforms and their impact on universities and colleges. In so doing scholars have focused on external drivers of change, specifically on policy change, and on their structural impact. Hence research in higher education has somewhat neglected the complex reality of the university as an organization possessing its own structures, cultures and practices. This implies that national policy agendas have dominated organizational research in higher education, while the views of practitioners such as institutional managers and administrators have not been sufficiently addressed. By calling for an increased focus on the university as an organization, the article discusses the need to systematize organizational research around distinctive analytical dimensions. It finally proposes a research agenda tackling various aspects of organizational change in higher education.

Galbraith, Peter (2013):

Out of the Frying Pan: Into the Fire of Post-Global Financial Crisis (GFC) University Management.

In: High Educ Policy 26 (4), S. 523–550.

DOI: 10.1057/hep.2013.12

Abstract:

A downturn in enrolments of international students following the Global Financial Crisis is causing publicised stress among Australian universities that have come to rely on associated income. How to survive the financial consequences is currently receiving urgent attention within the sector. This paper models the problem of developing responses that position an institution to survive the crisis. Strategies such as lowering entry standards to increase enrolments, outlaying funds to prepare and attract new categories of student, and varying the proportion of 'reduced' overseas income used to service other university operations are explored. It emerges that temptations associated with the first and third of these should be avoided, while the second suggests a path worth pursuing. Of fundamental significance is recognition that managerial strategies of the past two decades have substantially led to the dependencies noted. Dealing with the problem needs to look at the whole spectrum of internal decision making.

Griffioen, Didi M. E.; Jong, Uulkje de (2013):

Academic Drift in Dutch Non-University Higher Education Evaluated: A Staff Perspective.

In: High Educ Policy 26 (2), S. 173–191.

DOI: 10.1057/hep.2012.24

Abstract:

In the context of a European knowledge economy, the Dutch non-university institutions systematically develop research activities at a higher frequency than before. With this development, they have been accused of academic drift, of striving to receive a status comparable to traditional universities. This study considers the perceptions of both managers and lecturers in non-university higher education concerning the organisational aims for research activities. The intention is to add an empirical base to the debate of academic drift, especially to the potential of academic drift on the staff level. The results show a moderate indication of potential for academic drift on the staff level. In addition, managers have more positive perceptions regarding all aims for

research than lecturers, but both groups prioritise that the results of research should, first and foremost, be directed towards improving the quality of education.

Huisman, Jeroen (2013):

Higher Education Policy: Celebrating 25 Years.

[Editorial]. In: *High Educ Policy* 26 (1), S. 1–4.

DOI: 10.1057/hep.2012.30

Huisman, Jeroen (2013):

Higher Education Policy: The Evolution of a Journal Revisited.

In: *High Educ Policy* 26 (4), S. 433–445.

DOI: 10.1057/hep.2013.30

Abstract:

This paper reflects on the contributions to the journal *Higher Education Policy*, celebrating its twenty-fifth birthday. It describes and analyses the themes addressed by the authors and the institutional background of the 1,172 contributors to the 812 papers. The analysis confirms the focus of the journal on higher education policy, governance and management, and its truly international character with contributions from across the globe on issues at stake in a vast range of countries and institutions. In addition, the paper analyses patterns regarding highly cited contributions to the journal and closes with words of thanks and recommendations for those intending to submit a paper to the journal.

Jungblut, Jens; Vukasovic, Martina (2013):

And Now for Something Completely Different? Re-Examining Hybrid Steering Approaches in Higher Education.

In: *High Educ Policy* 26 (4), S. 447–461.

DOI: 10.1057/hep.2013.28

Abstract:

Using the seminal contribution by Gornitzka and Maassen on hybrid steering approaches in higher education as a foundation, this paper offers three main contributions. First of all, an analysis is provided of how the concept of hybrid steering approaches has been used since 2000 in the higher education literature. Second, the paper delivers a theoretical underpinning for the existence of hybrid steering in higher education stemming from institutional theory and policy analysis. Third, the paper deepens and broadens the concept of hybrid steering emphasizing the permanence of hybrids, their potential homogeneity and convergence over time. Furthermore, their relation to multi-level governance arrangements as well as interaction between global scripts and national filters is addressed. In the conclusion, several avenues for future research are offered.

Koehn, Peter (2013):

Donor-Supported Transnational Higher Education Initiatives for Development and Research: A Framework for Analysis and a Call for Increased Transparency.

In: *High Educ Policy* 26 (3), S. 349–372.

DOI: 10.1057/hep.2013.5

Abstract:

As universities in the North and South become increasingly dependent on donor patronage for research and sustainable development initiatives, systematic assessments of transnational-partnership-award decisions and outcomes are of rising interest in academic and policy circles. After presenting a conceptual framework that facilitates comparative analysis of donor awards to higher education institutions, the author applies the

framework to a subset of 197 proposals advanced by the US and the Canadian universities that recently received United States Agency for International Development (USAID) and Canadian International Development Agency (CIDA) funding. The distribution of awards generally proves consistent with expectations based on the donor's regional/country priorities and programme objectives, particularly with regard to institutional capacity building and human capability building. The article includes a call for increased transparency in web postings regarding successful and unsuccessful transnational higher education partnerships for research and development and concludes by considering implications for sustainable development of the emphasis on capacity building observed in recent USAID- and CIDA-supported transnational higher education partnerships.

Kretz, Andrew; Sá, Creso (2013):

Third Stream, Fourth Mission: Perspectives on University Engagement with Economic Relevance.

In: High Educ Policy 26 (4), S. 497–506

DOI: 10.1057/hep.2013.32

Abstract:

Over the past three decades, university research activities have increasingly become organized towards external economic and social worlds. In this essay, we reflect on the observations and explanations made in papers published in Higher Education Policy on this topic, and discuss their contributions towards understanding university third stream activities. We build on this by considering the increased university support for student entrepreneurship that has pervaded higher education in the last several years and the implications of this trend for thinking about the economic relevancy of universities.

Kroll, Henning; Schricke, Esther; Stahlecker, Thomas (2013):

Scope and Determinants of the 'Third Role' of Higher Education Institutions in Germany.

In: High Educ Policy 26 (2), S. 263–284.

DOI: 10.1057/hep.2013.1

Abstract:

In the course of the last decade, increasing political emphasis has been placed on the socio-economic contribution of German higher education institutions to their regional environment. Although a notable number of programmes have been launched to support this additional 'third role', its empirical basis and determining factors remains under-researched. Against this background, we take account of regional activities at higher education institutions in Germany and investigate motivations and framework conditions responsible for their development and character. On the basis of survey data, we find that a large array of decentralised projects is already being performed by individual academics and that their motivation for doing so originates from a broad range of different factors. More precisely, we are able to demonstrate that and how the pattern of regional engagement differs according to the surveyed researchers' cognitive, organisational and institutional situatedness as well as on the opportunities that the surrounding region offers.

Lane, Jason E.; Kinser, Kevin; Knox, Daniel (2013):

Regulating Cross-border Higher Education: A Case Study of the United States.

In: High Educ Policy 26 (2), S. 147–172.

DOI: 10.1057/hep.2012.23

Abstract:

In an increasing number of nations, foreign education providers are becoming part of the educational landscape. This aspect of cross-border higher education raises many questions about how such activities are

regulated, particularly the role of the importing and exporting governments. Drawing on a principal-agent framework, this study uses the United States, which is an amalgamation of more than 50 independent regulatory systems, to analyze how governments regulate the importing and exporting of public colleges and universities. The analysis reveals that state regulations primarily focus on issues pertaining to the approval process of expansion, mandating administrative requirements, providing comparable programs, and guarding against unnecessary competition; whereas there is limited focus on quality. Further, states have more extensive regulations for importing activities than exporting activities. These findings can help inform scholars and policymakers interested in multinational cross-border educational activities and the study serves as a prototype for other investigations of cross-border educational regulations.

Levy, Daniel C. (2013):

The Decline of Private Higher Education.

In: High Educ Policy 26 (1), S. 25–42.

DOI: 10.1057/hep.2012.26

Abstract:

No topic in private higher education study has attracted as great attention globally as has growth. This is appropriate as private growth has soared to nearly a third of the world's total higher education enrolment. But while private growth continues to be the dominant trend, important declines in private shares have emerged. These must be analysed and understood. What is private decline depends partly on definition. For the most part declines occur in private enrolment shares, rarely in absolute numbers. Declines also sometimes occur in private subsectors rather than in the private sector overall. Some declines are merely transitory. Short of actual decline, the slowing of private growth rates is also notable. After citing historical examples, we focus on contemporary social and political causes of private decline. The social causes are mainly two: diminution of social distinctiveness or groups that have fuelled private growth; demographic changes that fall hard on private sectors. The political causes analysed are three: government policy, ranging from hostile regimes to regulation; hefty expansion of the public sector of higher education; competitive partial privatization within public higher education. None of these dynamics reverses the continued dominant tendency of private growth but they do provide counter-tendencies important to grasp and with potential to accelerate.

Magalhães, António; Veiga, Amélia; Ribeiro, Filipa; Amaral, Alberto (2013):

Governance and Institutional Autonomy: Governing and Governance in Portuguese Higher Education.

In: High Educ Policy 26 (2), S. 243–262.

DOI: 10.1057/hep.2012.31

Abstract:

This paper aims at looking at governance instruments beyond managerial technicality. It intends to do so by analysing the impact of governance reforms on the universities autonomy assumed as a regulation instrument to politically steer systems and institutions. The regulation efforts undertaken at the European and national levels reflect a trend towards coordination of devolved governance processes (meta-governance). Although there is a wide consensus about awarding autonomy to universities and increasing self-governance, governments need to ensure that their goals are actually pursued, enhancing their regulation frames and meta-governance efforts. This paper focuses on how the governance reform interacts with institutional contexts. The changes promoted by the governance reform are an opportunity to understand how far these apparently contradictory forces operate in three selected Portuguese universities with regard to institutional autonomy.

Mause, Karsten (2013):

With Bologna in Mind and the Sword in the Hand: The German Bachelor/Master Reform Reconsidered.

In: High Educ Policy 26 (3), S. 325–347.

DOI: 10.1057/hep.2013.4

Abstract:

Since the late 1990s, many European countries have adapted their traditional one-cycle curriculum structure in higher education to the two-cycle structure employed in the Anglo-American world. In the large social science literature dealing with this reform phenomenon, the Bologna Process — starting with the 1999 Declaration of Bologna — is identified as the major force of change. Illustrated by the German case, this paper argues that the soft-governance mechanism 'Bologna' certainly constitutes an important driver and explanatory factor but cannot fully explain curriculum reform success. It is demonstrated that German state governments used classic tools of government — hard governance via rules and bans — to force higher education institutions to substitute traditional programmes with new Bachelor/Master programmes. This case study might stimulate further research investigating whether this 'governance by coercion', which has been neglected in previous research, also played an important role in other Bologna countries in which similar curricular reforms occurred.

Molla, Tebeje (2013):

Higher Education Policy Reform in Ethiopia: The Representation of the Problem of Gender Inequality.

In: High Educ Policy 26 (2), S. 193–215.

DOI: 10.1057/hep.2012.25

Abstract:

The higher education (HE) subsystem in Ethiopia has passed through a series of policy reforms in the last 10 years. Key reform areas ranged from improving quality and relevance of programmes to promoting equality in access to and success in HE. Despite the effort underway, gender inequality has remained a critical challenge in the subsystem. This makes it imperative to question the way in which the problem of gender inequality is framed in the equity policies and strategies put in place. This paper reports on the analysis of two policy documents from the Government of Ethiopia. Drawing on Carlo Bacchi's 'what is the problem represented to be' approach to critical policy analysis, the study reveals the inherent limitations in how the problem of gender inequality is understood and framed. The findings show that gender inequality has largely been equated with disparity in enrolment, and the policies are silent on structural impediments that underlie the problem. The drawbacks of the gender equity policy instruments are partly linked with the neoliberal policy elements endorsed in the reforms.

Munene, Ishmael I. (2013):

Our University: Ethnicity, Higher Education and the Quest for State Legitimacy in Kenya.

In: High Educ Policy 26 (1), S. 43–63.

DOI: 10.1057/hep.2012.18

Abstract:

In East Africa, no other country has witnessed as great a surge in university institutions as Kenya. The intent of this paper is to explore the persistence of the ethnic configurations in the surge of higher education in Kenya, within the context of the country's history. Outlining the major flashpoints in the country's history will be significant in contextualizing the contemporary ethno-configurations of university developments. The thesis of the article is that the current development of universities along tribal (In this article, the terms ethnic and tribe are used interchangeably to denote the feelings of belonging based on identifiable attributes including kinship, commensality, and a common cult.) lines, though rationalized on a desire to meet increased demand

and to provide high level manpower has historical antecedents, and is informed by the state's quest for political legitimacy. By tolerating — albeit latently — ethnic patterns to inform university development, the state, which has suffered a legitimacy crisis since independence, opens an avenue to justify its *raison d'être* and sustain mass loyalty. Therefore, despite repeated calls to enact policies and strategies that would stem the tide of mushrooming universities along ethnic lines, the state has only demonstrated a minimal political will to act.

Obamba, Milton O. (2013):

Uncommon Knowledge: World Bank Policy and the Unmaking of the Knowledge Economy in Africa.

In: High Educ Policy 26 (1), S. 83–108.

DOI: 10.1057/hep.2012.20

Abstract:

The World Bank is clearly one of the most influential global intergovernmental operators for international development assistance. In recent decades, the Bank and other agencies have invested immense technical and financial resources in a troubled and unprecedented mission of revitalizing and restructuring the development of education in Africa. A growing body of critique has emerged that articulates the failures of the revitalization mission, framing these exchange relationships as representing nothing but new patterns of embedded neocolonialism, dependency, and geopolitical asymmetry. The aim of this paper is to contribute to and disrupt these unfolding debates by examining how a set of theoretical paradigms have shaped the World Bank's priorities and approaches to education and development policy in developing countries at different times. The paper argues that the Bank embraced the neoliberal economic ideology and a narrowly defined interpretation of the 'rates of return' calculations to promote higher investment in basic education while systematically marginalizing higher education. The paper asserts that this polarized policy paradigm persisted within the Bank at least until the 1990s and has partly fuelled the preponderance of the critiques of neo-colonial dependency and hegemony. This paper opens a new analytic territory by examining the coordinates of two recent and increasingly significant World Bank policy paradigms: the 'innovation systems' and 'global partnership' approaches.

Pfotenhauer, Sebastian M.; Jacobs, Joshua S.; Pertuze, Julio A.; Newman, Dava J.; Roos, Daniel T. (2013):

Seeding Change through International University Partnerships: The MIT-Portugal Program as a Driver of Internationalization, Networking, and Innovation.

In: High Educ Policy 26 (2), S. 217–242.

DOI: 10.1057/hep.2012.28

Abstract:

Higher education systems around the globe are experimenting with different strategies to foster internationalization and networking, achieve critical research mass, and strengthen innovation and labour market integration. This paper discusses how Portugal, since 2006, has pursued a distinctive international collaborative strategy to induce critical changes in strategic focus areas at its leading institutions. Utilizing survey and interview data from the MIT-Portugal Program, this paper demonstrates how international collaborations are used to raise student internationalization and selectivity rates, to create national clusters of excellence, and to re-orient engineering education towards innovation and entrepreneurship. The data show that MIT-Portugal has created significant spillovers into Portuguese institutions, underscoring the potential of international collaborations to be drivers of systemic change. We argue Portugal's collaborative approach represents a model strategy for building a targeted human resource, research, and innovation base suited for long-term economic growth. Our findings are relevant for other countries facing similar transition challenges.

Piironen, Ossi (2013):

The Transnational Idea of University Autonomy and the Reform of the Finnish Universities Act.

In: High Educ Policy 26 (1), S. 127–146.

DOI: 10.1057/hep.2012.22

Abstract:

In 2009, the Finnish parliament passed a new Universities Act that aimed to strengthen the institutional autonomy of the country's universities. But why and how did the idea of autonomy come to frame the reform agenda in the overt way it did? In analysing a sample of authoritative policy and strategy papers by the key stakeholders in the higher education policy fields at the European level and in Finland, the author argues that a conceptual shift took place at the turn of the millennium. This was based on managerial values and top-down organization that emphasized the potential of universities to operate on the education market as would any enterprise. But the Finnish higher education policy agenda was not simply downloaded from supranational actors; parts of the Finnish Higher Education establishment had long been active in promoting the novel idea of autonomy at both national and European forums, thereby making the process of ideological transformation truly transnational.

Ren, Kai; Li, Jun (2013):

Academic Freedom and University Autonomy: A Higher Education Policy Perspective.

In: High Educ Policy 26 (4), S. 507–522.

DOI: 10.1057/hep.2013.31

Abstract:

This article reflects upon three seminal articles published in Higher Education Policy (HEP) on academic freedom and university autonomy. The reflections indicate that HEP research contributes to a sophisticated and systematic understanding of the complexity of academic freedom, addressing both the original theoretical issues and burning current issues in policy and practice, as well as in legislation. In particular, HEP has gone beyond academic circles and reached a broad readership, making a real difference to policy development to safeguard academic freedom. For broader comparative reflection, an epistemological dimension has been added to the HEP understanding and analysis of the concept of academic freedom.

Stensaker, Bjørn (2013):

The Evaluative State, Institutional Autonomy and Re-Engineering Higher Education in Europe: The Prince and His Pleasure by Guy Neave, 2012.

[Review]. In: High Educ Policy 26 (2), S. 289–290.

DOI: 10.1057/hep.2013.10

Tight, Malcolm (2013):

Students: Customers, Clients or Pawns?

In: High Educ Policy 26 (3), S. 291–307.

DOI: 10.1057/hep.2013.2

Abstract:

The metaphor of the student as a consumer or customer is widely used within contemporary higher education, and impacts on the ways in which students, academics and institutions behave. These, and a number of alternative metaphors for the student, are critically reviewed. The alternatives considered include both contemporary (student as client or as co-producer) and longstanding expressions (student as child, employer or apprentice). A new, and perhaps rather darker, metaphor, that of the student as a pawn, is then proposed. The usefulness of metaphors in higher education policy, and in analyses thereof, is considered.

Urbanovič, Jolanta; Wilkins, Stephen (2013):

Internationalisation as a Strategy to Improve the Quality of Higher Education in Small States: Stakeholder Perspectives in Lithuania.

In: High Educ Policy 26 (3), S. 373–396.

DOI: 10.1057/hep.2013.6

Abstract:

Assumptions have developed around the benefits of internationalisation; for example, that it promotes cultural integration and harmony, improves the quality of education and research, and improves country and institutional reputations internationally. A range of coercive, normative and mimetic influences have pushed most small states with mass or universal higher education systems to embrace the concept of internationalisation. By adopting a stakeholder analysis approach in one small state — Lithuania — this research investigates the successes, failures and challenges of internationalisation in improving the quality of higher education provision. It was found that internationalisation can present both opportunities and challenges to small states. However, the overwhelming consensus among the range of stakeholders who participated in this study was that the benefits of internationalisation far outweigh the threats and disadvantages. The paper concludes with a set of generalisable recommendations for small states that possess mass or universal higher education systems.

van den Besselaar, Peter; van Arensbergen, Pleun (2013):

Talent Selection and the Funding of Research.

In: High Educ Policy 26 (3), S. 421–427.

DOI: 10.1057/hep.2013.16

Abstract:

In a recent issue of this journal, we analyzed decision making about grant applications. We argued that there are many uncertainties in selecting the best talents, and we showed that in quite some cases (i) peer review scores hardly influence the decisions, and (ii) differences between success and no success are very small. The council we studied contested our conclusions. In this short article, we present additional evidence supporting our claims.

Waring, Matthew (2013):

All in This Together? HRM and the Individualisation of the Academic Worker.

In: High Educ Policy 26 (3), S. 397–419.

DOI: 10.1057/hep.2013.7

Abstract:

In the context of neoliberal government policymaking in the UK, universities have become increasingly managerial in their approach. Growing market pressures and a commodification of higher education (HE) has had a significant effect on the work of academics, as producers and providers of HE. Human Resource Management — a management tool that focuses on individual performance — has increasingly been deployed in universities to monitor and direct the work of academics with the aim of ensuring consistency in their standards of educational delivery. This paper considers the impact of such an approach and draws on the results of a case study that investigated the deployment of HRM in three English universities. Although variable in its impact, the use of HRM raises serious questions concerning academic freedom, autonomy and identity.

You, Zhuran; Hu, Yingzi (2013):

Walking a Policy Tightrope: The Dilemma of Balancing Diversification and Equality in Chinese College Entrance Examination Reform.

In: High Educ Policy 26 (3), S. 309–324.

DOI: 10.1057/hep.2013.3

Abstract:

The past decade or so has witnessed a large-scale reform of the Chinese national college entrance exam (the gaokao) system, which nonetheless has been trapped within a dilemma of balancing diversification and equality. Specifically speaking, the reform needs to reconcile the clash between adopting diverse and holistic college admissions to fix the problem of teaching to test preparation in k-12 schools and preserving the gaokao results as the sole admission criterion to warrant equal opportunity of higher education. This conflicting concern has impacted and shaped the gaokao reform since 1999, which is the key to understanding the various incremental reform measures taken by the Chinese Ministry of Education and the slow progress of the gaokao reform per se. The study suggests that lack of both institutional autonomy and accountability in Chinese universities has contributed to the impasse because government has to heavily rely on the gaokao to ensure equality when Chinese higher institutions do not operate independently. Conversely, if Chinese universities need to be empowered to conduct a holistic review they have to become independent and autonomous entities that view admissions or quality of their enrolment as vital for survival and prosperity to eliminate external interference and internal corruption.

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Adams, Jonathan (2013):

David D. Dill and Frans A. Van Vught (eds.) (2010) *National Innovation and the Academic Research Enterprise: Public Policy in Global Perspective*. Baltimore: Johns Hopkins University Press. 592 pp. ISBN-13: 978 0 8018 9374 2. £36.50.; Patrick Clancy and David D. Dill (eds.) (2009) *The Research Mission of the University: Policy Reforms and Institutional Responses*. Rotterdam: Sense Publishers. 226 pp. ISBN-13: 978 90 8790 995 6; £35.00.

[Review]. In: *Higher Education Quarterly* 67 (1), S. 101–106.

DOI: 10.1111/hequ.12006

Agasisti, Tommaso; Bolli, Thomas (2013):

The Impact of the Bologna Reform on the Productivity of Swiss Universities.

In: *Higher Education Quarterly* 67 (4), S. 374–397.

DOI: 10.1111/hequ.12023

Abstract:

The Bologna reform aims to enhance several dimensions of the universities' activities, by favouring mobility and mutual recognition of higher education degrees across Europe, with the objective to create a European Higher Education Area. The radical changes induced by the Bologna Process affect universities' productivity both directly (for example, implementation costs, curriculum streamlining, evaluation intensity) and indirectly (for example, the ability to attract more students and higher levels of competition among institutions). The decentralised organisation of the Swiss university sector provides an ideal setting to test this hypothesis, as the panel data of departments permits the consideration of the unobserved heterogeneity across both universities and scientific fields. The empirical results support the claim that the Bologna reform enhances university productivity. Furthermore, there is no evidence of substantial costs of the system transformation.

Benske, Karla H. (2013):

Jocey Quinn (2010) *Learning Communities and Imagined Social Capital: Learning to Belong*. New York and London: Continuum. 164 pp. ISBN: 978-1-84706-192-8; £24.99.

[Review]. In: *Higher Education Quarterly* 67 (1), S. 98–101.

DOI: 10.1111/hequ.12005

Brown, Roger (2013):

Mutuality Meets the Market: Analysing Changes in the Control of Quality Assurance in United Kingdom Higher Education 1992-2012.

In: *Higher Education Quarterly* 67 (4), S. 420–437.

DOI: 10.1111/hequ.12028

Abstract:

There has been a tendency in the literature to see changes in quality assurance as part of a process of increased state control. This article suggests a more nuanced approach that also takes account of the different trajectories of the pre- and post-1992 sectors. It finds that whilst there have been increases in both state oversight and market coordination since 1992, mutuality (self-regulation) remains the dominant mode of control of quality assurance in the United Kingdom. However the present government's higher education reforms, coming on top of a series of market-based policies for structure, funding and governance going back at least to 1980, as well as a growing emphasis on students' rights as consumers through the courts, may change the picture.

Carter, Susan (2013):

McAlpineLynn and CherylAmundsen (Eds.) (2011) *Doctoral Education: Research-Based Strategies for Doctoral Students, Supervisors and Administrators*. London: Springer. 226 pp. ISBN 978-94-007-05067; £103.50. e-ISBN 978-94-007-0507-4; £71.00.

[Review]. In: *Higher Education Quarterly* 67 (4), S. 438–440.

DOI: 10.1111/hequ.12027

Courtney, Kathy (2013):

Adapting Higher Education through Changes in Academic Work.

In: *Higher Education Quarterly* 67 (1), S. 40–55.

DOI: 10.1111/hequ.12002

Abstract:

Internationally, changes to academic work are a response to the massification of higher education and a changed and changing higher education context. The majority of these adjustments involve a casualisation of academic work, widely characterised as being of a de-skilling nature, alongside the emergence of new, as well as changing, roles that typically function across traditional boundaries and frequently involve elements of up-skilling. The paper points to the value of the latter group of adaptations, characterising them as 'direct-response' changes to new environmental conditions. In contrast, de-skilling adaptations, classed as 'indirect-response' changes, are viewed as impacting negatively on key aspects of higher education. Inter-professional teaching practices are advocated as an alternative to the casualisation strategy, based on the belief that it would empower large numbers of existing groups of higher education workers to make a fuller and richer contribution to student learning and help prepare them for an uncertain future.

Drowley, Melinda J.; Lewis, Duncan; Brooks, Simon (2013):

Merger in Higher Education: learning from Experiences.

In: *Higher Education Quarterly* 67 (2), S. 201–214.

DOI: 10.1111/hequ.12011

Abstract:

Political pressure to reduce the number of higher education institutions in Wales has been sustained for over a decade by three successive ministers for education, two of whom, Jane Davidson and the current incumbent, Leighton Andrews, have left the Welsh sector in no doubt about the strength of their personal commitment to the policy of reconfiguration and collaboration. In this paper, an attempt is made to understand and explain how this policy was experienced by some of the people most closely affected by the recent merger between the Royal Welsh College of Music and Drama and the University of Glamorgan in South East Wales. Some of the lessons learned in this particular context are elucidated in the hope that they might be of assistance to both policy-makers and members of higher education institutions elsewhere that are contemplating merger.

Ferrer, Justine L.; Morris, Leanne (2013):

Engaging Élitism: the Mediating Effect of Work Engagement on Affective Commitment and Quit Intentions in Two Australian University Groups.

In: Higher Education Quarterly 67 (4), S. 340–357.

DOI: 10.1111/hequ.12020

Abstract:

Some universities rely on their élitism as one mechanism to attract and retain talented faculty. This paper examines two groups of elite and non-elite universities and the mediating effect that work engagement has on affective commitment and intention to quit. Findings indicate partial support for the mediating effect of work engagement in the non-élite group but no support in the élite university group. The implications of these diverse results are posed for the management of academics in élite and non-élite universities, suggesting that a 'one size fits all approach' to performance outcomes does not always fit.

Harvey, Lee (2013):

Johan Gärdebo and Mattias Wiggberg (eds.) Students, the University's Unspent Resource: Revolutionising Higher Education Through Active Student Participation. Uppsala, Uppsala University, Report 12 from the Report Series from the Division of Development of Teaching and Learning, September 2012. 169 pp. ISSN 1652-084X / Matilda Hald (ed.) Transcending Boundaries: How CEMUS is Changing How We Teach, Meet and Learn. Uppsala, Cemus/CSD Uppsala, Uppsala University and Swedish University for Agricultural Sciences, translated from the Swedish original by Josefine Rännbäck. 141 pp. ISBN 978-91-633-8393-9

[Review]. In: Higher Education Quarterly 67 (1), S. 95–98.

DOI: 10.1111/hequ.12004

Healey, Nigel (2013):

Why do English Universities really Franchise Degrees to Overseas Providers?

In: Higher Education Quarterly 67 (2), S. 180–200.

DOI: 10.1111/hequ.12012

Abstract:

Franchising degrees to overseas providers, normally for-profit private companies, has become big business for English universities. The latest data from the Higher Education Statistics Agency reveal that there are now more international students registered for the awards of English higher education institutions that are studying wholly offshore than are on campus. There is an extensive economic literature exploring the role of franchising (or licensing) in the internationalisation of multinational companies. There are, however, few studies that have attempted to understand the reasons why so many English universities have moved beyond exporting (educating foreign students on campus) to franchising their degrees to overseas partners. This study uses an exploratory research methodology to get 'inside the black box'. It investigates the motivations of decision-makers entering and maintaining franchising operations at four English universities, revealing that financial considerations are less dominant than widely believed within the sector and are overshadowed by other, non-commercial considerations.

Hurley, Peter; Sá, Creso M. (2013):

Higher Education Policy and Legitimacy Building: the Making of a New Academic Credential in Ontario.

In: Higher Education Quarterly 67 (2), S. 157–179.

DOI: 10.1111/hequ.12010

Abstract:

Canada's province of Ontario introduced a new policy in 2000 allowing community colleges to offer a new type of undergraduate degree. This decision was a significant policy change for the government considering the nature of Ontario's binary system, where a rigid separation has historically prevailed between the university and college sectors. Drawing on multiple sources of data, this study indicates that the decision to create a new type of applied bachelor's degree generated a series of uncertainties and challenges for higher education institutions, students and government agencies. The paper highlights the need for policy makers to consider the socio-cultural aspects of higher education systems in policy design, particularly the role of legitimacy.

Jung, Jisun; Horta, Hugo (2013):

Higher Education Research in Asia: a Publication and Co-Publication Analysis.

In: Higher Education Quarterly 67 (4), S. 398–419.

DOI: 10.1111/hequ.12015

Abstract:

This study explores higher education research in Asia. Drawing on scientometrics, the mapping of science and social network analysis, this paper examines the publications of 38 specialised journals on higher education over the past three decades. The findings indicate a growing number of higher education research publications but the proportion of Asian publications in relation to the total world publications in higher education research remains stationary. The higher education research community in Asia is heavily concentrated in a few countries and universities, resting on a relatively small number of core scholars who publish research in the international specialised higher education journals. In response to increasing challenges in Asian higher education systems, the paper suggests that the higher education research community in Asia needs to be expanded and include more regional and international collaborations.

Kohoutek, Jan (2013):

Three Decades of Implementation Research in Higher Education: Limitations and Prospects of Theory Development.

In: Higher Education Quarterly 67 (1), S. 56–79.

DOI: 10.1111/j.1468-2273.2012.00531.x

Abstract:

The article adopts a comparative approach to review three periods of theory development in research into higher education policy implementation. Given the conceptual affinity between Cerych and Sabatier's 1986 seminal study into higher education policy implementation and public policy implementation theory, the field of public policy is chosen for reference and comparison. The article argues, first, that the underlying characteristics of higher education research such as sector-isolatedness, application drift and sensitivity to political agendas hindered the development of sector-specific theories of policy implementation. Second, this gap in theory formation started to be narrowed from the late 1990s onwards, due to critical reappraisal of the 1986 study and due to limited utilisation of mid-range theory concepts conceived within or related to the public policy field. It is through the utilisation of such public policy theory that higher education implementation research may reach a more mature stage.

Kyvik, Svein (2013):

Academic Workload and Working Time: Retrospective Perceptions Versus Time-Series Data.

In: Higher Education Quarterly 67 (1), S. 2–14.

DOI: 10.1111/hequ.12001

Abstract:

The purpose of this article is to examine the validity of perceptions by academic staff about their past and present workload and working hours. Retrospective assessments are compared with time-series data. The data are drawn from four mail surveys among academic staff in Norwegian universities undertaken in the period 1982–2008. The findings show that many academic staff retrospectively perceive that expectations of their work and task performance have increased and hence that they now work longer hours. In contrast, when time-series data are used to measure changes in time use (on an aggregate level) no empirical evidence is found in support of this claim; instead, a slight decline in the average number of weekly working hours can be observed. Two possible reasons for this disparity are discussed. First, that heavier workloads do not necessarily imply that academic staff work longer hours. Second, that younger generations of academic staff may report fewer work hours than previous counterparts.

Macfarlane, Bruce (2013):

The Surveillance of Learning: A Critical Analysis of University Attendance Policies.

In: Higher Education Quarterly 67 (4), S. 358–373.

DOI: 10.1111/hequ.12016

Abstract:

Universities have recently strengthened their class attendance policies along with associated practices that intensify the surveillance of learning: a series of administrative and pedagogic strategies that monitor the extent to which students conform with behavioural expectations associated with learning. Drawing on university policy statements, the paper identifies implicit arguments underpinning attendance requirements for students in higher education. These include demonstrating the accountability of publicly funded higher education, a concern for the pastoral and academic welfare of students and their appropriate preparation for expectations associated with workplace and professional practice. In a critique it is argued that attendance policies promote presenteeism as part of the discourse of learnerism. Such rules further infantilise students rather than developing their capacity to make informed choices as adults thereby failing to respect their academic freedom.

Magalhães, Antonio; Veiga, Amélia; Amaral, Alberto; Sousa, Sofia; Ribeiro, Filipa (2013):

Governance of Governance in Higher Education: Practices and lessons drawn from the Portuguese case.

In: Higher Education Quarterly 67 (3), S. 295–311.

DOI: 10.1111/hequ.12021

Abstract:

The implementation of the governance reform of Portuguese higher education has been developed under the influence of 'new public management' resulting in the loss of collegial governance. Additionally, the need for meta-governance of the higher education system and institutions to monitor institutional performance against policy objectives has become evident. By examining the implementation of the legal framework for higher education on the basis of document analysis covering the period from 2007 to 2011 the 'new governance' perspective allows a broader interpretation of the governance reform outcomes. This has implications for the enhancement of institutional autonomy induced by governance reforms impacting on European higher education systems and highlights the tools approach in public management.

Middlehurst, Robin (2013):

Changing Internal Governance: Are Leadership Roles and Management Structures in United Kingdom Universities Fit for the Future?

In: Higher Education Quarterly 67 (3), S. 275–294.

DOI: 10.1111/hequ.12018

Abstract:

This paper examines changes and developments in institutions' internal governance during the last decade, identifying points of continuity in the policy and political environment in the United Kingdom as well as points of difference. External drivers are discussed as part of the increasingly dynamic and volatile operating conditions for higher education. Institutions' internal governance arrangements are presented within a framework drawn from Clarke's studies of entrepreneurial universities. The final section of the article argues for a re-interpretation and strengthening of collegial forms of governance, using models and examples drawn from innovative private sector companies that can indicate useful directions for higher education institutions so that they are better fitted to meet 21st century challenges. While the analysis is focused on the UK, the lessons are more widely applicable.

Parry, Gareth (2013):

Colleges and the Governance of Higher Education.

In: Higher Education Quarterly 67 (4), S. 315–339.

DOI: 10.1111/hequ.12024

Abstract:

The governance of higher education in colleges and college sectors that offer other types of education and training is distinctive in four main respects. First, governance structures are frequently separate and different for higher education and for other segments of tertiary education. Second, the size and scope of the higher-level education taught by individual institutions will bear on the extent to which the management and governance arrangements in colleges are joint or divided. Third, the growth of small and distributed forms of higher-level education has created specific problems and dilemmas for national and sub-national governance. Fourth, the multiple missions of many colleges continue to pose questions about their educational and organisational coherence and governability. It is only in recent years that a base of evidence has been available to comprehend these developments, although definitional difficulties and data deficiencies remain.

Raffe, David; Croxford, Linda (2013):

One System or Four? Cross-Border Applications and Entries to Full-Time Undergraduate Courses in the UK Since Devolution.

In: Higher Education Quarterly 67 (2), S. 111–134.

DOI: 10.1111/hequ.12009

Abstract:

This paper uses Universities and Colleges Admissions Service (UCAS) data on applications and entries to full-time undergraduate courses to examine the changing flows of students across the boundaries of the four countries of the United Kingdom (UK), over a period (1996–2010) that embraces parliamentary devolution. It asks whether the emergence of more distinct administrative systems of higher education, following devolution, is reflected in more distinct social systems as reflected in reduced cross-border flows of students. It reveals a declining tendency for UK applicants to apply to, and enter, higher education in another UK country. This trend is partly attributable to devolution and to consequent changes such as differential fees. However the detailed patterns vary widely across the countries of the UK, across categories of student and across types of institution and programme.

Sang, Xiaoli; Teo, Stephen T.T; Cooper, Cary L.; Bohle, Philip (2013):

Modelling Occupational Stress and Employee Health and Wellbeing in a Chinese Higher Education Institution.

In: Higher Education Quarterly 67 (1), S. 15–39.

DOI: 10.1111/j.1468-2273.2012.00529.x

Abstract:

Extensive change is evident in higher education in the People's Republic of China but there have been few studies of the effect of work stress on wellbeing in the higher education sector. The main aim of this study is to test and refine the ASSET ('An Organizational Stress Screening Tool') model of occupational stress in a sample of 150 academic and non-academic employees in a Chinese higher education institute. Using partial least squares modelling, the findings showed that job stressors predicted job dissatisfaction but, surprisingly, did not predict perceived commitment. Employees who reported job dissatisfaction tended to perceive that their organisation was less committed towards them and report less commitment towards the organisation. Job stressors resulted in poorer psychological wellbeing. Greater psychological wellbeing was associated with greater physical wellbeing. The findings suggest that university management should introduce strategies aimed at minimising job stressors as these would result in higher level of job satisfaction, higher level of commitment and ultimately resulted in an improvement in physical health.

Selmer, Jan; Lauring, Jakob; Jonasson, Charlotte (2013):

Academic Staff Involvement and Openness to Diversity in International Educational Organisations: Is There a Moderating Effect of Shared Language?

In: Higher Education Quarterly 67 (2), S. 135–156.

DOI: 10.1111/hequ.12008

Abstract:

Joint work among academic staff is important for solving the ever-increasing number of complex tasks that are becoming part of everyday activities in higher education. At the same time, diversification and internationalisation may challenge collaboration processes and communication demands. Speaking a shared language consistently could be a way of overcoming problems. Hence, this study focuses on the effect of shared language among academic staff on the relation between academic staff involvement in work processes and openness to diversity. This study draws on data from 489 Danish academic staff members in science departments of three universities. Results show positive associations between academic staff involvement and all openness-to-diversity variables (openness to informational, linguistic, value and visible diversity). Shared language had a positive effect on openness to surface level types of diversity (linguistic and visible) but no effect on openness to deep-level types of diversity (informational and value).

Shattock, Michael (2013):

University Governance, Leadership and Management in a Decade of Diversification and Uncertainty.

In: Higher Education Quarterly 67 (3), S. 217–233.

DOI: 10.1111/hequ.12017

Abstract:

The last decade has seen an acceleration of change in the way British universities have been governed, led and managed. This has substantially been driven by the instability of the external environment, which has encouraged a greater centralisation of decision-making leading to less governance and more management, but it is also a consequence of the growing convergence of the governance and management models of the pre- and post-1992 universities. The article identifies a rise in 'the executive' at the expense of the traditional components of university governance, governing bodies, senates, academic boards and faculty boards, and a

growing tendency to push academic participation to the periphery. It describes the dangers implicit in such developments and suggests that they may lead to a loss in academic vitality and distinctiveness.

Stensaker, Bjørn; Vabø, Agnete (2013):

Re-inventing Shared Governance: Implications for Organisational Culture and Institutional Leadership.

In: Higher Education Quarterly 67 (3), S. 256–274.

DOI: 10.1111/hequ.12019

Abstract:

Shared governance has been a key historical characteristic of higher education although this form of governance has come under increased pressure in recent decades. It is often argued that shared governance is less relevant for tackling the challenges related to a more dynamic environment of the sector. This paper discusses underlying premises for the current conceptions of shared governance and analyses how a sample of Nordic universities perceives the place and role of governance in their strategic development. It is found that most universities emphasise leadership and leadership development as a key measure to strengthen their governance capacity and it is argued that most universities seem to overlook the cultural and symbolic aspects of governance along the way. This may have serious consequences for the internal legitimacy and trust when universities enter into demanding change processes.

Taylor, Mark (2013):

Shared Governance in the Modern University.

In: Higher Education Quarterly 67 (1), S. 80–94.

DOI: 10.1111/hequ.12003

Abstract:

A governance model is developed in which university governance is shared between the academic and governing bodies and is coordinated by the university executive. Viewing the university as a professional service organisation, and noting the importance of developing a flexible culture within a shifting, marketised external environment, it is argued that a degree of shared governance is necessary for the success of the modern university. Although the discussion is couched largely within the context and evolution of UK university governance over the past sixty years, it also draws on the US evidence and experience and the conclusions drawn are general.

Turner, Gill (2013):

Alison Lee and Susan Danby (Eds.) (2012) Reshaping Doctoral Education: International Approaches and Pedagogies. London and New York: Routledge. 221 pp. ISBN 978-0-415-61813-7; £27.99 Paperback/£95.00 Hardback.

[Review]. In: Higher Education Quarterly 67 (4), S. 441–444.

DOI: 10.1111/hequ.12026

Whitchurch, Celia; Gordon, George (2013):

Reconciling Flexible Staffing Models with Inclusive Governance and Management.

In: Higher Education Quarterly 67 (3), S. 234–255.

DOI: 10.1111/hequ.12013

Abstract:

Higher education managers are under increasing pressure from governments to reduce costs by adopting more flexible staffing practices and tensions can arise as institutions seek to sustain motivation and morale

across a diversifying workforce. This paper considers how institutional management and governance practices facilitate innovative developments whilst also providing a supportive and inclusive environment. It draws on interviews in seven institutions to describe three models that reflect integrated, private-sector and partnership approaches, exploring the implications of these for the psychological contract between institutions and their staff, including different interpretations of the employment package; the establishment of processes that are seen as equitable and transparent, although not necessary identical; and the adoption of a range of communication channels, both at the level of the individual and collectively.

Whitchurch, Celia; Harvey, Lee (2013):

Cultural Considerations.

[Editorial]. In: *Higher Education Quarterly* 67 (2), S. 108–110.

DOI: 10.1111/hequ.12014

Whitchurch, Celia; Harvey, Lee (2013):

Engaging Staff, Students and Institutions.

[Editorial]. In: *Higher Education Quarterly* 67 (4), S. 313–314.

DOI: 10.1111/hequ.12025

Whitchurch, Celia; Harvey, Lee (2013):

Governance Revisited.

[Editorial]. In: *Higher Education Quarterly* 67 (3), S. 215–216.

DOI: 10.1111/hequ.12022

Whitchurch, Celia; Harvey, Lee (2013):

Work and the Human Condition.

[Editorial]. In: *Higher Education Quarterly* 67 (1), S. 1.

DOI: 10.1111/hequ.12007

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Adriansen, Hanne Kirstine; Madsen, Lene Møller (2013):

Facilitation: A Novel Way to Improve Students' Well-being.

In: Innov High Educ 38 (4), S. 295–308.

DOI: 10.1007/s10755-012-9241-0

Abstract:

In this article we analyze a project that used facilitation techniques, which are known from training in industry, to improve the study environment at a public research university in Denmark. In 2009, the project was initiated in one graduate program; and it has subsequently been modified and institutionalized. The project did not change the teaching format, but introduced facilitated study-groups using peer learning. It was successful in increasing students' well-being. While peer learning and study groups are well-known in higher education, facilitation is a different and novel tool. We argue that facilitation makes study groups more inclusive, and they provide the potential for deep learning by structuring the learning situation.

Arena, Meaghan L. (2013):

The Crisis in Credit and the Rise of Non-Credit.

In: Innov High Educ 38 (5), S. 369–381.

DOI: 10.1007/s10755-012-9249-5

Abstract:

With institutions of higher education experiencing lower completion rates than our international counterparts and with rising student loan debt, the American higher education system is in crisis. As faculty members and administrators work to solve these growing problems in the credit-bearing side of higher education, the non-credit side is largely ignored. The benefits of non-credit programming, including employability, flexibility, and lower cost to students, are so numerous and varied that many corporations have taken on the role of workforce educators themselves. To meet the needs of individuals, businesses, and state funders, institutions must increase their commitment to non-credit innovation.

Baldwin, Roger G.; Zeig, Michael J. (2013):

Emeritus Colleges: Enriching Academic Communities by Extending Academic Life.

In: Innov High Educ 38 (5), S. 355–368.

DOI: 10.1007/s10755-012-9247-7

Abstract:

The emeritus college, a recent higher education innovation, provides retired professors with a means to stay intellectually engaged and continue to contribute professionally in retirement. The emeritus college can also help institutions maintain a steady flow of professional talent by making retirement more attractive for senior academics. This article introduces the emeritus college concept; discusses its implementation at four universities; assesses its benefits for individuals, institutions, and the community; and offers guidelines for institutions wishing to implement their own emeritus college. The emeritus college can provide a bridge from an academic career to a fulfilling retirement while also helping to enrich academic communities.

Buss, Ray R.; Zambo, Debby; Painter, Suzanne R.; Moore, David W. (2013):

Examining Faculty Member Changes in an Innovative Educational Doctorate Program.

In: Innov High Educ 38 (1), S. 59–74.

DOI: 10.1007/s10755-012-9222-3

Abstract:

Recent criticisms of the Educational Doctorate (Ed.D.) have challenged faculty members to create or reform such programs. In response to these concerns, faculty members at a particular institution designed and implemented a new Ed.D. program focused on leadership and innovation. We conducted this action research study in order to examine the changes faculty members experienced as they implemented the program along with the factors to which they attributed these changes. Data were gathered with an online survey; and results indicated changes had occurred in perceptions of research, teaching, and students as well as professional identities. Participants attributed these changes to collaborative teaching, a community of practice, and strong leadership. Findings will guide program leaders and faculty members in the coming years and may provide insights to leaders of similar programs and to those guiding innovative efforts.

Comeaux, Eddie (2013):

Rethinking Academic Reform and Encouraging Organizational Innovation: Implications for Stakeholder Management in College Sports.

In: Innov High Educ 38 (4), S. 281–293.

DOI: 10.1007/s10755-012-9240-1

Abstract:

There are increasing concerns about the educational experiences of Division I student-athletes in big-time college sports. Calls for reform have come from within colleges and universities and beyond. The literature of innovative management offers ideas that can help mitigate the academic and athletic divide and offer new ideas for athletic departments. Specifically, this body of literature is placed within the context of academic support centers for student-athletes to underscore the importance of new ways of thinking and to shed light on the centrality of the champion in the successful implementation of innovation. The article also introduces the Career Transition Scorecard, a practitioner-as-researcher model that fosters evidence-based practices among practitioners in athletic departments as they improve the well-being of Division I student-athletes. Implications for stakeholder management in college sports are discussed.

Donhardt, G. L. (2013):

The Fourth-Year Experience: Impediments to Degree Completion.

In: Innov High Educ 38 (3), S. 207–221.

DOI: 10.1007/s10755-012-9234-z

Abstract:

Undergraduates who persevere to the fourth year of their academic careers have invested a great deal of time, effort, and financial resources in their education. In spite of the effort, many do not succeed in graduating. Students from an entering class of first-time, full time freshmen from a large urban university were tracked through their undergraduate careers in an ex post facto study in search of correlates to degree completion. Stopping out, taking developmental classes, receiving an F, dropping to part time, and withdrawing from classes were all associated with failing to complete for students still enrolled in their fourth year.

Draeger, John; del Prado Hill, Pixita; Hunter, Lisa R.; Mahler, Ronnie (2013):

The Anatomy of Academic Rigor: The Story of One Institutional Journey.

In: Innov High Educ 38 (4), S. 267–279.

DOI: 10.1007/s10755-012-9246-8

Abstract:

The National Survey of Student Engagement (NSSE) draws from student feedback to gauge the level of academic challenge at particular institutions (Kuh 2009). Inspired by attempts to understand the implications of NSSE data on other campuses (Payne et al. 2005), a cross-disciplinary research group at our institution developed a multidimensional model of academic rigor. We argue that learning is most rigorous when students are actively learning meaningful content with higher-order thinking at the appropriate level of expectation within a given context. The model allows instructors and institutional decision-makers to aim towards increased levels of academic rigor in classrooms, departments, and across campus.

Duffield, Stacy; Olson, Alan; Kerzman, Renee (2013):

Crossing Borders, Breaking Boundaries: Collaboration Among Higher Education Institutions.

In: Innov High Educ 38 (3), S. 237–250.

DOI: 10.1007/s10755-012-9238-8

Abstract:

Partnerships and collaboration have become popular in higher education; and partnerships with community agencies, K-12 schools, and businesses are common. However, formal and sustained partnerships among institutions of higher education are not nearly as widespread. This article presents a model for collaboration in higher education focused on a partnership among teacher preparation programs at three institutions. The article provides an overview of theoretical underpinnings for collaboration, the process and practices used, and lessons learned by Valley Partnership, as well as the stages of partnership development, the governance model, and key elements related to sustaining the partnership.

Eddy, Pamela L.; Lawrence, April (2013):

Wikis as Platforms for Authentic Assessment.

In: Innov High Educ 38 (4), S. 253–265.

DOI: 10.1007/s10755-012-9239-7

Abstract:

Calls for accountability focus attention on assessment of student learning. Authentic assessment involves evaluating student learning as students perform real world tasks. We present a four-stage conceptual framework for authentic assessment. We argue first that evaluation is a process rather than a static one-time event. Second, authentic assessment involves evaluating experiential learning. Third, multiple evaluators assess student work, including self-assessment or review by a public audience. Finally, authentic assessments offer more learner choice. Wikis, as user-friendly web spaces that support easy web authoring for individuals or for collaborative groups, provide a platform for both student learning and authentic assessment.

Evans, Brent J.; Willinsky, John (2013):

Setting Aside the Course Reader: The Legal, Economic, and Pedagogical Reasons.

In: Innov High Educ 38 (5), S. 341–354.

DOI: 10.1007/s10755-012-9244-x

Abstract:

In this article we examine the changing status of the course reader as an instructional technology in higher education. We assess the advantages of simply providing students bibliographic entries for assigned readings

instead of readers, and we evaluate this alternative in regards to intellectual property and fair use issues focusing on Cambridge University Press v. Becker (2012). A study of 110 course readers showed that 45 % of the readings are freely available either through the university library or open access sources. Finally, we review a number of pedagogical benefits to having students work directly with scholarship within a dynamically hyperlinked environment.

Evans, Kate E.; Hartman, Cindy L.; Anderson, Denise M. (2013):

"It's More Than a Class": Leisure Education's Influence on College Student Engagement.

In: Innov High Educ 38 (1), S. 45–58.

DOI: 10.1007/s10755-012-9223-2

Abstract:

As universities and colleges continue to seek out ways to improve student engagement on their campuses, attention has been given to the role that on-campus leisure opportunities can play in developing this engagement. Yet, little research has analyzed the influence of leisure education on student engagement in the higher education setting. The purpose of this study was to explore how for-credit Leisure Skills classes at a mid-sized southeastern university may build engagement. The results indicate that leisure education provides a uniquely positioned environment for building students' sense of engagement with their institution through an enhanced sense of community, enhanced sense of self, and active learning.

Fagette, Paul; Chen, Shih-Jiun; Baran, George R.; Samuel, Solomon P.; Kiani, Mohammad F. (2013):

Engineering a General Education Program: Designing Mechanical Engineering General Education Courses.

In: Innov High Educ 38 (2), S. 117–128.

DOI: 10.1007/s10755-012-9231-2

Abstract:

The Department of Mechanical Engineering at our institution created two engineering courses for the General Education Program that count towards second level general science credit (traditional science courses are first level). The courses were designed for the general student population based upon the requirements of our General Education Program and engineering concepts. We explain the results and impact of the classes so as to expand the conceptualization of general education courses and to enable engineering curricula to reach a larger audience as well as to broaden student understanding of the forces shaping their world.

Fost, Joshua (2013):

Semantic Technology and the Question-Centric Curriculum.

In: Innov High Educ 38 (1), S. 31–44.

DOI: 10.1007/s10755-012-9219-y

Abstract:

In this article I describe software that facilitates "question-centric curricula" in which big questions, rather than academic disciplines, are the primary means of organizing educational resources. To find these questions, the software scans course catalogs and extracts all sentences ending in a question mark. To find connections between questions and courses, I present several computational techniques. One leverages the Library of Congress system; another implements so-called semantic technology that uses huge numbers of simple internet searches to ascertain the meaning of texts. The software assembles the results and shows, in one image, how every course an institution relates to a given question.

Glover, Alison; Jones, Yvonne; Claricoates, Jane; Morgan, Jan; Peters, Carl (2013):

Developing and Piloting a Baselining Tool for Education for Sustainable Development and Global Citizenship (ESDGC) in Welsh Higher Education.

In: Innov High Educ 38 (1), S. 75–86.

DOI: 10.1007/s10755-012-9225-0

Abstract:

Mainstreaming Education for Sustainable Development in higher education is vital if graduates are to possess the abilities, skills, and knowledge needed to tackle the sustainability issues of the future. In this article we explain the development and piloting of a baselining tool, the Education for Sustainable Development and Global Citizenship Development Framework, developed with support from the Higher Education Funding Council for Wales. We draw comparisons with the Sustainability, Tracking, Assessment and Rating System Program, developed by the North American Association for the Advancement of Sustainability in Higher Education. The resulting framework offers consistency with existing Welsh Government strategic documentation, builds on increasing momentum, and has relevance across the higher education sector globally.

Herman, Jennifer H. (2013):

Faculty Incentives for Online Course Design, Delivery, and Professional Development.

In: Innov High Educ 38 (5), S. 397–410.

DOI: 10.1007/s10755-012-9248-6

Abstract:

This quantitative study investigated the types and frequency of incentives for online instruction at non-profit institutions of higher education with an established teaching and learning development unit. While up to 70 % of institutions offer incentives, this support is not universal and varies by incentive type and purpose.

Horowitz, Jessica; Christopher, Kelly B. (2013):

The Research Mentoring Program: Serving the Needs of Graduate and Undergraduate Researchers.

In: Innov High Educ 38 (2), S. 105–116.

DOI: 10.1007/s10755-012-9230-3

Abstract:

Many institutions of higher education confront seemingly unrelated needs of graduate students, who need not only to complete their dissertations but also to learn how to become proficient mentors for undergraduates as they move on to faculty roles. The graduate students are increasingly searching out high-impact learning experiences such as involvement with undergraduate research. The program we describe in this article offers a solution to these issues by pairing undergraduates with graduate students to work on their dissertation research. Undergraduates undertake hands-on research while learning about graduate school, and the graduate students learn about the mentoring process while receiving assistance that allows them to keep their dissertations moving toward completion.

Gardner, Susan K.; Blackstone, Amy (2013):

"Putting in your time": Faculty Experiences in the Process of Promotion to Professor.

In: Innov High Educ 38 (5), S. 411–425.

DOI: 10.1007/s10755-012-9252-x

Abstract:

The rank of professor or "full" professor represents the highest status possible for faculty members, and it is generally gained by attaining professional expertise and a national or international reputation. Beyond this, however, little is known about these individuals or the promotion process at this level. In this qualitative study of 10 faculty members at one research university in the United States, we sought to understand the experiences of individuals who had sought promotion to full professor. Through a socialization lens, we found that issues of time, a lack of clarity, and gender disparity were concerns for these faculty members.

Kezar, Adrianna (2013):

Institutionalizing Student Outcomes Assessment: The Need for Better Research to Inform Practice.

In: Innov High Educ 38 (3), S. 189–206.

DOI: 10.1007/s10755-012-9237-9

Abstract:

This article explores the organizational impediments and facilitators that influence the implementation of student learning outcomes assessment (SLOA). This review points to the importance of culture, leadership, and organizational policies to the implementation of SLOA. However, we need to approach research differently, both conceptually and methodologically, if we want to understand these key factors better. I argue that our understanding of implementation conditions is superficial due to systemic weaknesses in the research. The article provides a framework for defining these terms clearly, suggests theories that can be applied, and reviews key methodological changes that can improve the quality of research.

Kim, Kyoungna; Sharma, Priya; Land, Susan M.; Furlong, Kevin P. (2013):

Effects of Active Learning on Enhancing Student Critical Thinking in an Undergraduate General Science Course.

In: Innov High Educ 38 (3), S. 223–235.

DOI: 10.1007/s10755-012-9236-x

Abstract:

To enhance students' critical thinking in an undergraduate general science course, we designed and implemented active learning modules by incorporating group-based learning with authentic tasks, scaffolding, and individual reports. This study examined the levels of critical thinking students exhibited in individual reports and the students' critical thinking level change over time. Findings indicated that students' average critical thinking level fell in the category of "developing", but students' scores on individual reports revealed a statistically significant increase. The study suggested that the active learning strategies employed in the study were useful to promote student critical thinking.

Knight, David B.; Lattuca, Lisa R.; Kimball, Ezekiel W.; Reason, Robert D. (2013):

Understanding Interdisciplinarity: Curricular and Organizational Features of Undergraduate Interdisciplinary Programs.

In: Innov High Educ 38 (2), S. 143–158.

DOI: 10.1007/s10755-012-9232-1

Abstract:

Though the number of interdisciplinary undergraduate programs has increased rapidly over the past several decades, little empirical research has characterized such programs. In this article we report on our investigation of the characteristics of interdisciplinary programs and develop typologies to describe the multiple ways in which such programs are structured with respect to curricular and organizational features. Using cluster analysis, we show differences in both curricular structures and organizational features across programs, irrespective of the program's content focus. This typology will guide future research to explore differences in student learning outcomes across the interdisciplinary program types.

Lutes, Lyndell; Davies, Randall (2013):

Comparing the Rigor of Compressed Format Courses to Their Regular Semester Counterparts.

In: Innov High Educ 38 (1), S. 19–29.

DOI: 10.1007/s10755-012-9226-z

Abstract:

This study compared workloads of undergraduate courses taught in 16-week and 8-week sessions. A statistically significant difference in workload was found between the two. Based on survey data from approximately 29,000 students, on average students spent about 17 minutes more per credit per week on 16-week courses than on similar 8-week courses. For selected general education courses taught in both formats, a similar result was obtained. When disaggregating results by subject and instructor, we found that the subject and the instructor of the course are more likely to be the cause of any significant difference in rigor based on workload.

McCoy, Shannon K.; Newell, Ellen E.; Gardner, Susan K. (2013):

Seeking Balance: The Importance of Environmental Conditions in Men and Women Faculty's Well-being.

In: Innov High Educ 38 (4), S. 309–322.

DOI: 10.1007/s10755-012-9242-z

Abstract:

Faculty retention is of increasing importance in the current economic climate. We examined the role of an institution's environmental conditions (e.g., climate, collegiality, and administration) in faculty well-being (i.e., job satisfaction, intent to leave, emotional and physical health). Women reported significantly lower well-being and a more negative perception of all environmental conditions than men. Intriguingly, for both men and women, the more institutional support perceived by faculty members for work-life integration, the more positive their well-being. Policies that support work-life integration, often viewed as merely a "women's issue," may encourage the retention of both men and women faculty members.

Morris, Libby V. (2013):

Enthusiasm and the College Compact.

[Editorial]. *In: Innov High Educ 38 (5), S. 339–340.*

DOI: 10.1007/s10755-013-9272-1

Morris, Libby V. (2013):

Athletics, Academics, and Rankings: The Power of Competition.

[Editorial]. In: *Innov High Educ* 38 (3), S. 171–172.

DOI: 10.1007/s10755-013-9258-z

Morris, Libby V. (2013):

Gender Matters.

[Editorial]. In: *Innov High Educ* 38 (1), S. 1–2.

DOI: 10.1007/s10755-012-9250-z

Morris, Libby V. (2013):

MOOCs, Emerging Technologies, and Quality.

[Editorial]. In: *Innov High Educ* 38 (4), S. 251–252.

DOI: 10.1007/s10755-013-9263-2

Morris, Libby V. (2013):

What do They Need to Know?

[Editorial]. In: *Innov High Educ* 38 (2), S. 89–90.

DOI: 10.1007/s10755-013-9253-4

Pifer, Meghan J.; Baker, Vicki L. (2013):

Managing the Process: The Intradepartmental Networks of Early-Career Academics.

In: *Innov High Educ* 38 (4), S. 323–337.

DOI: 10.1007/s10755-012-9243-y

Abstract:

This article relies on data from surveys and interviews to explore the networking behaviors and strategies of early-career faculty members within the contexts of their academic departments. Findings suggest that faculty members' approaches to interactions and relationships with colleagues may be conceptualized according to a continuum of behavior, based on their political awareness of interactions and their strategic engagement in them, interactions as a means of impression management, the cultivation of relationships for symbolic inclusion in networks, and the presence of functional patterns in network. The article concludes with recommendations for future research.

Rodgers, Megan; Grays, Makayla P.; Fulcher, Keston H.; Jurich, Daniel P. (2013):

Improving Academic Program Assessment: A Mixed Methods Study.

In: *Innov High Educ* 38 (5), S. 383–395.

DOI: 10.1007/s10755-012-9245-9

Abstract:

Starting with the premise that better assessment leads to more informed decisions about student learning, we investigated the factors that lead to assessment improvement. We used "meta-assessment" (i.e., evaluating the assessment process) to identify academic programs in which the assessment process had improved over a two-year period. The use of both quantitative and qualitative methods allowed us to understand the factors leading to assessment improvement better. Through these efforts, we discovered that a program's assessment environment and use of resources were the predominant factors leading to improvement. One resource in particular, assessment consultation, was the most cited reason for improved assessment.

Santora, Kimberly A.; Mason, Emanuel J.; Sheahan, Thomas C. (2013):

A Model for Progressive Mentoring in Science and Engineering Education and Research.

In: Innov High Educ 38 (5), S. 427–440.

DOI: 10.1007/s10755-013-9255-2

Abstract:

Mentoring is useful in career development for the sciences and professions due to the cultures, skill sets, and experience-based learning in these fields. A framework for mentoring based on observations and data gathered as part of an international research and education project is presented. Students with multiple levels of experience and background were placed with researchers resulting in an effective progressive mentoring structure. The article focuses on students' and mentors' experiences. The model is discussed in terms of the Zone of Proximal Development of Vygotsky.

Slater, Rachel; Veach, Patricia McCarthy; Li, Ziqiu (2013):

Recognizing and Managing Countertransference in the College Classroom: An Exploration of Expert Teachers' Inner Experiences.

In: Innov High Educ 38 (1), S. 3–17.

DOI: 10.1007/s10755-012-9221-4

Abstract:

Teacher countertransference refers to conscious and unconscious, negative or positive emotional reactions to certain students that arise from the teacher's own areas of personal conflict. Our investigation of 14 expert teachers' countertransference experiences in the college classroom, yielded several themes. Countertransference triggers included challenging behaviors (e.g., student disengagement from learning, hostility, manipulation). Countertransference reactions included frustration, the questioning of one's own judgment, and identification with students. Participants managed countertransference by seeking social support, maintaining their professionalism, thinking before responding, practicing selfreflection, building relationships with students, and drawing upon personal characteristics (values, empathy, conceptualization skills) and teaching experience. We suggest implications for teaching and recommendations for research.

Smith-Sebasto, Nicholas J.; Shebitz, Daniela J. (2013):

Creation of an Innovative Sustainability Science Undergraduate Degree Program: A 10-Step Process.

In: Innov High Educ 38 (2), S. 129–141.

DOI: 10.1007/s10755-012-9228-x

Abstract:

We explain the process used at Kean University (New Jersey) to create an innovative undergraduate degree program in sustainability science. This interdisciplinary program provides students with the strong science background necessary to understand and address the opportunities associated with sustainability. We articulate seven steps taken during the first year of developing the major and three additional steps that explain its evolution. Sustainability is the primary focus of each course within the curriculum. By sharing our experiences, other institutions may be encouraged or assisted in developing a similar program.

Staats, Susan; Sintjago, Alfonso; Fitzpatrick, Renata (2013):

Kiva Microloans in a Learning Community: An Assignment for Interdisciplinary Synthesis.

In: Innov High Educ 38 (3), S. 173–187.

DOI: 10.1007/s10755-012-9235-y

Abstract:

Learning communities can strengthen early undergraduates' learning, but planning them can be daunting for instructors. Learning communities usually rely on integrative assignments that encourage interdisciplinary analysis. This article reports on our experiences using microloans as an interdisciplinary assignment in a learning community that united algebra with world literature. Students used the microfinance website www.kiva.org to make small loans of real money to entrepreneurs in low-income countries. Four themes emerged from student reaction to the assignment: awareness of Africa, community impact, mathematical consciousness, and productive collaboration among students. Our reflections suggest that microfinance assignments may support integrative learning across many other disciplines.

Wilson, Jeffery L.; Meyer, Katrina A. (2013):

The Treatment and Use of Best Practices for Diversity in Position Announcements for New Presidents.

In: Innov High Educ 38 (2), S. 91–104.

DOI: 10.1007/s10755-012-9227-y

Abstract:

This study investigated how well institutions were communicating their commitment to diversity within position announcements for presidential openings and whether or not this communication reflected best practices in forwarding the diversity agenda for institutions. The sample included 70 institutions that advertised for a new campus president in *The Chronicle of Higher Education*. Using documents pertaining to the search, we applied content analysis to position announcements and campus websites dealing with presidential searches and diversity. Evidence indicated that within our sample only 13 (19 %) of institutions stated directly that they were looking for a diverse applicant pool and that only 28 (40 %) of the announcements mentioned diversity.

Wininger, Steven R.; Birkholz, Paige M. (2013):

Sources of Instructional Feedback, Job Satisfaction, and Basic Psychological Needs.

In: Innov High Educ 38 (2), S. 159–170.

DOI: 10.1007/s10755-012-9229-9

Abstract:

This study examined college instructors' utilization and perceived value of sources of instructional feedback (institutional student ratings, consultation with an instructional specialist, soliciting feedback from students, self-assessment, self-observation, peer/ administrator observation, and peer coaching). We examined relationships between the utilization of each source of feedback with job satisfaction and psychological needs satisfaction. We solicited instructors (N0126) via email. Results revealed self-assessment was the most utilized source of instructional feedback, and instructor-solicited feedback from students was perceived as the most useful. Job satisfaction was significantly correlated with basic psychological needs. We discuss qualitative findings, implications, and suggestions for future research.

Internationalisation of Higher Education. An EAIE Handbook (2013)

<http://handbook-internationalisation.com/>

[licence required | prints available at INCHER-Kassel]

Aerden, Axel; Frederiks, Mark; van den Heuvel, Esther (2013):

The Evaluation of the Quality of Internationalisation: European and National Approaches.

[Suppl. 14, A 2.2-4]. In: *Internationalisation of Higher Education. An EAIE Handbook* (1), S. 71–92.

Abstract:

In recent years a shift has taken place from a focus on the quantity of internationalisation (student mobility and numbers of cooperations abroad) to the quality of internationalisation (internationalisation policies that focus on learning outcomes and contribute to the overall quality of education). This shift implies that more institutions and programmes want to evaluate the quality of internationalisation policies and activities. This article looks at national and European approaches to supporting the evaluation of internationalisation. More specifically the experiences with the – NVAO distinctive quality – feature internationalisation and a new project for a European certificate for internationalisation are dealt with. The reader can get a better view as to why, when and how an evaluation of the quality of internationalisation is beneficial for institutions and programmes.

Arabiat, Suleiman; Baeyens, Bernard; Legacka, Olga (2013):

Internationalisation and the Enrichment of University Curricular Through the IAESTE Exchange Programme.

[Suppl. 16, D 2.6]. In: *Internationalisation of Higher Education. An EAIE Handbook* (3), S. 61–84.

Abstract:

To become more relevant, higher education includes training in companies more and more as a part of its curriculum; transnational traineeships are an interesting part of that. The international Association for Exchange of Students for Technical Experience (IAESTE), with 65 years of worldwide experience, can help in this process. This paper explains how the association works and how it can help higher education institutions prepare graduates to fulfil the requirements of the global labour market. A case study also explains how the IAESTE system can be used to benefit students, academic institutions and companies. It also gives advice on how to start an IAESTE exchange programme at your university.

Arkoudis, Sophie (2013):

Getting Serious About English Language Standards in Higher Education.

[Suppl. 15, D 2.5]. In: *Internationalisation of Higher Education. An EAIE Handbook* (2), S. 69–86.

Abstract:

Ensuring English language standards of graduates in higher education has become an important issue in countries where English is the medium of instruction. This chapter will discuss the challenges and offer suggestions for higher education institutions, using Australia as a case study. Within the widening participation agenda of the Australian government, the linguistic and cultural diversity of students undertaking higher education courses has increased, and with this a shift in focus to English language proficiency (ELP) learning outcomes of all students. As a result Australian higher education institutions (HEIs) are developing

strategies for monitoring and evaluating the English language learning outcomes of their graduates. This chapter examines these developments and offers practical suggestions for HEIs. It is divided into three sections: i) provides and understanding of the importance of English language outcomes for higher education graduates, ii) discusses the challenges and ways that these may be addressed, and iii) concludes with three key areas for HEIs to consider.

Birtwistle, Tim; McKiernan, Holiday Hart (2013):

Demonstrating Learning: Evaluating the Appropriateness of Learning for Mobile Students.

[Suppl. 16, D 3.12]. In: *Internationalisation of Higher Education. An EAIE Handbook* (3), S. 111–126.

Abstract:

This article places the learning that takes place in a period of mobility at the heart of the experience. Student mobility is about what learning outcomes are achieved and what credit is therefore accumulated for transfer back in to a home (or indeed some other) university or system. To recognise the credits (gained through achieving the learning outcomes and, optimally, factoring in workload) appropriate tools must be available to be used, tools with transparency and based upon the same underlying requirements regarding quality, level, outcomes. The article moves through the issues, the stakeholder needs, the relentless confusion of terminology and the tools and conclusions. The debates are treated as an exposure to thought rather than an analysis of past references.

Bontrager, Bob (2013):

Strategic Enrolment Management. A Model for Internationalization and Institutional Change.

[Suppl. 16, B 2.6]. In: *Internationalisation of Higher Education. An EAIE Handbook* (3), S. 21–36.

Abstract:

In this time of unprecedented change in global higher education, strategic enrolment management (SEM) provides a useful model for navigating a growing range of expectations and challenges. Combining best practices in strategic planning, institutional policy-making, operational practices, data analysis, and technology deployment, SEM has proven to be a powerful catalyst for achieving new levels of efficiency and effectiveness. Major enrolment-related forces are shifting in ways that have sparked global interest in SEM concepts. This article provides the context and definition of strategic enrolment management, then describes three frameworks to guide SEM planning.

Brenn-White, Megan (2013):

Editing the Web: How Global Universities Can Make Online Editorial Processes More Effective.

[Suppl. 14, F 3.2]. In: *Internationalisation of Higher Education. An EAIE Handbook* (1), S. 93–120.

Abstract:

The website is arguably the most important tool in any university's international marketing and recruitment efforts. Regardless of whatever other activities they undertake, it is difficult to imagine an international student not visiting the university website and the site of the program they are considering. "International" websites – defined primarily as English-language sites for much of Europe – have been growing faster than the capacity at most institutions to publish this kind of high quality marketing content in another language. Going far beyond translation, a robust editorial process needs to be developed which can allow institutions and

individual academic and administrative units to 1) decide what content should be created/translated for international audiences 2) create compelling content 3) ensure high quality. By defining clear roles and processes, clarity is brought into a system that often has multiple stakeholders and no clear "leader". This paper is intended to provide practical tips on how content for international university websites can be created and maintained more effectively through the development of robust editorial processes.

Charles, Harvey; Doerry, Eck (2013):

Essential Elements for Internationalizing Science, Technology, Engineering and Math Education: Lessons from an American Perspective.

[Suppl. 16, D 3.13]. In: *Internationalisation of Higher Education. An EAIE Handbook* (3), S. 37–60.

Abstract:

A strong Science, Technology, Engineering and Math (STEM) education infrastructure has been widely recognized as the cornerstone of national competitiveness in the global era, with politicians, public policy advocates and educators all pushing for significant increases in STEM graduates. Although many of the profound changes in technologies, production models, and supply chains that lie at the heart of the globalization phenomenon are directly driven by advances in the STEM disciplines, there has been a puzzling reluctance to address the importance of internationalizing STEM education. This article reviews the context and the imperative for internationalizing STEM education, and then goes on to present six essential elements necessary for internationalizing STEM education on any campus.

Depreeuw, Eric (2013):

Counselling International Students in a Cross-cultural Perspective: A Core Element in Academic Quality Management.

[Suppl. 14, E 1.7]. In: *Internationalisation of Higher Education. An EAIE Handbook* (1), S. 49–70.

Abstract:

The objectives of this paper are multiple. First, in the context of the growing ambition of institutions of higher education to attract numerous and capable international students, we want to stress the need for congruence between this ambition and the personal needs of the students. Mutual benefits must be the main purpose and in favour of the latter, dynamic attention has to be spent to several cross-cultural aspects. One of these aspects is the exploration of the common and specific needs of international students in the new environment. We will describe briefly the acculturation process and the consequences of the lack of fit between the new environment and the identity, c.q. personality of the visiting students and an eventual accompanying family. This will be illustrated by applications in important life aspects, as there are the academic performances, language and communication, social support etc. Finally the important role of cross-cultural insights and adequate counselling services will be highlighted.

Dobson, Gretchen C. (2013):

Setting the Agenda: Corporate and Foundation Support for Higher Education.

[Suppl. 15, E 1.8]. In: *Internationalisation of Higher Education. An EAIE Handbook* (2), S. 87–104.

Abstract:

The aim of this Handbook article is to review how some approaches by corporations and foundations have succeeded in helping advance higher education goals within the country of origin, on behalf of a particular region, or by way of a wider internationalization agenda. Not all attempts, however, have been without

controversy. The use of recent examples provides a snapshot of this topic as it relates to the academic, advancement and access agendas.

Jacobone, Vittoria; Moro, Giuseppe (2013):

Studying Abroad: Predictors of Participation in the Erasmus Programme at the University of Bari.

[Suppl. 15, A 2.2]. In: *Internationalisation of Higher Education. An EAIE Handbook* (2), S. 21–51.

Abstract:

Despite the wealth of literature on study abroad, little is known regarding factors impacting the decision to participate in such programmes. The current paper aims to analyse the variables that predict participation in the Erasmus Programme. The sample included 200 University of Bari (Italy) students applying to the programme during 2010/11; their data was tested against a control group of students. Both groups answered a self-report questionnaire divided into three different sections: socio-demographic, personal characteristics (expectations, self-efficacy, intercultural competences) and contextual variables (academic and social integration). The findings showed participation in mobility programmes as not only connected with personal profiles, but also with other contextual factors, familiar and academic, which may promote or inhibit this decision.

Leceta, José Manuel; Maex, Karen (2013):

The European Institute for Innovation and Technology (EIT).

[Suppl. 14, C 2.5]. In: *Internationalisation of Higher Education. An EAIE Handbook* (1), S. 1–24.

Abstract:

In the quest to attract the best brains and talents as well as to provide graduates with the necessary skills and competences for their future success in an increasingly interdisciplinary and international context, a higher education programme should offer more than simply knowledge: it should incite creativity, spark the desire to lead, to interact and also provide the requisite entrepreneurial skills for those having an entrepreneurial drive. The EIT believes that students should acquire the necessary skills not only to 'do' science and research, but also to apply its results in the world of business and society at large. One of the main areas of activity of the European Institute of Innovation and Technology (EIT) is precisely this: inspiring innovative, powerful and collaborative education programmes across Europe, jointly created by partners from the higher education, business and research fields. This article describes the *modus operandi* of the EIT and provides insight into the tools in full development in its "innovation factories", the KICs.

Lekka, Foteini et al (2013):

Web-Based Peer Support for International Students at the University of Athens.

[Suppl. 15, D 3.11]. In: *Internationalisation of Higher Education. An EAIE Handbook* (2), S. 51–68.

Abstract:

Internet technology offers new possibilities for the delivery of mental health services. One of these possibilities is online support groups which link people who share similar life circumstances and personal challenges. The online peer support discussion forum "Student to Student" is an intervention designed to combine the advantages of online communication (anonymity and availability without time and space limitations) with the advantages of peer support (social connectedness, empathy, empowerment). This kind of intervention seems to be suitable in addressing the needs of international students.

Magnan, Myrna (2013):

Internationalisation and the Role of the Language Teacher. A Personal Perspective from France.

[Suppl. 16, D 2.2]. In: *Internationalisation of Higher Education. An EAIE Handbook* (3), S. 85–110.

Abstract:

This article will discuss internationalisation and the role of the language teacher in the process: what is the purpose of internationalisation (educational, political, professional), what are the skills students develop, some key factors that influence internationalisation (the right institutional environment and the right teaching staff). The case study underlines the pivotal position of the language teacher in this endeavour and how a language class can become a laboratory for implementing a European and/or international dimension in the curriculum, in this case introducing a cross-cultural communication course within the foreign language class.

Orr, Dominic (2013):

Where Do Internationally Mobile Students Come from and Where Do They Go?

[Suppl. 16, A 2.1-7]. In: *Internationalisation of Higher Education. An EAIE Handbook* (3), S. 1–20.

Abstract:

International mobility, as it is discussed in Europe, is about both encouraging students to spend a period or indeed a whole phase of their studies (e.g. Bachelor level) abroad and welcoming foreign students on campus. This paper will look at mobility flows of incoming students based on international statistics. It will start out with an overall analysis of mobility rates for students enrolled in universities and colleges at tertiary level (e.g. courses which usually lead to a Bachelor or Master qualification). It will look at the development of national rates of incoming mobility and, specifically, at the relative importance of regions and countries for national incoming mobility. The paper will show the remarkable significance of incoming students from just one or two sending countries for individual host countries. These results give the discussion on the internationalisation of higher education an interesting twist. The paper closes with the consideration that, if internationalisation is expected to have a beneficial impact on the host country and host institutions over and above material gains, it would seem important to have a greater diversity of international students in host countries in the future.

Potts, Davina; Molony, John (2013):

Employer Perspectives on International Education and Recruitment: Findings From a New Global Study.

[Suppl. 14, A 2.2-4]. In: *Internationalisation of Higher Education. An EAIE Handbook* (1), S. 25–48.

Abstract:

A new global study of employer perspectives on graduates with international education experiences shows that there is strong recognition of the benefits of globally educated employees in the employment marketplace. Intercultural communication skills and language skills are particularly important to today's graduate employers. This chapter provides an overview of the results of the study on the role of international education in the recruitment process. We will also discuss the implications of these results for policy makers, institutions and practitioners and suggest some ways that international educators can support students in achieving positive employment outcomes.

Van-Cauter, Kevin (2013):

Transnational Education: Assessing and Prioritising Potential New Markets for International Partnerships.

[Suppl. 15, D 4.9]. In: *Internationalisation of Higher Education. An EAIE Handbook* (2), S. 1–20.

Abstract:

This chapter provides a working definition of transnational education, explores the growth of TNE over the last decade and the implication of that growth, taking the UK as a case study. It then provides a framework for assessing new markets for TNE, explores the motivations of TNE providers and assesses the TNE student experience and provides some guidance on the key issues to be addressed by institutions in taking a strategic approach to TNE developments.

Journal for Labour Market Research (46) 2013

http://www.iab.de/de/publikationen/Journal_for_Labour_Market_Research.aspx (2004-2009 Open Access)

<http://link.springer.com/journal/12651>

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Abraham, Martin; Auspurg, Katrin; Bähr, Sebastian; Frodermann, Corinna; Gundert, Stefanie; Hinz, Thomas (2013):

Unemployment and willingness to accept job offers: results of a factorial survey experiment.

In: J Labour Market Res 46 (4), S. 283–305.

DOI: 10.1007/s12651-013-0142-1

Abstract:

Matching individuals to jobs is a fundamental problem in any labour market. This paper focuses on job characteristics, such as wages, job quality, and distance from the current place of residence, and the impact of these characteristics on the willingness of employed and unemployed individuals to accept new job offers. Using an experimental factorial survey module (FSM) implemented in the fifth wave of a large population survey (Panel Study Labour Market and Social Security), the willingness of employed and unemployed labour market participants to accept new job offers was compared while considering job characteristics like gain of income or commuting distance. In this study, unemployed and employed individuals received the same set of hypothetical job offers. Consistent with theoretical arguments, the about 20,000 evaluations provided by about 4,000 respondents showed that unemployed participants generally exhibit a greater willingness to accept new job offers than employed ones. Moreover, unemployed individuals were likely to make more concessions than employed individuals with respect to job quality, such as accepting fixed-term job offers. Interestingly, little evidence for different decision-making or weightings of mobility costs was found, which enables us to conclude that interregional unemployment disparities can scarcely be explained by unemployed individuals lacking the willingness to work or relocate.

Das Zusammenführen von Arbeitssuchenden mit offenen Stellen stellt eines der grundsätzlichen Probleme des Arbeitsmarktes dar. In diesem Artikel werden die Einflüsse von Stellenmerkmalen, wie beispielsweise dem Einkommen, der Qualität des Stellenangebots und der Entfernung vom derzeitigen Wohnort auf die Bereitschaft einen neuen Job anzunehmen, untersucht. Mit Hilfe eines in der fünften Welle des Panel Arbeitsmarkt und soziale Sicherung (PASS) implementierten experimentellen Faktoriellen Survey Moduls (FSM) wurde die Stellenannahmefähigkeit erwerbstätiger und arbeitsloser Personen verglichen (ca. 20.000 Jobevaluationen von gut 4.000 Befragten). Entsprechend der theoretischen Argumente zeigte sich für arbeitslose Befragte generell eine höhere Stellenannahmewahrscheinlichkeit als für erwerbstätige Befragte. Zudem wiesen Arbeitslose eine größere Konzessionsbereitschaft hinsichtlich der Qualität der Stelle auf. Überraschenderweise ließen sich nur wenige Anzeichen für ein unterschiedliches Verhalten im Entscheidungsprozess oder in der Abwägung von Umzugskosten finden. Dies deutet darauf hin, dass interregionale Unterschiede der Arbeitslosenquote nur schwer durch eine geringere Arbeits- oder Umzugsbereitschaft von arbeitslosen Personen erklärt werden können.

Autor, David H. (2013):

The "task approach" to labor markets: an overview.

In: J Labour Market Res 46 (3), S. 185–199.

DOI: 10.1007/s12651-013-0128-z

Abstract:

An emerging literature argues that changes in the allocation of workplace "tasks" between capital and labor, and between domestic and foreign workers, has altered the structure of labor demand in industrialized countries and fostered employment polarization—that is, rising employment in the highest and lowest paid

occupations. Analyzing this phenomenon within the canonical production function framework is challenging, however, because the assignment of tasks to labor and capital in the canonical model is essentially static. This essay sketches an alternative model of the assignment of skills to tasks based upon comparative advantage, reviews key conceptual and practical challenges that researchers face in bringing the “task approach” to the data, and cautions against two common pitfalls that pervade the growing task literature. I conclude with a cautiously optimistic forecast for the potential of the task approach to illuminate the interactions among skill supplies, technological capabilities, and trade and offshoring opportunities, in shaping the aggregate demand for skills, the assignment of skills to tasks, and the evolution of wages.

In einer wachsenden Literatur wird die Auffassung vertreten, dass Veränderungen in der Zuweisung von Arbeitsplatzaufgaben (tasks) zwischen Kapital und Arbeit und zwischen in- und ausländischen Arbeitskräften die Struktur der Arbeitskräftenachfrage in den Industrieländern verändert und eine Polarisierung von Beschäftigung gefördert hat – d.h. steigende Beschäftigungszahlen in den best- und schlechtestbezahlten Berufen. Eine Analyse dieses Phänomens im Rahmen der gängigen Produktionsfunktion ist jedoch schwierig, da die Zuweisung von Aufgaben zu Arbeit und Kapital in diesem Modell im Wesentlichen statisch ist. Dieses Essay skizziert ein Alternativmodell zur Zuweisung von Kompetenzen zu Aufgaben basierend auf dem komparativem Vorteil, bespricht wichtige konzeptionelle und praktische Schwierigkeiten, vor denen Forscher stehen, wenn sie den „TASKS-Ansatz“ in Daten übertragen wollen und warnt vor zwei gängigen Fallstricken, die die immer stärker wachsende Literatur zu diesem Thema durchziehen. Ich schließe mit einer vorsichtig optimistischen Vorhersage für die Möglichkeiten des TASKS-Ansatzes zur Erläuterung der Interaktionen zwischen Angebot an Kompetenzen, technologischem Potenzial und Handels- und Offshoringmöglichkeiten in der Gestaltung der aggregierten Nachfrage nach Kompetenzen, der Zuweisung von Kompetenzen zu Aufgaben und der Entwicklung von Löhnen.

Barnow, Burt S.; Greenberg, David (2013):

Replication issues in social experiments: lessons from US labor market programs.

In: J Labour Market Res 46 (3), S. 239–252.

DOI: 10.1007/s12651-013-0133-2

Abstract:

When evaluating a pilot or demonstration program, there are risks from drawing inferences from a single test. This paper reviews the experiences of replication efforts from demonstrations using randomized controlled trials in the initial evaluation and the replications. Although replications of promising programs are primarily gathered to increase sample size, replications are also used to learn if the intervention is successful for other target groups and geographic locations, and to vary some of the intervention's features. In many cases, replications fail to achieve the same success as the original evaluation, and the paper reviews reasons that have been suggested for such failures. The paper reviews what has been learned from replications where random assignment was used in six instances: income maintenance experiments, unemployment insurance bonus experiments, the Center for Employment Training program, job clubs, job search experiments, and the Quantum Opportunity Program. The paper concludes by summarizing lessons learned from the review and areas where more research is needed.

Bei der Bewertung eines Pilot- oder Testprogramms besteht die Gefahr, aus einem einzelnen Test Rückschlüsse zu ziehen. In dieser Arbeit werden die Erfahrungen mit Wiederholungen von Testprogrammstudien anhand einer randomisierten, kontrollierten Studie für die erstmalige Auswertung und die Wiederholungen besprochen. Auch wenn Wiederholungsstudien vielversprechender Programme primär zur Erhöhung des Stichprobenumfangs durchgeführt werden, dienen sie auch zum Sammeln von Erfahrungswerten dahingehend, ob die Intervention auch bei anderen Zielgruppen und an anderen geografischen Standorten erfolgreich ist, und um einige der Interventionsmerkmale zu variieren. In vielen Fällen sind Wiederholungsstudien nicht so erfolgreich wie die ursprüngliche Erhebung. In dieser Arbeit werden die für ein solches Fehlschlagen vorgebrachten Begründungen besprochen. Außerdem werden die Erfahrungen aus den Wiederholungsstudien unter Anwendung einer randomisierten Zuweisung in sechs Fällen dargelegt: Experimente zur Einkommenssicherung, Experimente zu Bonuszahlungen bei der Arbeitslosenversicherung, Programm des Center for Employment Training, Job-Clubs, Experimente zur

Stellensuche und „Quantum Opportunity“-Programm (Programm für höhere Chancen). Zum Abschluss der Arbeit werden die Erkenntnisse aus der Besprechung zusammengefasst sowie Bereiche aufgezeigt, in denen weitere Forschung notwendig ist.

Bethmann, Arne (2013):

Occupational change and status mobility.

In: J Labour Market Res 46 (4), S. 307–319.

DOI: 10.1007/s12651-013-0147-9

Abstract:

The impact of changes of the occupational field on the socio-economic status after unemployment has not received much attention in the literature so far. Due to a possible loss of occupation specific human capital the effects are assumed to be detrimental. This seems especially probable if the individual has attained specific human capital in the form of vocational training. A sample from the panel study "Labour Market and Social Security" (PASS) was used to analyse the occupational changes of unemployed individuals upon re-entry into the labour market. Compared to occupational changes from employment, changes in the unemployment group have stronger negative effects on the difference in socio-economic status between the last and the current job. The International Socio-Economic Index (ISEI) was used as the status measure. For unemployed individuals without vocational training no significant effect could be found, whereas those with training did incur substantial status losses. In conclusion the loss of occupation specific human capital due to changes of occupation does seem to be detrimental to the socio-economic situation of unemployed individuals after re-employment. This should be considered when applying strict labour market policies possibly pressuring individuals to change their occupation in order to take up employment more quickly.

Der Einfluss von Wechseln des Berufsfeldes auf den sozioökonomischen Status nach Ende der Arbeitslosigkeit wurde in der Literatur bisher wenig berücksichtigt. Wegen des möglichen Verlustes von berufsspezifischem Humankapital wird vermutet, dass dieser Effekt negativ ist. Dies erscheint besonders wahrscheinlich, wenn das betroffene Individuum über spezifisches Humankapital in Form von Berufsbildung verfügt. Mit Hilfe des Panels „Arbeitsmarkt und Soziale Sicherung“ (PASS) wurden die Berufswechsel von arbeitslosen Individuen beim Wiedereinstieg in den Arbeitsmarkt untersucht. Im Vergleich mit Berufswechseln aus Erwerbstätigkeit haben Wechsel in der Arbeitslosengruppe einen stärkeren, negativen Effekt auf die Differenz im sozioökonomischen Status zwischen dem letzten und dem aktuellen Job. Der International Socio-Economic Index (ISEI) wurde dabei als Statusmaß verwendet. Für Arbeitslose ohne berufliche Bildung wurden keine signifikanten Effekte gefunden, wohingegen solche mit Berufsbildung deutliche Statusverluste hinnehmen mussten. Zusammenfassend scheint sich der Verlust von berufsspezifischem Humankapital durch den Wechsel des Berufes negativ auf die sozioökonomische Situation von arbeitslosen Personen nach der Wiederbeschäftigung auszuwirken. Dies sollte berücksichtigt werden, wenn im Rahmen von arbeitsmarktpolitischen Maßnahmen ein erhöhter Druck auf die Arbeitslosen ausgeübt wird ihren Beruf zu Wechseln, um schneller wieder in Arbeit zu kommen.

Bidisha, Sayema H.; Das, Anupam; McFarlane, Adian A. (2013):

Microeconometric analysis of earnings mobility of immigrants and ethnic minorities: evidence from the UK.

In: J Labour Market Res 46 (1), S. 35–42.

DOI: 10.1007/s12651-012-0110-1

Abstract:

This paper analyzes intergenerational earnings mobility of immigrants and ethnic minorities in the UK. We use a two-sample technique and utilize the British Household Panel Survey for estimating the mobility coefficient. The estimation provides the evidence of differences in generational mobility based on immigration status and ethnic origin. Earnings of the native population tend to have a strong correlation with that of their fathers, a mobility coefficient of 0.34. However, for immigrants as well as ethnic minorities, the fathers' earnings have a smaller impact on childrens' earnings with a much lower coefficient estimate.

Dieses Manuskript analysiert intergenerationelle Einkommensveränderungen von Immigranten und Minderheiten in Grossbritannien. Wir wenden eine Zwei-Stichproben-Technik an und nutzen das British Household Panel Survey (BHPS), um den Mobilitätskoeffizienten zu berechnen. Das Ergebnis zeigt, dass Unterschiede bei Einkommensveränderungen zwischen zwei Generationen vorhanden sind, je nach Immigrationsstatus und ethnischer Herkunft. Das Einkommen der einheimischen Bevölkerung hängt tendenziell stark vom Einkommen des Vaters ab, der Mobilitätskoeffizient liegt bei 0.34. Bei Immigranten und ethnischen Minderheiten hingegen hat das Einkommen des Vaters einen geringeren Einfluss auf das Einkommen der Kinder, der Koeffizient liegt wesentlich niedriger.

Böheim, René; Himpele, Klemens; Mahringer, Helmut; Zulehner, Christine (2013):

The distribution of the gender wage gap in Austria: evidence from matched employer-employee data and tax records.

In: J Labour Market Res 46 (1), S. 19–34.

DOI: 10.1007/s12651-012-0113-y

Abstract:

We examine the gender wage gap in Austria using new matched employer-employee data from 2007. We estimate quantile regressions and investigate the gender wage gap at the conditional wage distribution of men and women. We decompose the gender wage gap into the parts which are due to different characteristics and different returns to these characteristics. About 60 % of the gender wage gap cannot be explained by differences in human capital or other observable indicators of productivity. Taking differences in the characteristics into account, we find that women earn on average about 11 % less than men. We further estimate that differences in the returns for women and men increase over the wage distribution.

Wir untersuchen geschlechtsspezifische Lohnunterschiede in Österreich anhand eines neuen Datensatzes, der aus der Verknüpfung von Lohnsteuerdaten des Jahres 2007, Daten des Mikrozensus und Daten der Sozialversicherungen gewonnen wurde. Mit diesen Daten können wir auch für Arbeitslosigkeit, Elternzeit und anderen Auszeiten unterscheiden und deren Beitrag zum geschlechtsspezifischen Lohndifferenzial schätzen. Mit Quantilsregressionen zerlegen wir die Lohndifferenzen zu unterschiedlichen Punkten der Lohnverteilungen in Komponenten die angeben, welche Teile auf unterschiedliche Merkmale bzw. auf unterschiedliche Preise, die diese Merkmale am Arbeitsmarkt erzielen, zurückzuführen sind. Vom durchschnittlichen Lohndifferenzial können nur rund 40 % mit unterschiedlichem Humankapital oder anderen, produktivitätsbezogenen Merkmalen erklärt werden. Werden Unterschiede in den Merkmalen von Frauen und Männern berücksichtigt, schätzen wir, dass Frauen im Schnitt einen Lohn erhalten, der um rund 11 % des mittleren Lohnes, den Männer erhalten, geringer ist. Der geschlechtsspezifische Lohnunterschied ist am oberen Ende der Lohnverteilung größer als am unteren Ende.

Buttet, Sebastien; Schoonbroodt, Alice (2013):

An accounting exercise for the shift in life-cycle employment profiles of married women born between 1940 and 1960.

In: J Labour Market Res 46 (3), S. 253–271.

DOI: 10.1007/s12651-013-0130-5

Abstract:

Life-cycle employment profiles of married women born between 1940 and 1960 shifted upwards and became flatter. We calibrate a dynamic life-cycle model of employment decisions of married women to assess the quantitative importance of three competing explanations of the change in employment profiles: the decrease and delay in fertility, the increase in relative wages of women to men, and the decline in child-care costs. We find that the decrease and delay in fertility and the decline in child-care cost affect employment very early in life, while increases in relative wages affect employment increasingly with age. Changes in relative wages, in particular returns to experience, account for the bulk (67 percent) of changes in life-cycle employment of married women.

Lebensverlauf-Beschäftigungsprofile verheirateter Frauen der Jahrgänge zwischen 1940 und 1960 haben sich nach oben verschoben und sind flacher geworden. Wir kalibrieren ein dynamisches Lebenszyklusmodell von Beschäftigungsentscheidungen verheirateter Frauen, um die quantitative Bedeutung von drei konkurrierenden Erklärungen der veränderten Beschäftigungsprofile einzuschätzen: Geburtenrückgang und später eintretende Geburten, Zunahme relativer Löhne von Frauen zu Männern und gesunkene Kosten für Kinderbetreuung. Wir stellen fest, dass Geburtenrückgang und später eintretende Geburten sowie gesunkene Kosten für Kinderbetreuung Beschäftigung in jungen Jahren beeinflussen, wohingegen steigende relative Löhne Beschäftigung im Alter verstärkt beeinflussen. Veränderungen relativer Löhne, vor allem Entlohnung gemäß Erfahrung, stellen den Großteil (67 Prozent) der Veränderungen der Lebenszyklus-Beschäftigungsprofile verheirateter Frauen dar.

Damelang, Andreas; Kloß, Georgi (2013):

Poverty and the social participation of young people—an analysis of poverty-related withdrawal mechanisms.

In: J Labour Market Res 46 (4), S. 321–333.

DOI: 10.1007/s12651-013-0148-8

Abstract:

This paper analyses poverty-specific withdrawal mechanisms of children and adolescents. A lower social participation rate in extracurricular organisations decreases opportunities for informal learning and consequently reduces life chances. Poverty research has demonstrated that financial constraints and the social withdrawal that result from feelings of shame cause lower participation rates. By dividing extracurricular leisure activities into fee-based and noncontributory activities, it is possible to discriminate between the two mechanisms. Our empirical crosssectional analysis is based on the panel study "Labour Market and Social Security" (PASS). The results demonstrate that primarily financial shortages explain decreased participation opportunities and to a substantially lesser extent social withdrawal. Additionally, the findings suggest that social deprivation occurs only in situations of long-lasting poverty.

Ziel des Aufsatzes ist es, armutsspezifische Rückzugsmechanismen von Kindern und Jugendlichen zu analysieren. Eine geringere soziale Teilhabe in außerschulischen Organisationen reduziert die Möglichkeiten informellen Lernens und mindert infolgedessen Lebenschancen. Aus der Armutsforschung ist bekannt, dass finanzielle Restriktionen und ein sozialer Rückzug aufgrund von Schamgefühlen in geringeren Teilhabequoten münden. Indem wir kostenpflichtige von beitragsfreien Freizeitangeboten unterscheiden, kann zwischen beiden Mechanismen diskriminiert werden. Die empirische Querschnittsstudie auf Basis des Panels für Arbeitsmarkt und Soziale Sicherung (PASS) gibt eindeutige Hinweise darauf, dass vor allem ökonomische Knappheit und in viel geringerem Maße ein sozialer Rückzug verringerte Teilhabechancen erklären. Die Befunde deuten zudem darauf hin, dass soziale Deprivation sich erst bei verstetigter Armut niederschlägt.

Ehing, Daniel; Moog, Stefan (2013):

Erwerbspersonen- und Arbeitsvolumenprojektionen bis ins Jahr 2060.

In: J Labour Market Res 46 (2), S. 167–182.

DOI: 10.1007/s12651-012-0126-6

Abstract:

This paper analyzes the impact of demographic change on the labor force in Germany. First, to account for observable trends in labor force participation a cohort-component model is applied to project the future development of the labor force. Based on this trend scenario we assess the impact of several policy options to counteract the demographic decline in labor supply. The policy options analyzed include an increase in the effective retirement age, a decline in the age of labor market entry, an increasing labor force participation of the elderly, raising the labor force participation of immigrants as well as a further increase in female participation rates. Second, the effects of a declining unemployment rate as well as the effects of an increase in the hours worked are examined, focusing on the overall annual work volume. Our results suggest that the

annual work volume can be stabilized sufficiently. Therefore future productivity gains do not have to be eroded substantially in order to maintain the GDP per capita level of the base year 2010.

Diese Arbeit analysiert die Auswirkungen des demografischen Wandels auf das Arbeitsangebot und leitet auf Basis verschiedener Szenarien Politikempfehlungen ab, um dem demografisch bedingten Arbeitskräfterrückgang zu begegnen. In einem ersten Schritt werden hierbei Erwerbspersonenprojektion anhand eines Kohorten-Komponenten-Modells vorgenommen und durch verschiedene Modellrechnungen ergänzt. Neben einer Abschätzung der Erwerbspersonenzahl bei einer Erhöhung des effektiven Renteneintrittsalters werden die Konsequenzen eines früheren Erwerbseintritts, einer steigenden Erwerbsbeteiligung der über 60-Jährigen, einer verstärkten Erwerbsbeteiligung von Menschen mit Migrationshintergrund sowie einer erhöhten Erwerbsbeteiligung der Frauen untersucht. In einem zweiten Schritt werden die Effekte einer sinkenden Erwerbslosenquote sowie einer steigenden Arbeitszeit je Erwerbstätigen betrachtet, um so Rückschlüsse über das zukünftige Arbeitsvolumen zu ziehen. Unsere Ergebnisse legen nahe, dass eine hinreichende Stabilisierung des jährlich geleisteten Arbeitsvolumens möglich ist, so dass bereits geringe Produktivitätssteigerungen dafür ausreichen werden, das Bruttoinlandsprodukt je Einwohner auf dem heutigen Niveau zu stabilisieren.

Frommert, Dina; Strauß, Susanne (2013):

Biografische Einflussfaktoren auf den Gender Pension Gap – Ein Kohortenvergleich für Westdeutschland.

In: *J Labour Market Res* 46 (2), S. 145–166.

DOI: 10.1007/s12651-012-0125-7

Abstract:

Societal changes, such as the increasing number of divorces and the high proportion of non-married couples, lead to a rising importance of individual old-age incomes above the poverty line for women. Although this goal seems increasingly attainable due to a rise in female employment participation, inequalities on the labor market continue to have negative implications for women's career and earning potential. Based on data on "Old Age Provisions in Germany (AVID) 2005" this study analyzes the influence of different aspects of employment histories on the gender pension gap in West Germany. We compare projected old-age incomes including statutory pension entitlements, occupational and private pensions for two cohorts born in 1942–1946 and 1957–1961. Using Oaxaca-Blinder decomposition techniques we quantify the share of different factors in explaining the gender pension gap. The study concludes that so far neither women's higher levels of education nor their increased employment participation have led to a distinct reduction in the gender pension gap. It still amounts to 51 % for the younger cohort, compared to 58 % for the older cohort. Multivariate results show that it is mainly the gap between full-time and part-time employment which causes the continuously large difference in men's and women's old-age incomes.

Gesellschaftliche Veränderungen, wie die steigende Zahl von Ehescheidungen und der hohe Anteil nicht-ehelicher Lebensgemeinschaften, führen zu einer wachsenden Bedeutung einer eigenständigen, armutsvermeidenden Alterssicherung von Frauen. Zwar erscheint dieses Ziel aufgrund der gestiegenen Erwerbsbeteiligung von Frauen zunehmend erreichbar, Ungleichheiten auf dem Arbeitsmarkt wirken sich allerdings weiterhin negativ auf die Erwerbs- und Einkommenschancen von Frauen aus. Der Einfluss verschiedener erwerbsbiografischer Faktoren auf den Gender Pension Gap, also den Unterschied zwischen den Alterseinkommen von Männern und Frauen, wird hier mit den Daten „Altersvorsorge in Deutschland (AVID) 2005“ für Westdeutschland untersucht. Verglichen werden die projizierten Alterseinkünfte im Hinblick auf die gesetzliche, betriebliche und private Vorsorge für zwei Kohorten: 1942–1946 sowie 1957–1961 Geborene. Mit Hilfe einer Oaxaca-Blinder-Dekomposition wird der Anteil verschiedener Erklärungsfaktoren an der Entstehung der Lücke quantifiziert. Die Studie kommt zu dem Ergebnis, dass bislang weder die gestiegene Bildungsbeteiligung von Frauen noch ihre zunehmende Erwerbsbeteiligung zu einer deutlichen Verringerung des Gender Pension Gaps geführt haben. Dieser beträgt bei den Alterseinkommen insgesamt auch für die jüngere Kohorte noch 51 %, im Vergleich zu 58 % in der älteren Kohorte. Die multivariaten Ergebnisse zeigen, dass es vor allem der Vollzeit-Teilzeit-Gap ist, der den weiterhin großen Unterschied in den Alterseinkommen von Männern und Frauen verursacht.

Gurr, Thomas; Jungbauer-Gans, Monika (2013):

Stigma consciousness among the unemployed and prejudices against them: development of two scales for the 7th wave of the panel study "Labour Market and Social Security (PASS)".

In: J Labour Market Res 46 (4), S. 335–351.

DOI: 10.1007/s12651-013-0144-z

Abstract:

This paper develops scales to measure stigma consciousness in the unemployed and prejudices against them, using a quantitative survey. The requirement for these scales is illustrated in the introduction. The theoretical substantiation of the scale development includes a definition of stigmatisation, an overview of the current state of research regarding the consequences of stigmatisation for individuals, and the possible causes of stigmatisation processes. The argumentation is based on reflections on the significance of employment in people's lives. How the prejudice and the stigmatisation scales are developed is the subject-matter of the main section. Using data from a pre-test of both scales, the final version of the scales is then carved out. We conclude with a summary of our theoretical considerations and some thoughts about possible applications for the scales.

In diesem Beitrag werden Skalen zur Messung von Stigmatisierungsbewusstsein bei Arbeitslosen und zu Vorurteilen gegenüber Arbeitslosen entwickelt. In der Einleitung wird die Relevanz dieser beiden Skalen begründet. Die theoretische Begründung der Skalenentwicklung beinhaltet Definitionen von Stigmatisierungsprozessen, einen Überblick über den Forschungsstand zu den Auswirkungen von Stigmatisierung für Individuen und die möglichen Ursachen von Stigmatisierungsprozessen. Die Argumentation basiert auf Überlegungen zur Bedeutung von Erwerbsarbeit im Leben von Menschen. Wie die Stigmatisierungs- und Vorurteilsskalen entwickelt werden, ist der Gegenstand des Hauptteils des Beitrags. Mit Daten aus dem Pretest wird die endgültige Fassung der Skalen herausgearbeitet. Wir schließen mit einer zusammenfassenden Darstellung der theoretischen Betrachtungen und einigen Vorschlägen zu möglichen Forschungsfragen, die mit diesen Skalen untersucht werden könnten.

Haas, Anette; Lucht, Michael; Schanne, Norbert (2013):

Why to employ both migrants and natives? A study on task-specific substitutability.

In: J Labour Market Res 46 (3), S. 201–214.

DOI: 10.1007/s12651-013-0145-y

Abstract:

This paper analyses the performance of migrants on the German labour market and its dependence on the tasks performed on their jobs. Recent work suggests quantifying the imperfect substitutability relationship between migrants and natives as a measure for the hurdles migrants have to face. Our theoretical framework adopts that migrant shares vary with qualification, task categories, and experience.

Hence, substitution elasticities of an aggregate production function can be quite different regarding different job cells. Finally, we estimate elasticities of substitution for different aggregate CES-nested production functions for Germany between 1993 and 2008 using administrative data and taking into account the task approach. We find significant variation in the substitutability between migrants and natives across qualification levels and tasks. We show that especially interactive tasks seem to impose hurdles for migrants on the German labour market.

Hinz, Thomas; Riphahn, Regina; Trappmann, Mark; Wolff, Joachim (2013):

Journal for labour market research: special issue PASS.

[Editorial]. In: J Labour Market Res 46 (4), S. 273–274.

DOI: 10.1007/s12651-013-0149-7

Hirsch, Boris; Konietzko, Thorsten (2013):

The effect of housework on wages in Germany: no impact at all.

In: J Labour Market Res 46 (2), S. 103–118.

DOI: 10.1007/s12651-012-0119-5

Abstract:

This paper presents evidence on the impact of hours spent on housework activities on individuals' wages for Germany using data from both the German Socio-Economic Panel and the German Time Use Survey. In contrast to most of the international literature, we find no negative effect of housework on wages. This holds for men and women, for married and single individuals, and for part-time and full-time workers both in West and East Germany. Our insights do not change when we distinguish different types of housework activities or address the endogeneity of housework in our wage regressions by using instrumental variables estimators.

Auf Grundlage zweier deutscher Datensätze, des Sozio-oekonomischen Panels und der Zeitbudgeterhebung, untersucht dieser Beitrag den Einfluss der für Hausarbeit aufgewandten Zeit auf die Löhne. Im Gegensatz zum Gros der internationalen Forschungsliteratur findet sich kein negativer Effekt der Hausarbeit auf die Löhne. Dieses Ergebnis zeigt sich in West- wie Ostdeutschland sowohl für Frauen und Männer, für verheiratete Individuen und Singles als auch für Teilzeit- und Vollzeitbeschäftigte. Unsere Ergebnisse ändern sich zudem nicht, wenn wir verschiedene Formen von Hausarbeit unterscheiden oder die Endogenität der geleisteten Hausarbeit in den Lohnregressionen mithilfe von Instrumentvariablenschätzungen berücksichtigen.

Humpert, Stephan; Pfeifer, Christian (2013):

Explaining age and gender differences in employment rates: a labor supply-side perspective.

In: J Labour Market Res 46 (1), S. 1–17

DOI: 10.1007/s12651-012-0108-8

Abstract:

This paper takes a labor supply perspective (neoclassical labor supply, job search) to explain the lower employment rates of older workers and women. The basic rationale is that workers choose non-employment if their reservation wages are larger than the offered wages. Whereas the latter depend on workers' productivity and firms' decisions, reservation wages are largely determined by workers' endowments and preferences for leisure. To shed some empirical light on this issue, we use German survey data to analyze age and gender differences in reservation and entry wages, preferred and actual working hours, and satisfaction with leisure and work.

Aus Sicht des Arbeitsangebots (neoklassisches Arbeitsangebotsmodell, Suchmodelle) wird versucht die geringen Beschäftigungsquoten älterer und weiblicher Personen zu erklären. Eine Grundannahme ist dabei, dass Personen nicht beschäftigt sein werden, sofern sich ein Lohnangebot unterhalb ihres Reservationslohns befindet. Während ersteres durch produktivitätsrelevante Eigenschaften und Entscheidungen von Firmen bestimmt wird, werden Reservationslöhne stark von individuellen Ausstattungen und Präferenzen für Freizeit bestimmt. Für die empirische Analyse benutzen wir deutsche Daten, um alters- und geschlechtsspezifische Unterschiede in Reservations- und Eintrittslöhnen zu untersuchen. Des Weiteren analysieren wir gewünschte und tatsächliche Arbeitsstunden und die Zufriedenheit mit Arbeit und Freizeit.

Lisi, Domenico (2013):

The impact of temporary employment and employment protection on labour productivity: evidence from an industry-level panel of EU countries.

In: J Labour Market Res 46 (2), S. 119–144.

DOI: 10.1007/s12651-013-0127-0

Abstract:

In recent years the availability of new industry-level data allowed to evaluate the impact of labour market policies more consistently than previous standard cross-country studies. In this paper an industry-level panel is

exploited to evaluate the impact of Employment Protection Legislation (EPL) for temporary employment (TE), along with permanent employment (PE), in EU countries. Indeed, the advantage of using industry-level data is manifold. The method exploits both cross-country variation in EPL for PE and TE and variation in the relevance of EPL in different industries deriving from a particular diff-in-diff assumption. Differently from the previous literature we apply this idea of the different binding of EPL only for PE, whereas we implement a different strategy for TE which should imply a more accurate identification of the effect of the use of TE on labour productivity. The theoretical literature has not established a clear prediction on the sign of the effects, existing different convincing reasons for both directions. Thus, the results of the analysis have potentially important policy implications. Our main finding is that the use of temporary contracts has a negative, even if small in magnitude, effect on labour productivity. Furthermore, the analysis confirms that EPL for regular contracts reduce labour productivity growth more in those industries requiring a greater employment reallocation.

In den letzten Jahren ermöglichten neue, auf Branchenebene verfügbare Daten eine genauere Evaluation des Einflusses der Arbeitsmarktpolitik als frühere ländervergleichende Analysen. In diesem Aufsatz wird ein branchenspezifisches Panel genutzt, um den Einfluss des Kündigungsschutzes auf befristete und unbefristete Arbeitsverhältnisse in den EU-Ländern zu ermitteln. Die Vorteile dieser Datengrundlage sind vielfältig. Die Methode nutzt sowohl die internationale Variation beim Kündigungsschutz für befristete und unbefristete Arbeitsverhältnisse als auch die Variation von Branche zu Branche. Im Unterschied zur bisherigen Literatur wenden wir die Idee der unterschiedlichen Bindungskraft des Kündigungsschutzes nur für unbefristete Beschäftigungsverhältnisse an, während wir für befristete Beschäftigungsverhältnisse eine andere Strategie anwenden, die eine genauere Identifikation des Effekts unbefristeter Beschäftigungsverhältnisse auf die Arbeitsproduktivität ermöglicht. Die theoretische Literatur erlaubt noch keine klare Vorhersage zum Vorzeichen dieses Effekts, da unterschiedliche überzeugende Gründe für Effekte in beide Richtungen bestehen. Daher haben die Ergebnisse der Analyse möglicherweise wichtige politische Implikationen. Unsere Hauptidee ist, dass befristete Verträge einen negativen, wenn auch sehr geringen Effekt auf die Arbeitsproduktivität haben. Desweiteren bestätigt die Analyse, dass Kündigungsschutz bei regulären Arbeitsverträgen das Wachstum der Arbeitsproduktivität in den Branchen drosselt, die auf eine stärkere Beschäftigungsallokation angewiesen sind.

Rohrbach-Schmidt, Daniela; Tiemann, Michael (2013):

Changes in workplace tasks in Germany - evaluating skill and task measures.

In: J Labour Market Res 46 (3), S. 215–237.

DOI: 10.1007/s12651-013-0140-3

Abstract:

The task approach is attracting increasing attention and recognition among scholars in economics, sociology and related fields. However, measurement still presents an important challenge to the task approach. This paper studies the comparability of task measures in the commonly used German BIBB/IAB-BIBB/BAuA employment cross-sections on qualification and working conditions from 1979, 1985/86, 1991/92, 1998/99, and 2006. We hypothesize that findings on task-biased technological change are sensitive to variable choice. The task data differ substantially from other task data, and task items are not readily comparable between survey years. As a result, classifying single task items into distinct domains leads to a number of problems. To test our hypothesis, we use different strategies for classifying tasks into task domains, and analyze whether different operationalizations lead to different conclusions about task change in Germany. Our results show that this indeed is the case. Our paper provides readers with a broader understanding of German task data and gives recommendations for applying the task approach to German employment data.

Der Task-Ansatz findet zunehmende Beachtung unter Ökonomen, Soziologen und verwandten Disziplinen. Allerdings stellen Operationalisierung und Messung eine besondere Herausforderung des Ansatzes dar. Dieser Artikel untersucht die Vergleichbarkeit von unterschiedlichen Operationalisierungen des Task-Ansatzes anhand der BIBB/IAB-BIBB/BAuA Erwerbstätigenbefragungen 1979, 1985/86, 1991/92, 1998/99 und 2006. Unsere Hypothese ist, dass Ergebnisse zum task-biased technological change in Deutschland von der Operationalisierung der Tätigkeitsgruppen abhängig sind. Die Tätigkeitsdaten der Erwerbstätigenbefragungen unterscheiden sich grundlegend von anderen der im Rahmen des Task-Ansatzes verwendeten Datensätzen;

einzelne Tätigkeitsitems sind zudem nicht ohne weiteres zwischen den einzelnen Erhebungswellen vergleichbar. Dementsprechend ist die Zuordnung einzelner Tätigkeitsitems zu Gruppen mit einer Reihe von Schwierigkeiten verbunden. Um unsere Annahme zu prüfen, nutzen wir unterschiedliche Klassifizierungsstrategien für die Zuordnung einzelner Tätigkeitsitems zu Tätigkeitsgruppen und untersuchen, ob die alternativen Operationalisierungen zu unterschiedlichen Schlussfolgerungen zum Tätigkeitswandel in Deutschland führen. Unsere Ergebnisse bestätigen das. Der Artikel beschreibt die deutschen Tätigkeitendaten der Erwerbstätigenbefragungen und gibt Empfehlungen für die Anwendung des Tätigkeitsansatzes mit diesen Daten.

Trappmann, Mark; Beste, Jonas; Bethmann, Arne; Müller, Gerrit (2013):

The PASS panel survey after six waves.

In: J Labour Market Res 46 (4), S. 275–281.

DOI: 10.1007/s12651-013-0150-1

Abstract:

The aim of the Panel Study "Labour Market and Social Security" (PASS) is to provide a database which allows analysing the dynamics of welfare benefits receipt after the introduction of the Unemployment Benefits II in Germany in 2005. This entails the take up and ending of benefits receipt as well as the social situation of households and individuals receiving benefits, their subjective ways of coping with the situation and the contact to institutions providing the basic income support. PASS is set up as a household panel study with a sample of approx. 10,000 households interviewed in each wave. In addition to household interviews with the heads of the households about 15,000 interviews with individual household members aged 15 and older are carried out. This article provides an overview of the first six waves of PASS. It focuses on the survey's main goals, the questionnaire, the sampling and study design, the number of interviews, data access and methodological research on PASS. The article closes by describing the outlook for future developments.

Ziel des Haushaltspanels "Arbeitsmarkt und soziale Sicherung" (PASS) ist es, eine Datenbasis für die Analyse des Bezugs von wohlfahrtsstaatlichen Leistungen nach der Einführung des Arbeitslosengeld II in Deutschland im Jahr 2005 zur Verfügung zu stellen. Dies umfasst die Aufnahme und die Beendigung des Leistungsbezugs, sowie die soziale Lage von Haushalten und Individuen im Bezug, ihre Wege mit der Situation umzugehen und den Kontakt zu Trägern der Grundsicherung. PASS ist eine Haushaltspanelbefragung, in deren Rahmen in jeder Welle ca. 10.000 Haushalte befragt werden. Zusätzlich zu Haushaltsinterviews mit den Haushaltsvorständen werden ungefähr 15.000 Interviews mit Haushaltsmitgliedern ab 15 Jahren durchgeführt. Dieser Aufsatz gibt einen Überblick über die ersten sechs Wellen von PASS. Beschrieben werden Ziele, Erhebungsinhalte, Studien- und insbesondere Stichprobendesign, Fallzahlen, Datenzugang und methodische Begleitforschung. Der Aufsatz schließt mit einem Ausblick auf zukünftige Entwicklungen.

Wagner, Robert; Wolf, Maximilian (2013):

What drives the intention of Bavarian crafts apprentices to change employer or occupation? An empirical study in the crafts sector.

In: J Labour Market Res 46 (1), S. 43–60.

DOI: 10.1007/s12651-012-0109-7

Abstract:

This paper combines several job related factors such as occupational enjoyment, job security, financial attractiveness, working conditions and social relations for the first time and estimates their impact on the intention of crafts apprentices to leave their training establishment or occupation. In contrast to previous analyses, we consider the dimension of the intended change by taking into account whether crafts apprentices intend to change establishment and/or occupation. We find that occupational enjoyment, regional proximity to the employer and job security are the most important drivers for the intention to stay with the training establishment. In contrast to other studies, monetary incentives do not drive the intention to leave the training establishment or occupation. Our results have far reaching implications for training establishments and

institutions in the Bavarian crafts sector concerning incentive systems, initial screening of apprentices, further training as well as improvement of the image of the crafts sector to the public through crafts chambers.

In dieser Studie untersuchen wir, welche Faktoren im Kontext einer dualen Ausbildung im bayerischen Handwerk die Absicht von Auszubildenden beeinflussen, nach Abschluss der Ausbildung entweder das Ausbildungsunternehmen oder den Ausbildungsberuf zu wechseln. Exemplarische Faktoren sind Freude an der Arbeit, regionale Nähe zum Ausbildungsbetrieb, Arbeitsplatzsicherheit oder das Verhältnis zu Kollegen und Vorgesetzten. Anders als frühere Studien zu Job-Mobilität unterscheiden wir explizit zwischen den Möglichkeiten nur das Unternehmen zu wechseln, jedoch dem Ausbildungsberuf treu zu bleiben und der Alternative, sowohl das Unternehmen als auch den Beruf zu wechseln. Basierend auf einem multinomialen Logit Modell zeigen unsere Ergebnisse, dass Freude an der Arbeit, regionale Nähe zum Arbeitgeber und Arbeitsplatzsicherheit die wichtigsten Faktoren sind, um weiterhin beim Ausbildungsunternehmen tätig sein zu wollen. Unsere Ergebnisse haben praktische Relevanz für zahlreiche Institutionen im Handwerk.

Wübbeke, Christina (2013):

Ältere Arbeitslose am Scheideweg zwischen Erwerbsleben und Ruhestand: Gründe für ihren Rückzug vom Arbeitsmarkt.

In: *J Labour Market Res* 46 (1), S. 61–82.

DOI: 10.1007/s12651-012-0115-9

Abstract:

In Germany, older unemployed people aged 58 or more years have been exempt from a fundamental principle of activating labour market policy until 2007: They have been entitled to unemployment benefit payments until taking up retirement pension without having to seek new employment (Section 428 of Social Code III). In light of the political goal of an increased labour market participation of older workers this paper deals with the reasons why the majority of older long-term unemployed people left the labour force by making use of the Facilitated Receipt of Benefits (FRB). Surveying the labour-market behaviour of this group against the background of the FRB diminishes a common methodological problem: unemployed benefit payment recipients usually must be available for employment; therefore questions about their inclination to work, their readiness to compromise and their job-search behaviour will probably lead to socially desirable answers. These distortions can be expected to be less relevant with FRB payment recipients, who are legally entitled to cease seeking employment. The empirical analysis based on a survey of recipients of the Unemployment Benefit II shows that low or no propensity to work was rarely the motive for leaving the labour market; in particular, those anticipating a low retirement income actually wanted to be re-employed. The vast majority gave three reasons for the decision to retire: an inability to cope with requirements of available jobs, a lack of job opportunities, and an absence of proper support from the public employment agency. Thus the withdrawal of older long-term unemployed people into pre-retirement cannot be attributed to a utility-maximising decision in favour of leisure and against gainful employment, but is the primary result of lacking reemployment prospects particularly for women in East Germany.

In Deutschland waren ab 58-jährige Erwerbslose bis zum Jahr 2007 von einem Grundprinzip aktivierender Arbeitsmarktpolitik ausgenommen: Sie hatten das Recht, Arbeitslosenunterstützung bis zur Rente zu beziehen, ohne eine neue Arbeit suchen zu müssen (Paragraph 428 SGB III). Vor dem Hintergrund der politischen Bemühungen um eine stärkere Teilhabe Älterer am Arbeitsleben beschäftigt sich der Beitrag mit der Frage, aus welchen Gründen sich die überwiegende Mehrheit der älteren Langzeitarbeitslosen mit Hilfe des „erleichterten Leistungsbezugs“ (ELB) vom Arbeitsmarkt zurückgezogen hat. Die Untersuchung des Arbeitsmarktverhaltens dieser Gruppe anhand des ELB verringert dabei ein methodisches Problem: Da arbeitslose Bezieher von Transferleistungen dem Arbeitsmarkt zur Verfügung stehen müssen, dürften Fragen nach deren Erwerbsneigung, Konzessionsbereitschaft und Suchaktivitäten vielfach zu sozial erwünschten Antworten führen. Solche Verzerrungen sind hingegen bei denjenigen Leistungsbeziehern, denen der Gesetzgeber explizit das Recht eingeräumt hat, sich vom Arbeitsmarkt abzuwenden, in geringerem Maße zu erwarten. Die empirische Analyse zeigt auf Basis einer Befragung von Beziehern des Arbeitslosengelds II, dass mangelnde Arbeitswilligkeit nur selten der Grund für den Wechsel in den Vorruhestand war. Besonders Personen mit einer unzureichenden Absicherung für das Alter wollten meist noch arbeiten. Stattdessen begründete die Mehrheit

der Betroffenen ihre Entscheidung mit der Einschätzung, den beruflichen Anforderungen nicht mehr gewachsen zu sein, keine Beschäftigungschancen mehr zu haben und auch von der Arbeitsvermittlung keine ausreichende Hilfe zu erhalten. Der Rückzug in den Vorruhestand lässt sich somit nicht in erster Linie auf nutzenmaximierende Entscheidungen zugunsten von Freizeit und gegen Erwerbsarbeit zurückführen, sondern ist insbesondere bei Frauen in Ostdeutschland vorrangig Ausdruck fehlender Erwerbsperspektiven.

Journal of Diversity in Higher Education (6) 2013

<http://www.apa.org/pubs/journals/dhe/index.aspx>

[licence required | restricted access via UB Kassel]

Alger, Jonathan R. (2013):

A supreme challenge: Achieving the educational and societal benefits of diversity after the Supreme Court's Fisher decision.

In: Journal of Diversity in Higher Education 6 (3), S. 147–154.

DOI: 10.1037/a0034355

Abstract:

This invited commentary provides a response to the U.S. Supreme Court's decision in the case of Fisher v. University of Texas at Austin (2013). The author addresses the question regarding whether the newest decision about the use of affirmative action in higher education admissions raised the bar with respect to the legal doctrine of strict scrutiny, under which colleges and universities must justify their race-conscious decisions. He concludes that the Court maintained the status quo with regard to the compelling interest of diversity and the deference courts should give to institutions of higher education as experts regarding their own educational missions. The Court also reiterated earlier decisions requiring that race-conscious programs be "narrowly tailored" to achieve the educational benefits of diversity, while underscoring the need for institutions to consider race-neutral alternatives to meet this interest. Given the legal and social landscape today, colleges and universities must focus on the bigger question at stake: how to best ensure access and opportunity for individuals of all backgrounds so as to provide the educational benefits of diversity for all students and fulfill this aspect of their educational missions—therefore creating engaged citizens for an increasingly diverse democracy and global citizens who can compete in an increasingly interdependent worldwide economy.

Doucet, Fabienne; Grayman-Simpson, Nyasha; Shapses Wertheim, Samantha (2013):

Steps along the journey: Documenting undergraduate White women's transformative processes in a diversity course.

In: Journal of Diversity in Higher Education 6 (4), S. 276–291.

DOI: 10.1037/a0034334

Abstract:

This article documents the transformation of cognitive and relational dispositions within a group of 14 White female undergraduate students ranging in age from 18 to 21 years and enrolled in a semester-long diversity course. Using Mezirow's transformative learning theory as an interpretive frame to guide our phenomenological analysis of written assignments, data revealed that students experienced multiple cognitive and relational transformative processes. Findings suggest that transformative learning theory's (Kitchenham, 2008; Mezirow & Associates, 2000) framework around processes of transformation is a useful analytical framework for capturing students' unique transformative learning processes or journeys. Findings further suggest that, students' relationships with members of cultural communities previously unfamiliar to them were an important part of students' transformative journeys. These relationships provided students with tangible experiences that assisted them in shifting their worldviews and arriving at greater understanding of how inequality, oppression, and prejudice impact the daily lives of others. Finally, the findings indicate that instructors' perspectives on what accounts for a transformative process is often not aligned with students' opinions of their own growth and development. The study concludes that transformation is a process, and that all steps are a necessary part of a transformative experience.

Garvey, Jason C.; Drezner, Noah D. (2013):

Advancement staff and alumni advocates: Cultivating LGBTQ alumni by promoting individual and community uplift.

In: Journal of Diversity in Higher Education 6 (3), S. 199–218.

DOI: 10.1037/a0033452

Abstract:

Using a constructivist case-study analysis, we explore philanthropy toward higher education among lesbian, gay, bisexual, transgender, and queer (LGBTQ) alumni, examining the role of advancement staff and alumni advocates in engaging LGBTQ alumni to promote individual and community uplift. Data come from focus groups with 37 advancement staff and 23 LGBTQ alumni at three higher education institutions. Findings reveal the importance of advancement staff and alumni in promoting LGBTQ alumni philanthropy. Specifically, participants discussed LGBTQ advancement staff, accounts of microaggressions and overt discrimination, and taking a leadership role in promoting culturally sensitive practices. Both advancement staff and alumni spoke of how alumni volunteering can lead to deeper engagement, and in the difficulty of recruiting and retaining volunteer leaders within the LGBTQ communities. We draw implications from our findings, discussing the importance of relationships and trust when working with alumni from diverse communities. Our discussion also highlights the need to hire a diverse representation of staff, create a warm campus climate for current students, and have culturally competent staff.

Harris, Frank; Wood, J. Luke (2013):

Student success for men of color in community colleges: A review of published literature and research, 1998–2012.

In: Journal of Diversity in Higher Education 6 (3), S. 174–185.

DOI: 10.1037/a0034224

Abstract:

A substantial body of scholarship on men of color in postsecondary education has emerged since the late 1990s. Yet, only recently have scholars begun to pursue empirical insights about the status of men of color who attend community colleges. In an effort to inform future research, this article reviews the published scholarship on student success for men of color in community colleges. The 5 domains of African American male student success in community colleges proposed by Wood and Harris (2012) served as a conceptual framework for reviewing and discussing the published scholarship. Following the review of scholarship, knowledge gaps and implications for future research on men of color in community colleges are offered.

Haslerig, Siduri; Bernhard, Laura M.; Fuentes, Marcia V.; Panter, A. T.; Daye, Charles E.; Allen, Walter R. (2013):

A compelling interest: Activating the benefits of classroom-level diversity.

In: Journal of Diversity in Higher Education 6 (3), S. 158–173.

DOI: 10.1037/a0034065

Abstract:

The use of affirmative action admissions practices in U.S. colleges and universities has been a source of contentious public debate and legal battles since the policy's inception in the 1960s. The legal challenges to race-conscious admissions will continue for the foreseeable future, including renewed court scrutiny on specific universities' policies (Fisher v. University of Texas at Austin et al., 2013). Although the benefits that arise from a diverse student body are well-documented, it is less clear how that process occurs within the classroom. Using rich qualitative data from a national sample of 203 law students, this study examines classroom-level diversity, consequences when it is absent, and necessary conditions for activating the educational benefits. From the students' perspective, structural diversity in the classroom is a necessary prerequisite for more enlightening, interesting discussions, which promote better learning outcomes. However, the mere presence of diversity does not necessarily educe these benefits, the diversity must in fact be "activated" (Marin, 2000). Therefore, we find faculty members have the responsibility to create spaces for

diverse viewpoints to be heard and to facilitate discussion so all students benefit. We call for training to help faculty take on these roles, along with other implications for policy and practice, concluding that U.S. law schools must do a better job incorporating racial diversity in teaching, learning, and practice, or they will have failed to address a compelling national interest.

Kim, Dongbin; Nuñez, Anne-Marie (2013):

Diversity, situated social contexts, and college enrollment: Multilevel modeling to examine student, high school, and state influences.

In: Journal of Diversity in Higher Education 6 (2), S. 84–101.

DOI: 10.1037/a0033231

Abstract:

Whether and where students begin college after high school profoundly affects their degree completion and ultimate educational attainment. Students' college access is influenced not only by individual characteristics, but also by economic, social, and schooling contexts. Accordingly, using data from the Educational Longitudinal Study, 2002 (ELS:2002), we conducted three-level hierarchical generalized linear modeling (HGLM) to explore how student and family, high school, and state contextual characteristics are associated with high school graduates' college enrollment in 2- or 4-year higher education institutions. We paid particular attention to the unique role of race/ethnicity in college enrollment, along with other demographic and academic, social, and cultural capital factors. Findings indicate significant challenges in college access for Latino students, and for students from low-income and first-generation backgrounds. Habitus and different forms of capital, and elements of high school's college-going culture also appear to be critical in college enrollment. This study affirms that a high school student's enrollment trajectories should be understood from a holistic perspective that considers how individual students' college enrollment is affected by the high school they attended and the state where they lived. Implications for future research, policy, and practice, particularly those that relate to recruiting a racial/ethnic and socioeconomically diverse college-student population, are discussed.

Kim, Dongbin; Wolf-Wendel, Lisa; Twombly, Susan B. (2013):

The role of citizenship status in intent to leave for pre-tenure faculty.

In: Journal of Diversity in Higher Education 6 (4), S. 245–260.

DOI: 10.1037/a0034719

Abstract:

Using a national database, this study uses discriminant analysis to explore the role of citizenship status in determining intent to leave for pre-tenure faculty members at 4-year research universities. Of the 3 possible responses (intend to stay, intend to leave, and undecided), 2 functions emerged. The first function differentiates between those who intend to stay as compared to those who intend to leave and those who are undecided. The second function differentiates between those who intend to leave and those who are undecided. Citizenship matters only for the second function. Measures of satisfaction with workplace serve as the primary indicators of function one. Race and citizenship status are the only variables significant for function two. Demographic variables (e.g., gender, marital status), discipline, salary, and institutional variables (e.g., institutional control and Carnegie Classification) are not significant variables in either function. The variables that are significant for the entire sample are similar to those found to be significant just for non-U.S. citizen faculty. Implications of this study for institutions include attending to departmental and institutional fit, recognition of diversity among non-U.S. citizen faculty, and working toward improving various components of satisfaction.

King, Patricia M.; Perez, Rosemary J.; Shim, Woo-jeong (2013):

How college students experience intercultural learning: Key features and approaches.

In: Journal of Diversity in Higher Education 6 (2), S. 69–83.

DOI: 10.1037/a0033243

Abstract:

Many colleges and universities in the United States aim to promote intercultural competence in their students. However, most research on this outcome has focused on the content of educational programs (what educators offer) rather than on how students experience intercultural learning. This qualitative inquiry from the Wabash National Study analyzed 207 intercultural experiences from 161 college students on 6 campuses to identify contexts, characteristics, and key features of how they experience intercultural learning. Using grounded theory approaches, we summarized student interviews over 2 years, conducted open and axial coding to identify themes, and evaluated the themes over time. Using this approach, we identified three major themes: (a) that intercultural learning occurred when students directly encountered others' experiences; (b) that feeling safe enough to explore cultural differences was a key dimension of intercultural learning; and (c) that students used a variety of approaches that led to intercultural learning (from simply listening or watching to exploring how one's personal identity related to intercultural understanding) and that these varied in degree of complexity and agency. Implications for practice are offered to help educators make decisions about how to promote intercultural effectiveness in collegiate settings.

Kordesh, Kathleen S.; Spanierman, Lisa B.; Neville, Helen A. (2013):

White university students' racial affect: Understanding the antiracist type.

In: Journal of Diversity in Higher Education 6 (1), S. 33–50

DOI: 10.1037/a0030102

Abstract:

Prior quantitative research using the Psychosocial Costs of Racism to Whites scale (PCRW; Spanierman & Heppner, 2004) identified five racial affect types among White undergraduate students. To better understand the Antiracist type, the most racially aware and sensitive among the five types, the authors of the present study conducted two focus groups. One group comprised White students ($n = 5$) whose scores reflected the Antiracist racial affect type, whereas the other comprised White students ($n = 6$) who did not score as Antiracist. Using a modified version of the consensual qualitative research method (Hill et al., 2005; Hill, Thompson, & Williams, 1997), analysis revealed six topic domains: (a) manifestations of racial awareness, (b) experiences with diversity while growing up, (c) experiences with diversity at the university, (d) emotional responses to racial issues, (e) perceptions of the racialized mascot of the university, and (f) expressions of racism. Providing additional validation for the PCRW, findings indicated that White students in the Antiracist group differed in important ways on each of the six domains from those in the non-antiracist group. Moreover, the students classified in the Antiracist affect type demonstrated a number of similarities to how White antiracist activists have been described in the broader interdisciplinary literature.

Levin, John S.; Jaeger, Audrey J.; Haley, Karen J. (2013):

Graduate student dissonance: Graduate students of color in a U. S. research university.

In: Journal of Diversity in Higher Education 6 (4), S. 231–244.

DOI: 10.1037/a0034568

Abstract:

This qualitative investigation examined the experiences of a population of graduate students—graduate students of color—in a U. S. research university (a) to indicate reasons for their dilemmas, ambiguities, and decisions about choosing an academic career, and (b) to identify the practices of one research university's graduate programs that have considerable influence upon graduate students' decisions about pursuing an academic career. For graduate students of color, professional and social identity alignment is a significant

condition for decisions about academic career choices, and the institution's norms and behavioral patterns have considerable influence on graduate students' experiences and career choices.

Lundy-Wagner, Valerie; Winkle-Wagner, Rachelle (2013):

A harassing climate? Sexual harassment and campus racial climate research.

In: Journal of Diversity in Higher Education 6 (1), S. 51–68.

DOI: 10.1037/a0031576

Abstract:

In this conceptual paper, the authors discuss how research about sexual harassment and campus racial climates for undergraduate students is relegated to separate silos. Drawing on intersectionality and critical race feminist frameworks, the authors juxtapose these strands of research with attention to ethnicity/race and gender, highlighting how sexual harassment and racial climate research both aim to promote positive college environments, but with notably different approaches. The authors call for an intersectional approach that appreciates both sexual harassment as well as the racial climate, concluding with recommendations for incorporating both strands of literature into research on educational environments.

Lutz, Kristin F.; Hassouneh, Dena; Akeroyd, Jen; Beckett, Ann K. (2013):

Balancing survival and resistance: Experiences of faculty of color in predominantly Euro American schools of nursing.

In: Journal of Diversity in Higher Education 6 (2), S. 127–146.

DOI: 10.1037/a0032364

Abstract:

This report of findings from a grounded theory study conducted with 23 faculty of color (FOC) in predominately Euro American schools of nursing presents the central process used by FOC as they navigate academic careers as persons of color. As FOC struggled to progress in their careers and influence their academic environments they engaged in a process of Balancing Survival and Resistance. This process occurred by means of three parallel subprocesses: (a) a Trajectory of Awareness of the existence and effects of Patterns of Exclusion and Control ranging from Naïve to Sophisticated; (b) a process of Engagement and Disengagement with institutions, faculty, and students characterized by responses ranging from Reactive to Strategic; and (c) a process of Managing Outcomes characterized by responses ranging from Limiting Harm to Shaping Success. Additionally, our findings reveal the ongoing challenges experienced by FOC and underscore the importance of mentoring, strong leadership, and inclusive academic environments for promoting the success and well-being of FOC in nursing. Based on our findings, implications and recommendations for educational practice, policy, and research are presented.

Parker, Eugene T.; Pascarella, Ernest T. (2013):

Effects of diversity experiences on socially responsible leadership over four years of college.

In: Journal of Diversity in Higher Education 6 (4), S. 219–230.

DOI: 10.1037/a0035130

Abstract:

Regarding collegiate experiences, several studies have examined the effects of diversity experiences on educational, psychosocial, and other college outcomes (Pascarella & Terenzini, 2005). However, there exists a limited body of research, which has focused on the impact of those types of experiences on leadership development among students attending institutions of higher education. This study examined the impact of college students' experiences with diversity on leadership growth and development, particularly the social change model's concept of socially responsible leadership (Higher Education Research Institute [HERI], 1996). Using data from a multi-institutional longitudinal study, the Wabash National Study of Liberal Arts Education, this study investigated the association between diversity experiences and socially responsible leadership,

among 1,946 students from the beginning to the end of their collegiate careers. The findings of the present study parallel the prior research, which support the positive effects of diversity on college students, by suggesting that diversity experiences positively impact student leadership development. Also, this study addressed relevant implications for higher education and student affairs professionals.

Pasque, Penny A.; Chesler, Mark A.; Charbeneau, Jessica; Carlson, Corissa (2013):

Pedagogical approaches to student racial conflict in the classroom.

In: Journal of Diversity in Higher Education 6 (1), S. 1–16.

DOI: 10.1037/a0031695

Abstract:

The majority of higher education faculty value diversity in the classroom; however, the majority of faculty also report making no or few changes in their classroom practices to deal with diversity issues. Faculty are in a position to facilitate classroom diversity in such a way that pedagogically avoids, supports, or challenges students' learning about race and dealing with overt or covert racial conflict. Some faculty take on this challenge vigorously, while others approach it with considerable anxiety about their own knowledge or skills and students' emotional reactions. This article explores some of the ways faculty address student conflict amid and around racial diversity in the classroom. Interviews with 66 faculty of different races and ethnicities, genders, and disciplines led to analyses of the various approaches they enacted and dilemmas they experienced in the face of such racial conflict. They include a range of decisions, such as: to avoid conflict through attempts to control the classroom environment; to minimize such conflict; to divert or distract students' attention from conflict; to react to the conflict in a way that attempts to incorporate tensions for further learning; and to proactively design course activities to normalize and surface conflict in ways that enhance students learning about race and racial interactions. Examples and analysis of different ways of dealing with classroom racial diversity and conflict as well as the need for interventions to improve faculty members' ability to deal with such situations are offered.

Pyne, Kimberly B.; Means, Darris R. (2013):

Underrepresented and in/visible: A Hispanic first-generation student's narratives of college.

In: Journal of Diversity in Higher Education 6 (3), S. 186–198.

DOI: 10.1037/a0034115

Abstract:

Despite improvements in the rates of college admission over the past few decades, college persistence, retention, and graduation rates continue to be problematic for underrepresented students—students of color and students from low-income and/or first-generation families. This article presents a case study of a female, first-generation, low-income Hispanic student during her 1st year at a highly selective, private, predominantly White university. Drawing on critical race theory and qualitative research methodologies, it explores and understands key incidents prior to matriculation and throughout 2 semesters, focusing on those connected to racial, ethnic, and socioeconomic identities, as well as social and academic interactions and relationships. It recenters discussion on the lived experiences and insider's perspectives of a historically marginalized student, stories often omitted from the research or hidden within the broader statistics on success and failure. Using the metaphor of invisibility/visibility to capture ongoing tensions, it highlights her strategies for success while deconstructing the subtle social and institutional discourses that work against her and create hidden stress, struggle, and doubt. It paints a complex portrait of what "success" may look like for such students in our current higher educational spaces.

Radey, Melissa; Cheatham, Leah P. (2013):

Do single mothers take their share? FAFSA completion among aid-eligible female students.

In: Journal of Diversity in Higher Education 6 (4), S. 261–275.

DOI: 10.1037/a0035089

Abstract:

Approximately 17% of college students are single mothers, a growing and vulnerable subpopulation of women (Miller, Gault, & Thorman, 2011). Although postsecondary education promotes poverty exit, many single mothers—40% of whom live below the poverty line—lack the financial resources for attendance. The Free Application for Federal Student Aid (FAFSA) is a first step to accessing aid. This study uses data from the National Postsecondary Student Aid Study (NPSAS:08) to describe and analyze how student characteristics influence FAFSA application rates among low-income, aid-eligible women and consider how student status (single mother, other independent, or dependent student), race/ethnicity, and poverty level intersect to influence application rates. Descriptive findings showed that almost four-fifths of students filed FAFSAs, with 87% of single mothers doing so. Logistic regression results indicate that single mothers' FAFSA completion advantage disappears and becomes a disadvantage after considering economic and nontraditional characteristics. Significant interactions between poverty level and student status reveal that the poorest aid-eligible single mothers filed at lower than expected rates. Findings support two policy recommendations: FAFSA simplification and targeted personal application assistance.

Sanchez, Delida (2013):

Racial and ego identity development in Black Caribbean college students.

In: Journal of Diversity in Higher Education 6 (2), S. 115–126.

DOI: 10.1037/a0031684

Abstract:

This study explored the relationships between racial identity attitudes and ego identity statuses among 255 Black Caribbean college students in the Northeast United States. Findings indicated that racial identity attitudes were predictive of ego identity statuses. Specifically, preencounter racial identity attitudes were predictive of lower scores on ego identity diffusion and foreclosure statuses and higher scores on achievement status. Immersion–emersion racial identity statuses were predictive of lower scores on ego identity diffusion, foreclosure, and moratorium statuses. Finally, internalization racial identity statuses were predictive of lower scores on achievement status. Implications for diversity in higher education research are discussed.

Turner, Caroline S. (2013):

Advancing diversity in higher education.

In: Journal of Diversity in Higher Education 6 (3), S. 155–157.

DOI: 10.1037/a0034356

Abstract:

This special section of the Journal of Diversity in Higher Education (JDHE) on "Advancing Diversity in Higher Education" emerged from the 2012 Association for the Study of Higher Education Council on Ethnic Participation (ASHE-CEP) Pre-Conference Forum. CEP, a standing committee of ASHE, partnered with the JDHE to offer a publication opportunity for authors of articles accepted for presentation at the Forum. All manuscripts submitted by CEP presenters underwent the full peer review process of JDHE. Forum research articles engaged issues of race or ethnicity, equity, and diversity, as well as topics related to historically underrepresented, underserved, or marginalized populations in higher education. The work of researchers presented here contributes insights for the continued development of an inclusive and nurturing workplace environment for diverse populations of students, faculty, and staff. As such, they build upon the discussion began in a previous JDHE special issue related to the critical importance of campus climate in supporting diversity in higher education (Worthington, 2008).

Tynes, Brendesha M.; Rose, Chad A.; Markoe, Suzanne L. (2013):

Extending campus life to the Internet: Social media, discrimination, and perceptions of racial climate.

In: Journal of Diversity in Higher Education 6 (2), S. 102–114.

DOI: 10.1037/a0033267

Abstract:

Despite the fact that more college student interaction now takes place online, researchers have yet to examine the role the Internet plays in perceptions of campus racial climate. Using an online survey of a sample of 217 African American and European American college students, this study explored online factors including intergroup interaction as well as online and offline factors associated with campus racial climate. Hierarchical regression results revealed a final model explaining perceptions of campus racial climate that included ethnicity, individual online racial discrimination, and online stress. African Americans experienced more online racial discrimination and online stress and had a significantly more negative view of campus racial climate. Regardless of one's ethnicity, online victimization was associated with negative perceptions of the racial climate, yet the relationship was significantly stronger for African Americans. Time on social networking sites and discussions of school-related issues were not associated with these perceptions. This study provides additional evidence that campus life is moving online, and interaction, particularly negative experiences, in these spaces warrants more attention.

Yeung, Jeffrey G.; Spanierman, Lisa B.; Landrum-Brown, Joycelyn (2013):

"Being White in a multicultural society": Critical whiteness pedagogy in a dialogue course.

In: Journal of Diversity in Higher Education 6 (1), S. 17–32.

DOI: 10.1037/a0031632

Abstract:

The purpose of the present study was to investigate White students' experiences in an intergroup dialogue course that employed critical Whiteness pedagogy (Kincheloe & Steinberg, 2000) and focused on being White in a multicultural society. Using a qualitative approach, the authors investigated student participants' (n = 6) perceptions of the dialogue course and what they learned from engaging in this dialogue. Data from semistructured, individual interviews revealed several themes. With regard to students' general experiences during the course, findings suggested that they benefitted most from a balance of reading, personal reflection, and peer dialogue. Additionally, students reported mixed feelings about the racial composition of the students and cofacilitators in the course. With regard to the goals of critical Whiteness pedagogy, findings indicated that students increased their racial self-awareness, enhanced their knowledge of critical racial issues (e.g., institutional racism and White privilege), and engaged in some small behavioral steps toward becoming allies. Limitations of the study and directions for future research are discussed. Additionally, the authors provide practical implications of the findings for university personnel.

Journal of Higher Education Policy and Management (35) 2013

<http://www.tandfonline.com/loi/cjhe20#.VSQBwOHj8pQ>

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Bianchi, Constanza (2013):

Satisfiers and dissatisfiers for international students of higher education: an exploratory study in Australia.

In: Journal of HE Policy & Management 35 (4), S. 396–409.

DOI: 10.1080/1360080X.2013.812057

Abstract:

This paper explores the main satisfiers and dissatisfiers for international students in Australia's higher educational sector. Using a critical incident technique, this study is conducted with international students of higher education in Australia. Four categories of satisfiers and dissatisfiers emerge from the data which are related to individual performance, quality of the educational service, socialization, and living conditions. [ABSTRACT FROM PUBLISHER]

Cardno, Carol (2013):

Images of academic leadership in large New Zealand polytechnics.

In: Journal of HE Policy & Management 35 (2), S. 124–135.

DOI: 10.1080/1360080X.2013.775922

Abstract:

As accountability stakes continue to be raised in all education sectors, leadership as a factor that can have an impact on improved student outcomes is being studied with heightened interest. This study was conducted from 2011 to 2012 in New Zealand's large urban polytechnics with the aim of investigating the nature and expectations of academic leadership. The conceptualisation of academic leadership in the theory base is fraught with both complexity and paradox and is often presented in contradictory terms. The study identifies images of academic leadership practised by directors of an academic front line, by actors in the front line and supporters on the side line. In relation to polytechnic settings it is concluded that new and varied forms of academic leadership are provided by spreading the role that encompasses both leadership and management. [ABSTRACT FROM AUTHOR]

Chan, Sheng-Ju (2013):

Internationalising higher education sectors: explaining the approaches in four Asian countries.

In: Journal of HE Policy & Management 35 (3), S. 316–329.

DOI: 10.1080/1360080X.2013.786854

Abstract:

In recognising the strategic position of the higher education sector in terms of international competitiveness in an increasingly globalised economy, many states have begun to internationalise their systems. This article seeks to explore the approaches that have been used to strengthen this cross-border linkage. An in-depth examination into the approaches that certain Asian countries have employed to internationalise their higher education sectors reveals a distinct variation. Japan and Taiwan, which have adopted an independent approach, tend to pay special attention to domestic improvement in providing more supportive environments for international students and aim to export local educational institutions to the other countries. Meanwhile, the cooperative approach to internationalisation adopted by Singapore and Malaysia seems to focus more on engaging with foreign providers and immersing the institutions into the world educational system. The two

opposite clusters are rooted in different ideologies with different implications for their detailed practices of internationalisation. [ABSTRACT FROM AUTHOR]

Cheng, Ming Yu; Mahmood, Amir; Yeap, Peik Foong (2013):

Malaysia as a regional education hub: a demand-side analysis.

In: Journal of HE Policy & Management 35 (5), S. 523–536.

DOI: 10.1080/1360080X.2013.825412

Abstract:

Malaysia is becoming an increasingly active player in international education and ranks as the 11th largest exporter of education in the world. Malaysia's recognisable advantages in the international education market include its strategic location between the East and the West, cultural diversity, and a relatively stable socio-economic environment. In addition to these natural advantages, it is important for the Malaysian Government and its higher education institutions to develop a holistic strategy to create a conducive learning environment and to build a regional higher education hub. By taking a demand-side approach, this study highlights factors attracting foreign students to study in Malaysia. Rich information about the country and learning institution and referral by family and friends appear to be the most important sources of influence for foreign students to choose Malaysia. Other considerations include cost and quality of educational programmes, while geographical and cultural proximity are less important than expected. [ABSTRACT FROM AUTHOR]

Conway, Maree (2013):

Reconstructing identities in higher education: the rise of third space professionals, by Celia Whitchurch, Abingdon, Routledge, 2012, 184 pp., GBP22.99 (pbk), ISBN 978-0-415-61483-2

[Review]. *In: Journal of HE Policy & Management 35 (5), S. 568–570.*

DOI: 10.1080/1360080X.2013.825399

Corrigan, Joe (2013):

Distributed leadership: rhetoric or reality?

In: Journal of HE Policy & Management 35 (1), S. 66–71.

DOI: 10.1080/1360080X.2013.748479

Abstract:

This paper provides insight into distributed leadership by contrasting the oppositional messages found in the literature, and by examining differences in the rhetoric and reality associated with its application. Specifically, the treatment of power and accountability within the distributed leadership theoretical framework is difficult to reconcile. Given the problems associated with the theory and practice of distributed leadership, this paper asks why it is enjoying resurgence at this time? This paper will be of interest to researchers, educators and administrators who are interested in the study and practice of educational leadership. [ABSTRACT FROM PUBLISHER].

Coupet, Jason (2013):

Historically Black colleges and universities and resource dependence: a Chow test of production functions.

In: Journal of HE Policy & Management 35 (4), S. 355–369.

DOI: 10.1080/1360080X.2013.812054

Abstract:

While several studies have examined the impact of expenditures on graduation rates in higher education institutions, historically Black colleges and universities have strong government dependencies that suggest that these links might be different than for other universities. This paper investigates these links by estimating

the production function of a subset of a large panel of 4-year institutions and uses a Chow test to find structural differences in production functions of Black universities and other universities. The analysis finds significant structural differences, notably that administrative expenditures have a significantly negative impact on graduation rates at Black universities. The findings suggest that the need to examine administrative frameworks and to diversify resource streams at Black universities is pressing. Using resource dependence theory, this paper concludes with a discussion about how these universities might mitigate the negative effects of government resource dependence. [ABSTRACT FROM PUBLISHER]

Daly, Siobhan (2013):

Philanthropy, the new professionals and higher education: the advent of Directors of Development and Alumni Relations.

In: Journal of HE Policy & Management 35 (1), S. 21–33.

DOI: 10.1080/1360080X.2012.727701

Abstract:

In recent years, in response to pressures to diversify their income, many British universities have established development and alumni relations offices. The creation of development offices illustrates how the internal environment of universities has been affected by the need for universities to meet challenges in the wider higher education context. In this regard, conceptions of professional identity help us to understand how changes to the internal organisation of universities have affected the higher education workforce and the dynamics of relationships between universities and external stakeholders. This paper examines how the professional identities being cultivated by directors of development inform and shape philanthropic fundraising in British universities. In this way, it seeks to enhance our understanding of higher education philanthropic fundraising. The analysis also shows how studies of particular roles provide for more nuanced understandings of professional staff in higher education. Two themes of relevance to the broader study of professionals are discussed: relationships between academics and professional staff and the roles of professional managers, particularly relating to the nature of their power and influence. [ABSTRACT FROM PUBLISHER]

Edwards, Daniel; Coates, Hamish; Friedman, Tim (2013):

Using aptitude testing to diversify higher education intake – an Australian case study.

In: Journal of HE Policy & Management 35 (2), S. 136–152.

DOI: 10.1080/1360080X.2013.775923

Abstract:

Australian higher education is currently entering a new phase of growth. Within the remit of this expansion is an express commitment to widen participation in higher education among under-represented groups – in particular those from low socioeconomic backgrounds. This paper argues that one key mechanism for achieving this goal should be the re-evaluation of university selection processes. The paper explores outcomes of an aptitude test pilot study, focusing on issues of access and equity in selection to university. The results show that, in general, those who gain access to university on the basis of results in the aptitude test have different characteristics than are found in the general university population – in particular, they are more likely to come from a low socioeconomic background. The outcomes of the pilot are important in demonstrating how equity in access to higher education can be improved through the use of supplementary selection metrics. [ABSTRACT FROM AUTHOR]

Fagerstrøm, Asle; Ghinea, Gheorghita (2013):

Co-creation of value in higher education: using social network marketing in the recruitment of students.

In: Journal of HE Policy & Management 35 (1), S. 45–53.

DOI: 10.1080/1360080X.2013.748524

Abstract:

A social network recruitment campaign was prepared where applicants for information technology bachelor studies at a Norwegian university college were invited to join a Facebook group related to the subject of interest. Each Facebook group was assigned a contact person who received training to facilitate activities and in answering questions from the applicants. Analysis of the dialogues on the Facebook groups indicates value creation between the applicant and the university college, and between applicants. Furthermore, results from the campaign showed that the conversion rate for applicants who apply for a Facebook group was 88.8 per cent, which is significant higher than for those who did not apply for a Facebook group (43.3 per cent). We will argue that social network marketing in higher education gives a great opportunity to replace the passive view of customers with an active view in which applicants are invited to use their own initiatives rather than simply react to predetermined marketing activities. [ABSTRACT FROM PUBLISHER].

Gunn, Andrew; Mintrom, Michael (2013):

Global university alliances and the creation of collaborative advantage.

In: Journal of HE Policy & Management 35 (2), S. 179–192.

DOI: 10.1080/1360080X.2013.775926

Abstract:

The past two decades have seen the development of many global university alliances. Some alliances have taken a bilateral form, others are multilateral. In a period of increasing competition among universities, such alliances represent a curious form of cooperation. They have become more common just as global competition for academic talent has been increasing, rankings of universities have become more sophisticated, and universities have sought to attract high fee-paying international students. When does cooperation make sense? What opportunities and risks do alliances present to their members? These questions are considered with reference to three global alliances: The Association of Pacific Rim Universities (APRU), Universitas 21 (U21), and the Worldwide Universities Network (WUN). We conclude that multilateral, global university alliances represent valuable resources for ambitious, change-oriented university leaders. [ABSTRACT FROM AUTHOR]

Hanada, Shingo (2013):

Japan's higher education incorporation policy: a comparative analysis of three stages of national university governance.

In: Journal of HE Policy & Management 35 (5), S. 537–552.

DOI: 10.1080/1360080X.2013.825414

Abstract:

A number of countries with public higher education systems have implemented privatisation policies. In Japan, the national government introduced the National University Corporation Act (NUCA) in 2004 and changed the legal status of national universities from that of government-owned public institutions to independent administrative agencies. Its objective was to incorporate them, giving their presidents discretionary power and encouraging financial independence and autonomous administration. Applying McNay's models of university governance, this paper tracks three stages of university governance longitudinally from 1886, when Japan's modern higher education system was established, to reveal the historical roots of problems that the NUCA is meant to address. In addition, the effects of the NUCA over the first 6-year period (2004–2009) are examined based on data analysis. Its criteria for analysis are developments in the direction of financial, administrative

and intellectual independence, accompanied by increased levels of transparency and public accountability. [ABSTRACT FROM AUTHOR]

Harvey, Andrew; Andrewartha, Lisa (2013):

Dr Who? Equity and diversity among university postgraduate and higher degree cohorts.

In: Journal of HE Policy & Management 35 (2), S. 112–123.

DOI: 10.1080/1360080X.2013.775921

Abstract:

Lack of equitable access at the higher levels of university is detrimental to individuals and more broadly to economic productivity and social cohesion. This paper considers the nature and extent of under-representation in postgraduate and higher degree study and proposes responses at both the institutional and policy levels. Particular focus is given to low socio-economic and regional students within the Australian context. Major causes of postgraduate inequity include the pipeline effect, which is fuelled by institutional stratification and low levels of institutional mobility. Moreover, the influence of financial barriers and limited cultural capital does not 'wash out' during undergraduate study. Proposed institutional strategies include redirecting a proportion of equity scholarships to postgraduates, giving consideration to need in the allocation of postgraduate scholarships, and offering funded postgraduate places to selected disadvantaged students. At a policy level, suggestions include government targets for postgraduate participation, undergraduate debt remission, and increased postgraduate Commonwealth-supported places. [ABSTRACT FROM AUTHOR]

Heinrich, Eva (2013):

Recommendations to university managers for facilitating engagement of academics with teaching.

In: Journal of HE Policy & Management 35 (5), S. 458–470.

DOI: 10.1080/1360080X.2013.812180

Abstract:

Research on community-based approaches to academic development has shown the importance of a collegial and supportive environment for teaching and learning about teaching. To investigate the environment in which academics work and teach, the research behind this article has defined a new concept, called 'teaching groups'. Teaching groups are based on membership by default, derived from the positions academics hold in their institutions and on their teaching obligations, in distinction to the voluntary participation emphasised in community-based approaches. The research shows that about 40 per cent of teaching groups identified show community-like characteristics and are seen as being highly supportive of engagement with learning about teaching, with the remainder of the teaching groups providing less than ideal environments. The goal of the research is to build on the teaching group concept to improve these less than ideal environments. The article presented here focuses on findings on motivation of academics and on their views of leadership for teaching. Recommendations are made to university managers to provide stronger leadership for teaching, by officially identifying teaching groups and by using teaching groups as mechanisms for providing academics with a supportive and collegial environment, conducive of engagement with learning about teaching. [ABSTRACT FROM AUTHOR]

Hensley, Brad; Galilee-Belfer, Mika; Lee, Jenny J. (2013):

What is the greater good? The discourse on public and private roles of higher education in the new economy.

In: Journal of HE Policy & Management 35 (5), S. 553–567.

DOI: 10.1080/1360080X.2013.825416

Abstract:

This study examined the ways that the 'public good' of higher education is being conceptualised as economic benefits and cost/benefit rationalities in the current economic downturn. Based on the case of Arizona in the United States, a discourse analysis of speeches was performed on the way public, state and institutional leaders described ways that the public higher education system must respond in the changing global economy with less state funds directed towards public institutions. The findings demonstrate the changing public nature of higher education from emphasising individual over societal benefits, thus also reflecting changing funding sources. [ABSTRACT FROM AUTHOR]

Hordern, Jim (2013):

Skills governance and the workforce development programme.

In: Journal of HE Policy & Management 35 (1), S. 54–65.

DOI: 10.1080/1360080X.2013.748476

Abstract:

In the United Kingdom higher education environment, government may make efforts to encourage institutions to engage in governance structures to secure policy objectives through a steering approach. In this article connections between skills governance structures and the recent Higher Education Funding Council for England workforce development programme are examined in the context of the wider implementation of the Leitch Review of Skills in England. Using analysis of policy documents, submissions to a select committee inquiry, and a series of interviews undertaken at higher education institutions, limited co-ordination between skills governance and institutions is identified, which is likely to have been a consequence both of the open-ended approach taken by government to the implementation of this policy in higher education and the ineffectiveness of governance approaches as mechanisms for steering higher education institutions in the United Kingdom. [ABSTRACT FROM PUBLISHER].

Hurlimann, Anna; March, Alan; Robins, Jenny (2013):

University curriculum development – stuck in a process and how to break free.

In: Journal of HE Policy & Management 35 (6), S. 639–651.

DOI: 10.1080/1360080X.2013.844665

Abstract:

Changes to governance and funding of universities have placed increasing importance on teaching quality. Curriculum development is central to teaching quality. Yet, as research has shown, it is rarely given priority in university departments. We sought to identify key barriers and facilitators of curriculum development in four professionally accredited master's level degree programmes within the University of Melbourne, Australia. Our work progresses existing knowledge of curriculum development in three ways: (a) we provide a contemporary assessment of barriers and facilitators, (b) we gauge the views of administrative staff involved in curriculum development and find that they identify important process-oriented means for improvement and (c) we identify the facilitative role professional accreditation plays in curriculum development. A key barrier to curriculum development was found to be the existence of cumbersome, inflexible and lengthy administrative processes. However, we identify means by which these can be addressed, including the revision of long lead times for data provision required by the federal government. [ABSTRACT FROM PUBLISHER]

Johnston, Alison; Barr, Nicholas (2013):

Student loan reform, interest subsidies and costly technicalities: lessons from the UK experience.

In: Journal of HE Policy & Management 35 (2), S. 167–178.

DOI: 10.1080/1360080X.2013.775925

Abstract:

In this paper, we consider lessons for other countries about the design of student loans with income-contingent repayments (i.e. repayments calculated as a percentage of each borrower's subsequent income). Using a dataset of 20,000 simulated lifetime graduate earnings paths, we estimate the cost and distributional effects of reforms in England in 2012. Introducing a real interest rate produces significant savings, mostly from graduates in the middle and upper earnings deciles. But those gains are offset by an increase in the income threshold at which loan repayments start. We conclude with discussion of policy changes to offset the increased cost of student loans (roughly £4,400 per graduate) within the current austerity climate, namely significant reductions in the higher education block teaching grant and a cap on the number of students. [ABSTRACT FROM AUTHOR]

Kemp, Matthew W.; Molloy, Timothy J.; Pajic, Marina; Chapman, Elaine (2013):

Peer relationships and the biomedical doctorate: a key component of the contemporary learning environment.

In: Journal of HE Policy & Management 35 (4), S. 370–385.

DOI: 10.1080/1360080X.2013.812055

Abstract:

Little attention has been paid to the scholarship of doctoral education in the biomedical sciences, hindering the formulation of research-informed improvements to this important area of higher education. We present an analysis of interview data from Australian PhD students and suggest that relationships between students and their 'non-supervisor' peers are critical to student learning. [ABSTRACT FROM PUBLISHER]

Lasthiotakis, Helen; Sigurdson, Kristjan; Sá, Creso M. (2013):

Pursuing scientific excellence globally: internationalising research as a policy target.

In: Journal of HE Policy & Management 35 (6), S. 612–625.

DOI: 10.1080/1360080X.2013.844664

Abstract:

International collaboration is a rapidly growing aspect of university research and a priority of research funding agencies. This article investigates the rationales that underlie Canadian federal research councils' support of international research collaborations. Such support has deep roots in Canadian science and technology policy but has taken on a new importance in the past decade. Even in a context of increasingly costly scientific activity and fierce competition for resources, four sets of goals and associated arguments underpin investments in international collaboration: (1) creating economy of scale, (2) developing human resources, (3) advancing economic and scientific competitiveness and (4) solving global problems. Overall, international research collaborations are today a key policy target in Canada, sought for a variety of reasons but not without challenges. [ABSTRACT FROM PUBLISHER]

Lawler, Alan; Sillitoe, James (2013):

Facilitating 'organisational learning' in a 'learning institution'.

In: Journal of HE Policy & Management 35 (5), S. 495–500.

DOI: 10.1080/1360080X.2013.825415

Abstract:

The term 'organisational learning' was popularised by Peter Senge in 'The Fifth Discipline', his seminal book from 1990. Since then, the term has become widely accepted among those interested in organisational learning and change management. However, partly due to the somewhat ambiguous situation which arises in a university which is a 'learning organisation' in a different sense, academic staff may experience some confusion when this term is used in a higher education institutional context. Further, the embedded notions of single- and double-loop learning and tacit and explicit knowledge, which are features of organisational

learning, are not widely understood by those affected by organisational learning initiatives, leading again to some unintended confusion of purpose in situations of change. [ABSTRACT FROM AUTHOR]

Longden, Bernard; Bélanger, Charles (2013):

Universities: public good or private profit.

In: *Journal of HE Policy & Management* 35 (5), S. 501–522.

DOI: 10.1080/1360080X.2013.825417

Abstract:

Funding higher education has increasingly become a paradox for many nation states. The paradox rests with the recognition that the nation state acknowledges that university education has long-term benefits for the state with a better educated society, an increased opportunity to provide an innovative, creative and high technology work force for economic growth. Against this foil is the global austerity facing many countries, challenging the state to reduce the fiscal debt. The article seeks a 'third way' through the paradox using a dialectic argument. [ABSTRACT FROM AUTHOR]

Loomes, Susan; Croft, Amy (2013):

An investigation into the eating behaviour of international students studying at an Australian university: should we be concerned?

In: *Journal of HE Policy & Management* 35 (5), S. 483–494.

DOI: 10.1080/1360080X.2013.825418

Abstract:

This quantitative study provides a snapshot of the eating behaviour of more than 300 international students studying across four campuses of an Australian university. It explores what the students are eating and drinking, their knowledge of nutrition, the extent to which they prepare their own food or rely on fast food and if their behaviour is related to demographic factors. The study also determines how prepared these students are to take care of their dietary and nutritional requirements and what higher education institutions can do to facilitate better eating practices, such as providing nutritional advice and cooking classes. [ABSTRACT FROM AUTHOR]

Mahmud, Saadia; Bretag, Tracey (2013):

Postgraduate research students and academic integrity: 'It's about good research training'.

In: *Journal of HE Policy & Management* 35 (4), S. 432–443.

DOI: 10.1080/1360080X.2013.812178

Abstract:

Findings from a study on academic integrity at Australian universities challenge the presumption that postgraduate research students have prior knowledge of academic integrity. A review of online academic integrity policy in 39 Australian universities found that one in five policies had no mention of higher degree by research (HDR) students. Despite each of the six universities in our study having an academic integrity policy for HDR students, one in five HDR student survey respondents said they had never heard of academic integrity, two in five said they did not know whether their university has an academic integrity policy, and among the student groups they were the least satisfied with the information they had received about how to avoid an academic integrity breach. We argue for support and training in academic integrity for HDR students and draw insights from the interviews with senior stakeholders on how this could be realised. [ABSTRACT FROM PUBLISHER]

Mark, Eddie (2013):

Student satisfaction and the customer focus in higher education.

In: Journal of HE Policy & Management 35 (1), S. 2–10.

DOI: 10.1080/1360080X.2012.727703

Abstract:

Advocating a customer focus, the Total Quality Management model of leadership has led to success in raising performance levels throughout various manufacturing and service industries. Many education stakeholders, however, are resistant to the notion that postsecondary students benefit from being treated like customers. While many critics oppose the traditional business philosophy that 'the customer is always right' and maintain that pandering to students' short-term demands is damaging to the learning process few studies explore alternative notions of what it means to ensure student satisfaction. This paper promotes a conceptual interpretation that is not governed by the philosophy that 'the customer is always right'. [ABSTRACT FROM PUBLISHER]

Massaro, Vin; Rodan, Paul (2013):

Vale David Muffet (1938–2013).

[Obituary]. *In: Journal of HE Policy & Management 35 (5), S. 456–457.*

DOI: 10.1080/1360080X.2013.825394

Matos, Frederico (2013):

PhD and the manager's dream: professionalising the students, the degree and the supervisors?

In: Journal of HE Policy & Management 35 (6), S. 626–638.

DOI: 10.1080/1360080X.2013.844667

Abstract:

This article has two main aims: to analyse relevant literature on the doctoral degree, and to assess whether recent funding changes in the UK have changed the nature of the PhD in the social sciences in a research-intensive and prestigious UK university. Data were collected at BlueSkies University where interviews with social sciences PhD supervisors were conducted. The article posits that doctoral programmes have changed in nature and objectives. The doctorate has become a managed exercise which has affected its aims and scope. Findings are likely to apply to other research-intensive universities in the country due to the overwhelming changes that have been applied to doctoral programmes across the board. [ABSTRACT FROM PUBLISHER]

McDonald, Gael (2013):

Does size matter? The impact of student-staff ratios.

In: Journal of HE Policy & Management 35 (6), S. 652–667.

DOI: 10.1080/1360080X.2013.844668

Abstract:

Student-staff ratios (SSRs) in higher education have a significant impact on teaching and learning and critical financial implications for organisations. While SSRs are often used as a currency for quality both externally for political reasons and internally within universities for resource allocations, there is a considerable amount of ambiguity over the actual impact of SSRs and whether a low SSR is reflective of better education outcomes. To provide insight into the importance of SSRs, this article reviews the existing literature looking at both an Australian and international context. It explores the impact of SSRs from three perspectives: (1) learning outcomes; (2) staff workloads and wellbeing; and (3) organisation reputation and funding. This article concludes by proposing a range of recommendations to improve SSRs in the tertiary education sector. [ABSTRACT FROM PUBLISHER]

Mok, Ka Ho; Hallinger, Philip (2013):

The quest for world class status and university responses in Asia's World Cities: an introduction by the Guest Editors.

In: Journal of HE Policy & Management 35 (3), S. 230–237.

DOI: 10.1080/1360080X.2013.786856

Abstract:

This introduction sets out the context and major issues for this special issue with a focus on critical reflections upon how academics and administrators are increasingly affected by the changing social, economic and political environments. With particular reference to global cities or world cities, this article examines how major Asian societies have responded to the growing challenges of globalisation to enhance their higher education systems. More specifically, this introduction critically reflects upon how globalisation has fostered student mobility and raised expectations for university performance in this regional context. [ABSTRACT FROM AUTHOR]

Mok, Ka Ho; Yu, Kar Ming; Ku, Yeun-wen (2013):

After massification: the quest for entrepreneurial universities and technological advancement in Taiwan.

In: Journal of HE Policy & Management 35 (3), S. 264–279.

DOI: 10.1080/1360080X.2013.786857

Abstract:

In order to enhance its national competitiveness in the global market place, the Taiwan government has followed the US model by expanding the higher education sector. One strategy is to expand new private universities to meet the pressing demand for higher education among secondary school graduates. In the last two decades, more than 160 universities (both national and private) have been established in Taiwan, resulting in a rate of enrolment increase of nearly 100 per cent. Although this strategy has increased the supply of higher education, people in Taiwan have begun to question both the quality of graduates and the 'over supply' of graduates entering the labour market. This article examines how universities in Taiwan have attempted to enhance their global and regional competitiveness through advancing research, development and innovation against the context of massification of higher education. The article also reflects upon the policy implications after higher education has massively expanded in Taiwan in the last few decades. [ABSTRACT FROM AUTHOR]

Moodie, Gavin (2013):

University leadership: approaches, formation and challenges in Europe, , by Michael O'Mullane, Houndsmills, Palgrave Macmillan, 2011, 213 pp., \$163 (Hbk), ISBN 978-0-230-3140-30.

[Review]. In: Journal of HE Policy & Management 35 (5), S. 570–571.

DOI: 10.1080/1360080X.2013.825402

Moxham, Lorna; Dwyer, Trudy; Reid-Searl, Kerry (2013):

Articulating expectations for PhD candidature upon commencement: ensuring supervisor/student 'best fit'.

In: Journal of HE Policy & Management 35 (4), S. 345–354.

DOI: 10.1080/1360080X.2013.812030

Abstract:

The journey towards completion of a PhD is a bumpy one for many. One of the major factors that influence successful and on-time thesis completion is the relationship that the PhD candidate has with her or his supervisor. This paper presents results from research undertaken using a 12-item survey to collect data from a

purposive sample: PhD candidates and their supervisors, regarding expectations related to the programme of doctoral study. Results indicate that candidates and supervisors both agree that the relationship is a vital component of the journey, and both have equally high expectations that the relationship needs to be warm and supportive. The doctoral journey is a shared one. To make the journey as positive as possible, supervisors and candidates need to articulate their expectations clearly, which can be achieved via the use of a simple set of statements that both complete as used in this research or by dialogue. However it is done, it needs to occur early in the candidature so that both parties know what the other expects. [ABSTRACT FROM PUBLISHER]

Mubarak, A.R; Blanksby, P. (2013):

A study on problem and pathological gambling among university students in South Australia.

In: Journal of HE Policy & Management 35 (5), S. 471–482.

DOI: 10.1080/1360080X.2013.775927

Abstract:

This cross-sectional study aimed to explore the correlates of problem and pathological gambling among university students in South Australia. Convenience sampling method was used to select participants (n = 163; 55.2 per cent women, 44.8 per cent men; age range 17–57 years) from two faculties in a South Australian university. A questionnaire was designed to collect information related to participants' background characteristics and other gambling-related details. The South Oaks Gambling Screen (SOGS) was used to obtain data pertaining to gambling behaviour. Data were analysed using Chi-Square and Mann-Whitney U Tests and Exploratory Principal Component analysis. There was an estimated prevalence rate of 8.6 per cent for problem gamblers and 3.1 per cent for probable pathological gamblers among university students, leading to the argument that the overall prevalence rate of gambling within the university community could be high in comparison to a prevalence rate of 2 per cent among the general South Australian adult population. Participation rates in gambling activities observed in the study were considerably higher than in similar studies conducted outside Australia. The authors concluded that there is an urgent need for large-scale studies on gambling among university students in Australia. [ABSTRACT FROM AUTHOR]

Murphy, Mark; Curtis, Will (2013):

The micro-politics of micro-leadership: exploring the role of programme leader in English universities.

In: Journal of HE Policy & Management 35 (1), S. 34–44.

DOI: 10.1080/1360080X.2012.727707

Abstract:

This study is based on interviews with 25 programme leaders at two universities in England. Programme leadership is ubiquitous and essential to effective university operations, yet there is surprisingly little research on the role. It is an ambiguous and complex form of leadership, existing as it does in the space between standard academic and manager profiles. Existing literature on other leadership roles highlights such ambiguity as a major source of stress and cause of inefficiency. Drawing from the perspectives of current programme leaders, four main areas of difficulty are identified: role confusion, the management of others, the status and demands of leadership, and bureaucratic burdens. The paper suggests that the role of programme leader should be taken more seriously at both a research and institutional level, and that sufficient support should be implemented in relation to the four challenges mentioned above. Any real engagement with leadership at programme level, however, should also take into account the micro-politics of institutional management, a politics that combines issues of values, status and identity with more prosaic concerns over role definition, workload and student support. [ABSTRACT FROM PUBLISHER].

Nel, Celeste; Kistner, Loumarie; van der Merwe, Elanza (2013):

Using enrolment trends to facilitate access.

In: Journal of HE Policy & Management 35 (1), S. 85–94.

DOI: 10.1080/1360080X.2013.748480

Abstract:

Stellenbosch University has a unique history in the South African higher education context and has made significant strides in attracting more students of colour. Taking in to account the University's strategic commitment to the expansion of its diversity profile among newcomer first-year students from 24 per cent in 2010 to 33 per cent by 2015, it became essential to examine enrolment trends. A quantitative analysis of enrolment trends over the past six intake years was therefore undertaken, with specific reference to population group, language, academic performance at school, geographical area and accommodation, socio-economic status and the use of information sources. From the findings it was evident that enrolment trends should inform a transformation strategy. In this article important recommendations are made for a strategy to widen participation and improve the enrolment rates of students of colour. [ABSTRACT FROM PUBLISHER]

Nelson, Adam R. (2013):

Regionalisation and internationalisation in higher education and development: a historical perspective, c. 1950–1970.

In: Journal of HE Policy & Management 35 (3), S. 238–248.

DOI: 10.1080/1360080X.2013.786858

Abstract:

This article looks historically at the 'regionalisation' of higher education in the United States and East Asia. First, it recounts the proliferation of regional networks in American higher education in the 1950s and 1960s, with a focus on the international dimensions of these networks. Then, it revisits a major conference on 'University Cooperation and Asian Development', hosted by the University of Hong Kong in 1966. Noting that domestic university collaborations often paved the way for subsequent international networks, the article situates both American and Asian networks in their broader geopolitical context to show the relationship between higher education, regional development and the pursuit of soft power. [ABSTRACT FROM AUTHOR]

Nerlich, Steve (2013):

Australians as international students – where they go, what they do and why they do it.

In: Journal of HE Policy & Management 35 (4), S. 386–395.

DOI: 10.1080/1360080X.2013.812056

Abstract:

Current published information on the Australian student mobility offshore is reviewed as part of a long-term project aiming to determine the current propensity of Australian higher education students to study overseas and the return on investment that they can expect to achieve. It was found that limited data are available on the current extent of Australian student mobility offshore and that rationales to encourage offshore study tend to focus on broader aspects of personal development, rather than on the curriculum-specific learning outcomes. In an attempt to identify stronger incentives for investment in offshore mobility, this review considers mobility in the fields of science, technology, engineering and mathematics, the so-called science, technology, engineering and mathematics (STEM) fields. Since a graduate career in science and innovation frequently involves international collaboration, the return on investment in an international study experience should be readily measurable from the curriculum-specific learning outcomes and subsequent graduate employment outcomes of internationally mobile STEM students. [ABSTRACT FROM PUBLISHER]

Ng, Pak Tee (2013):

The global war for talent: responses and challenges in the Singapore higher education system.

In: Journal of HE Policy & Management 35 (3), S. 280–292.

DOI: 10.1080/1360080X.2013.786859

Abstract:

This article considers the Singapore government's aims to develop its higher education system into a Global Schoolhouse to tap into a lucrative global market in higher education. To do so, the higher education system in Singapore needs to compete globally for talent. This article examines the responses and challenges of the Singapore higher education system against the backdrop of the global talent war. It first describes the higher education system in Singapore and analyses the system's response to the talent war. Then, it examines the issues and challenges in attracting world class universities and top academics and in attracting talented foreign university students. In particular, although Singapore has been successful in some regards, the challenges are the growth of this education hub in a government-controlled approach, cultural differences between locals and foreign talents and local sentiments to foreign talent. [ABSTRACT FROM AUTHOR]

Nigsch, Stefano; Schenker-Wicki, Andrea (2013):

Shaping performance: do international accreditations and quality management really help?

In: Journal of HE Policy & Management 35 (6), S. 668–681.

DOI: 10.1080/1360080X.2013.844669

Abstract:

In recent years, international accreditations have become an important form of quality management for business schools all over the world. However, given their high costs and the risk of increasing bureaucratisation and control, accreditations remain highly disputed in academia. This paper uses quantitative data to assess whether accreditations can help a business school to foster its research performance and consequently its reputation. On the basis of an international survey, we analyse how being accredited by the Association to Advance Collegiate Schools of Business (AACSB) or the European Quality Improvement System (EQUIS) affects the institutions' position in the Top 1000 Business School Ranking of the Social Science Research Network. We find that international accreditations are positively related to research performance, while other approaches to quality management do not exhibit any significant relationship to ranking positions. These results point to the importance of specific standards required by AACSB and EQUIS accreditations such as having a coherent strategy and employing highly qualified personnel. [ABSTRACT FROM PUBLISHER]

Palmer, Stuart (2013):

Characterisation of the use of Twitter by Australian Universities.

In: Journal of HE Policy & Management 35 (4), S. 333–344.

DOI: 10.1080/1360080X.2013.812029

Abstract:

Universities are now observed using social media communications channels for a variety of purposes, including marketing, student recruitment, student support and alumni communication. This paper presents an investigation into the use of the Twitter social media platform by universities in Australia, using publicly available Twitter data over a 2-year period. A social media network visualisation method is developed to make visible the interactions between a university and its stakeholders in the Twitter environment. This analysis method provides insights into the differing ways in which Australian universities are active on Twitter, and how universities might more effectively use the platform to achieve their individual objectives for institutional social media communications. [ABSTRACT FROM PUBLISHER]

Pan, Su-Yan (2013):

China's approach to the international market for higher education students: strategies and implications.

In: Journal of HE Policy & Management 35 (3), S. 249–263.

DOI: 10.1080/1360080X.2013.786860

Abstract:

The rise of the People's Republic of China (PRC) as a new destination for international students has been widely reported in both the domestic and international mass media, but academic research into this phenomenon and its theoretical implications are lacking. The purposes of this article are threefold. First, by examining the dynamics underpinning the PRC's efforts to shape the inflow of international students, it reveals the major strategies that have enabled China to become a key competitor for international students. Second, it argues that China has emerged as a destination of choice for international students, not as the result of neo-liberal ideology or the pursuit of economic gains, but because of state-directed efforts to improve its international political and academic relations. Third, drawing upon China's experience, this article improves our understanding of the role of the state in shaping international relations, higher education and international academic mobility, as both a rule-taker and a rule-maker in the context of globalisation. [ABSTRACT FROM AUTHOR]

Pitcher, Graham Simons (2013):

Managing the tensions between maintaining academic standards and the commercial imperative in a UK private sector higher education institution.

In: Journal of HE Policy & Management 35 (4), S. 421–431.

DOI: 10.1080/1360080X.2013.812175

Abstract:

In a changing landscape of higher education, universities have been moving towards a market-led approach to strategic management. This paper examines the case of a UK private sector education provider that gained degree-awarding powers following changes made in 2004 by the UK Government to the accreditation criteria for recognised degree-awarding bodies. The management team, driven by the need to be seen as a legitimate organisation within the sector, made changes to the academic infrastructure to align more closely with those of the existing players in the market. This isomorphic pressure to become similar for reasons of legitimacy created tensions between maintaining academic standards and business objectives. The management of these tensions resulted in a reconciliation of the dual objectives – not a rationalisation or satisficing, but a realisation in action that the academic and business aims were in fact compatible rather than competing. [ABSTRACT FROM PUBLISHER]

Pyke, Joanne (2013):

Women, choice and promotion or why women are still a minority in the professoriate.

In: Journal of HE Policy & Management 35 (4), S. 444–454.

DOI: 10.1080/1360080X.2013.812179

Abstract:

Women remain a minority in the Australian professoriate despite decades of equal opportunity policy. This article discusses the findings of an intensive case study that investigates why women's representation declines at the most senior academic levels. Through in-depth interviews with 24 women, the study explores the extent to which women's choices and aspirations are shaped by academic employment conditions that are ambiguous in their effects on women's capacity to reach senior academic roles. Responses suggest that women are slowed down, in ways that men often are not, by multiple conditions. The findings draw attention to the need for equity policies that support women to reach the professoriate before retirement becomes the preferred option. [ABSTRACT FROM PUBLISHER]

Schofield, Cathy; Cotton, Debby; Gresty, Karen; Kneale, Pauline; Winter, Jennie (2013):

Higher education provision in a crowded marketplace.

In: Journal of HE Policy & Management 35 (2), S. 193–205.

DOI: 10.1080/1360080X.2013.775928

Abstract:

Current changes to policy around higher education in the United Kingdom are leading to an increasingly marketised system. As funding is transferred from the United Kingdom government to the individual student, universities will be required to pay more attention to marketing. This paper draws on the literature relating to marketing of services to assess the extent to which higher education marketing addresses issues of covenant, quiddity and representation. Using a mixed sample of universities and associated further education colleges who provide higher education opportunities, this research investigates the marketing strategies of different types of higher education institution. Differences identified include the extent to which reputation, educational experience, research and student life are used in marketing. We conclude that newer universities and further education colleges appear to be more greatly influenced by contemporary government policy agenda than are the older more traditional institutions, which continue to trade largely on their established strong reputations. [ABSTRACT FROM AUTHOR]

Selmer, Jan; Jonasson, Charlotte; Luring, Jakob (2013):

Group conflict and faculty engagement: is there a moderating effect of group trust?

In: Journal of HE Policy & Management 35 (1), S. 95–109.

DOI: 10.1080/1360080X.2013.748477

Abstract:

In educational settings, substantial scholarly interest has focused on student engagement as an antecedent for educational development and positive school outcomes. Very limited research, however, has focused on the engagement of academic staff members. This may be a crucial oversight because engagement has been argued to lead to more satisfied, more productive and healthier staff. In this study, based on a sample consisting of 489 members of multicultural university departments, we set out to investigate the relationship between trust, conflict and academic staff engagement. More specifically we assessed the effect of group trust, group relational conflict and group task conflict on indicators of behavioural, cognitive and emotional engagement. Our findings show a strong positive association between group trust and all academic staff engagement variables as well as a strong negative association between group relational conflict and all staff engagement variables. Task conflict was negatively associated with indicators of staff cognitive engagement. However, surprisingly, group trust did not have any moderating effect. Implications for educational organisation managers and policy makers are discussed in detail. [ABSTRACT FROM PUBLISHER].

Smith, Kylie M.; Crookes, Ellie; Crookes, Patrick A. (2013):

Measuring research 'impact' for academic promotion: issues from the literature.

In: Journal of HE Policy & Management 35 (4), S. 410–420.

DOI: 10.1080/1360080X.2013.812173

Abstract:

Around the world, governments and the higher education sector are being asked to become more accountable for the money they spend on research funding. Research quality measurement exercises, such as the Excellence in Research for Australia initiative, use a number of agreed indicators to measure, analyse and report on various institution and discipline-based research outputs. This emphasis on the outputs of research as opposed to its longer term outcomes is having an effect on internal university policy and processes which can often operate negatively on individual staff career development and promotion. This article reports on a project aimed at more clearly articulating and defining the idea of research impact for academics by preparing a promotion application. Phase one of the project was an extensive international literature review and this article sets out the findings from this review, considers the difficulties for articulating and evidences impact at

the individual level and makes some suggestions for how academic staff and units might begin to deal with the idea of research impact. [ABSTRACT FROM PUBLISHER]

Soh, Kaycheng (2013):

Misleading university rankings: cause and cure for discrepancies between nominal and attained weights.

In: Journal of HE Policy & Management 35 (2), S. 206–214.

DOI: 10.1080/1360080X.2013.775929

Abstract:

Recent research into university ranking methodologies uncovered several methodological problems among the systems currently in vogue. One of these is the discrepancy between the nominal and attained weights. The problem is the summation of unstandardized indicators for the total scores used in ranking. It is demonstrated that weight discrepancy can misinform and hence mislead. The problem can be prevented statistically had the indicator scores been standardised prior to weighting and summation. [ABSTRACT FROM AUTHOR]

Soh, Kaycheng (2013):

Rectifying an honest error in world university rankings: a solution to the problem of indicator weight discrepancies.

In: Journal of HE Policy & Management 35 (6), S. 574–585.

DOI: 10.1080/1360080X.2013.844670

Abstract:

Discrepancies between the nominal and attained indicator weights misinform rank consumers as to the relative importance of the indicators. This may lead to unwarranted institutional judgements and misdirected actions, causing resources being wasted unnecessarily. As a follow-up to two earlier studies, data from the Academic Ranking of World Universities (ARWU), Quacquarelli Symonds World University Ranking (QSWUR) and Times Higher Education World University Rankings (THEWUR) for the top 100 universities were re-analysed. Discrepancies have again been found in the three ranking results, and the problem was rectified by applying score standardisation via T-scaling. The universities were then ranked on the new T-score, which accurately reflect the systems' indicator weights. Implications for future use of ranking results and refinement of the ranking procedure are discussed. [ABSTRACT FROM PUBLISHER]

Tayar, Mark; Jack, Robert (2013):

Prestige-oriented market entry strategy: the case of Australian universities.

In: Journal of HE Policy & Management 35 (2), S. 153–166.

DOI: 10.1080/1360080X.2013.775924

Abstract:

Through an exploratory case study of four Australian universities this article finds that foreign market entry strategies are shaped by prestige-seeking motivations and a culture of risk aversion. From the market selection, entry mode and higher education literature, a conceptual model, embedded with four propositions, is presented. The model sees market selection and entry mode as inter-dependent decisions which are influenced by manager and university motives, risk aversion and host government constraints in a gradual process of internationalisation. Among our key findings are that prestige is the key driver for university internationalisation and, due to a high degree of risk aversion, universities prefer zero-equity modes unless risk can be minimised or accommodated through suitable hedging strategies. [ABSTRACT FROM AUTHOR].

Thanosawan, Prapassara; Laws, Kevin (2013):

Global citizenship: differing perceptions within two Thai higher education institutions.

In: Journal of HE Policy & Management 35 (3), S. 293–304.

DOI: 10.1080/1360080X.2013.786861

Abstract:

Today, an individual can simultaneously be a member of several communities, local, national, regional and international. In major universities around the world, the concept of global citizenship has been articulated as a desirable attribute to be developed by graduates during their years of study. This article reports how a university in Thailand and its affiliated international college interpreted and implemented the discourse on global citizenship into their undergraduate programmes. A case study research design was utilised to investigate the multiple levels of understanding of global citizenship. Perspectives on global citizenship were derived from the interviews with senior administrators and lecturers and focus group discussions with students. Analysis indicated that Thai university students had different perceptions of global citizenship when compared to the international students. Interviews with senior university administrators indicate that being a good Thai citizen was considered a prerequisite to being a global citizen. [ABSTRACT FROM AUTHOR]

Tight, Malcolm (2013):

Institutional churn: institutional change in United Kingdom higher education.

In: Journal of HE Policy & Management 35 (1), S. 11–20.

DOI: 10.1080/1360080X.2012.727700

Abstract:

This article considers how higher education institutions change over time, using the United Kingdom system as an exemplar, and focusing on the 15-year period between 1994/95 and 2009/10. While there are many aspects of institutional change worthy of study, the focus here is on how institutions appear to others. Thus, the article examines the institutional mergers that took place, institutional name changes, changes in institutional size (as measured by student enrolment) and a range of other forms of institutional change (migration, change of sector, change in funding status, closure, establishment, de-federalisation). While, alongside widespread change, a degree of continuity, at least in some institutions, also needs to be recognised, the picture presented is one of a continual 'institutional churn', through which institutions regularly re-invent themselves in an attempt to better face their changing circumstances. [ABSTRACT FROM PUBLISHER]

Toker Gökçe, Asiye (2013):

University students' perception of discrimination on campus in Turkey.

In: Journal of HE Policy & Management 35 (1), S. 72–84.

DOI: 10.1080/1360080X.2013.748478

Abstract:

This study explores discrimination on campus in Turkey. The participants were 164 university students from the first, third, and fourth classes of two departments in a university in Turkey. The data was gathered through a questionnaire developed by the author. The results revealed that students were discriminated against because of their clothing style; their religious attitudes; their political leanings; their gender; their ethnicity; their hometown or nationality; their age; and their IQ levels on campus. Besides, it appears they were discriminated against by both lecturers and peers. This study contributes to the literature demonstrating types of discrimination, and exclusive behaviours resulting from discrimination in higher education in Turkey. The findings of this study highlight the importance of attracting the attention of lecturers to be aware of discrimination and biases in their classes, and policy makers to support non-discrimination by establishing diversity courses in higher education curriculum. [ABSTRACT FROM PUBLISHER]

Wang, Li (2013):

Going global: the changing strategy of internationalisation of education in China.

In: Journal of HE Policy & Management 35 (3), S. 305–315.

DOI: 10.1080/1360080X.2013.792315

Abstract:

This article investigates the global promotion of China's model in the area of education. An examination of China's internationalisation policy shows that there have been shifts in priorities in the last three decades. In accordance with China's wider socio-economic context, the focus of internationalisation of education was revised from awareness of internationalisation in the 1980s, improvement of the quality of education and the desire to be world class in the 1990s to the adoption of a high profile 'going global' strategy in the new millennium. This article focuses on the recent changes in internationalisation strategies to investigate the use of cultural power and promotion of the Chinese model globally. Two cases, including Confucius Institutions and educational aid to Africa, are analysed to map out the process of expanding China's international influence through education. Nevertheless, the Chinese model is a nebulous concept. This article concludes by discussing whether and how Chinese practices are different from the Western model in the process of internationalisation of education. [ABSTRACT FROM AUTHOR]

Wilkins, Stephen; Huisman, Jeroen (2013):

The components of student–university identification and their impacts on the behavioural intentions of prospective students.

In: Journal of HE Policy & Management 35 (6), S. 586–598.

DOI: 10.1080/1360080X.2013.844672

Abstract:

The purpose of this research is to discover the extent to which prospective higher education students still in secondary education might identify with international branch campuses and the extent to which organisational identification and its individual components might influence students' behavioural intentions towards these institutions. The study involved 407 students studying at nine international schools in the United Arab Emirates (UAE). By developing and testing a regression model, it was found that individuals are indeed able to identify with universities with which they have had no or minimal previous interaction or experience and that student–university identification can lead to positive behavioural intentions. The findings suggest that institutions would benefit from articulating and communicating their identities clearly, coherently and in a persuasive manner, and emphasising those aspects of the university's identity that prospective students will perceive as prestigious and similar to their own identities. [ABSTRACT FROM PUBLISHER]

Williams, Ross; Rassenfosse, Gaétan de; Jensen, Paul; Marginson, Simon (2013):

The determinants of quality national higher education systems.

In: Journal of HE Policy & Management 35 (6), S. 599–611.

DOI: 10.1080/1360080X.2013.854288

Abstract:

This paper evaluates the performance of national higher education systems in 48 countries as measured with 20 variables grouped under the four headings of Resources, Environment, Connectivity and Output. Rankings within each module are then combined into an overall ranking that is topped by the United States followed by Sweden, Canada, Finland and Denmark. Relationships between different attributes are explored. Countries ranked highest on output tend to be ranked highly on resources. Research output is correlated with government funding, especially expenditure on research and development (R&D). The impact of the policy and regulatory environment is also examined. The weakest national systems are those with low government funding but high government control. [ABSTRACT FROM PUBLISHER]

Yorke, Mantz; Vaughan, David (2013):

The expectations and experiences of first-year students in Art & Design.

In: Journal of HE Policy & Management 35 (2), S. 215–228.

DOI: 10.1080/1360080X.2013.775930

Abstract:

This article reports on a survey of the expectations and experiences of first-year students who were enrolled in 2010 on programmes in Art & Design in the United Kingdom. The survey covered 20 institutions and received 778 usable responses. The results indicate considerable variation in both expectations and experiences, and provide a basis for assisting institutions in the UK to enhance their curricular provision at a time when they are faced with radical changes to their funding and to that of their potential students. The approach adopted in this study has a potential value that extends well beyond the boundaries of Art & Design in the United Kingdom. [ABSTRACT FROM AUTHOR]

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<http://muse.jhu.edu/journals/jhe/>

<http://www.jstor.org/action/showPublication?journalCode=jhighereducation&>

[licence required | restricted access via UB Kassel]

Baker, Vicki L.; Pifer, Meghan J.; Flemion, Blair (2013):

Process Challenges and Learning-Based Interactions in Stage 2 of Doctoral Education: Implications from Two Applied Social Science Fields.

In: The Journal of Higher Education 84 (4), S. 449–476.

DOI: 10.1353/jhe.2013.0024

Abstract:

This article reports on an exploratory study that examined the transition to independence in Stage 2 of the doctoral student experience in two applied social science fields. We rely on an interdisciplinary framework that integrates developmental networks and sociocultural perspectives of learning to better understand the connection between the challenges in Stage 2 of the doctoral education process and students' learning-based behavioral responses to such challenges during this critical transition. Results indicate the presence of three types of process challenges in Stage 2: structural, interpersonal, and individual. Results also point to a range of behavioral responses to such challenges and their relative effectiveness in advancing doctoral student learning towards becoming independent scholars. We conclude with directions for future research and practice.

Barber, James P.; King, Patricia M.; Baxter Magolda, Marcia B. (2013):

Long Strides on the Journey Toward Self-Authorship: Substantial Developmental Shifts in College Students' Meaning Making.

In: The Journal of Higher Education 84 (6), S. 866–896.

DOI: 10.1353/jhe.2013.0033

Abstract:

This article reports on a study that examined the subset of qualitative cases in the Wabash National Study of Liberal Arts Education where students experienced substantial self-authorship shifts over the first three college years (N = 30 students, 90 narratives). Engagement in experiences and roles demanding more sophisticated, internal meaning making promoted substantial developmental shifts.

Bozeman, Barry; Boardman, Craig (2013):

Academic Faculty in University Research Centers: Neither Capitalism's Slaves nor Teaching Fugitives.

In: The Journal of Higher Education 84 (1), S. 88–120.

DOI: 10.1353/jhe.2013.0003

Abstract:

This study addresses university-industry interactions for both educational and industrial outcomes. The results suggest that while academic faculty who are affiliated with centers are more involved with industry than non-affiliated faculty, affiliates are also more involved with and supportive of students at the undergraduate, graduate, and doctoral levels.

Finkelstein, Marty (2013):

The Still Divided Academy: How Competing Visions of Power, Politics, and Diversity Complicate the Mission of Higher Education, by Stanley Rothman, April Kelly-Woessner, & Matthew Woessner, 2011, Plymouth, UK: Rowman & Littlefield, 296 pp., \$39.95, ISBN 978-1442208063

[Review]. In: *The Journal of Higher Education* 84 (1), S. 149–151.

DOI: 10.1353/jhe.2013.0000

Gilbert, Claire Krendl; Heller, Donald E. (2013):

Access, Equity, and Community Colleges: The Truman Commission and Federal Higher Education Policy from 1947 to 2011.

In: *The Journal of Higher Education* 84 (3), S. 417–443.

DOI: 10.1353/jhe.2013.0019

Abstract:

The 1947 President's Commission on Higher Education offers insight into higher education policy in the United States. This article reviews and assesses the adoption of its policy recommendations in two key areas: 1) improving college access and equity and 2) expanding the role of community colleges.

González, Cristina (2013):

Leadership for World-Class Universities: Challenges for Developing Countries, by Phillip G. Altbach (Ed.). 2011, New York & London: Routledge, 272 pp., \$155.00 (Hbk.), ISBN 978-0-415-80028-0, \$44.95 (Pbk.), ISBN 978-0-415-80029-7

[Review]. In: *The Journal of Higher Education* 84 (1), S. 144–146.

DOI: 10.1353/jhe.2013.0005

Hearn, James C.; McLendon, Michael K.; Lacy, T. Austin (2013):

State-Funded "Eminent Scholars" Programs: University Faculty Recruitment as an Emerging Policy Instrument.

In: *The Journal of Higher Education* 84 (5), S. 601–639.

DOI: 10.1353/jhe.2013.0028

Abstract:

Over the past two decades, state governments have increasingly invested in programs to recruit accomplished scientists from elsewhere to university positions. This event history analysis suggests that an intriguing mix of comparative state disadvantage and leveragable existing research resources is associated with the likelihood of states adopting such programs.

Hernandez, Ebelia (2013):

Mexican American Women's Activism at Indiana University in the 1990s.

In: *The Journal of Higher Education* 84 (3), S. 397–416.

DOI: 10.1353/jhe.2013.0018

Abstract:

This article offers a historical analysis of documents and narratives from Mexican American women that reflect the tumultuous 1990s at Indiana University. Their recollections reveal how they became activists, the racist

incidents that compelled them into activism, and the racial tensions and backlash towards identity politics felt by students of color across the country at that time.

Hillman, Nicholas W. (2013):

Economic Diversity in Elite Higher Education: Do No-Loan Programs Impact Pell Enrollments?

In: The Journal of Higher Education 84 (6), S. 806–833.

DOI: 10.1353/jhe.2013.0038

Abstract:

Several wealthy colleges and universities have recently begun removing all loans from low-income students' financial aid packages. This article reports on a study that found that the introduction of "no-loan" policies has positively impacted low-income enrollments, suggesting that this aid strategy may be an effective, though limited, way of increasing economic diversity on campus.

Johnstone, D. Bruce (2013):

Financing American Higher Education in the Era of Globalization by William Zumeta et al., 2012, Cambridge: Harvard Education Press, 272 pp., \$49.95 (Hbk.), ISBN 978-1-61250-126-0, \$29.95 (Pbk.), ISBN 978-1-61250-125-3

[Review]. *In: The Journal of Higher Education 84 (3), S. 446–448.*

DOI: 10.1353/jhe.2013.0021

Jones, Susan Robb; LePeau, Lucy A.; Robbins, Claire K. (2013):

Exploring the Possibilities and Limitations of Service-Learning: A Critical Analysis of College Student Narratives About HIV/AIDS.

In: The Journal of Higher Education 84 (2), S. 213–238.

DOI: 10.1353/jhe.2013.001

Abstract:

This article reports the results of a study that explored the possibilities and limitations of service-learning by deconstructing the narratives about HIV/AIDS that emerged from five college students who participated in an alternative spring break program. Employing a critical (Rhoads, 1997) and anti-foundational (Butin, 2010) approach to inquiry, results suggest that perspective transformation and analysis of root causes will not occur automatically for most students.

Kezar, Adrianna (2013):

Departmental Cultures and Non-Tenure-Track Faculty: Willingness, Capacity, and Opportunity to Perform at Four-Year Institutions.

In: The Journal of Higher Education 84 (2), S. 153–188.

DOI: 10.1353/jhe.2013.0011

Abstract:

This article reports on a case study of 25 departments comparing those that have put policies and practices in place to support non-tenure-track faculty to those that have not to determine whether this impacts faculty willingness, capacity, and opportunity to perform. Four departmental cultures emerged related to differential outcomes.

Kezar, Adrianna; Sam, Cecile (2013):

Institutionalizing Equitable Policies and Practices for Contingent Faculty.

In: The Journal of Higher Education 84 (1), S. 56–87.

DOI: 10.1353/jhe.2013.0002

Abstract:

This study is a qualitative inquiry into the institutionalization of equitable policies for non-tenure-track faculty. Through the theoretical framework of institutionalization, we examine factors and strategies forwarding various policies and practices and the challenges that arise. The results highlight themes throughout the stages of mobilization, implementation, and institutionalization.

Lamal, Peter (2013):

The Fall of the Faculty: The Rise of the All-Administrative University and Why It Matters, by Benjamin Ginsberg, 2011, New York: Oxford University Press, 264 pp., \$29.95 (Hbk.), ISBN 978-0-19-978244-4

[Review]. *In: The Journal of Higher Education 84 (1), S. 146–148.*

DOI: 10.1353/jhe.2013.0006

Loes, Chad N.; Salisbury, Mark H.; Pascarella, Ernest T. (2013):

Diversity Experiences and Attitudes Toward Literacy: Is There a Link?

In: The Journal of Higher Education 84 (6), S. 834–865.

DOI: 10.1353/jhe.2013.0039

Abstract:

This article reports on a study that explored whether diversity experiences influence students' attitudes toward literary activities during the first year of college. Interactional diversity and attending a diversity workshop had a positive net influence on the outcome measure. Exposure to curricular diversity, however, had only a chance effect on the dependent variable.

Lowe, Maria R.; Byron, Reginald A.; Ferry, Griffin; Garcia, Melissa (2013):

Food for Thought: Frequent Interracial Dining Experiences as a Predictor of Students' Racial Climate Perceptions.

In: The Journal of Higher Education 84 (4), S. 569–600.

DOI: 10.1353/jhe.2013.0023

Abstract:

This article describes a study that explored factors which influenced undergraduate students' perceptions of the racial climate at a predominantly white liberal arts university in the South. Mixed methods results suggest that race, aspects of the institutional climate, and frequent interracial dining experiences in the campus cafeteria differentially affected students' campus racial climate perceptions.

Maher, Michelle A.; Timmerman, Briana Crotwell; Feldon, David F.; Strickland, Denise (2013):

Factors Affecting the Occurrence of Faculty-Doctoral Student Coauthorship.

In: The Journal of Higher Education 84 (1), S. 121–143.

DOI: 10.1353/jhe.2013.0004

Abstract:

Using faculty narratives, this study identifies factors affecting the occurrence of facultydoctoral student coauthorship. Norms of the discipline, resources, faculty goals for students, faculty goals for themselves, and

institutional expectations emerged as dominant factors. Each factor is explored separately and as part of an interlocking holistic picture.

Marginson, Simon (2013):

***Higher Education and the Market* ed. by Roger Brown.**

[Review]. In: *The Journal of Higher Education* 84 (2), S. 297–299.

DOI: 10.1353/jhe.2013.0012

Martin, Andrew J.; Wilson, Rachel; Liem, Gregory Arief D.; Ginns, Paul (2013):

Academic Momentum at University/College: Exploring the Roles of Prior Learning, Life Experience, and Ongoing Performance in Academic Achievement Across Time.

In: *The Journal of Higher Education* 84 (5), S. 640–674.

DOI: 10.1353/jhe.2013.0029

Abstract:

In the context of "academic momentum," a longitudinal study of university students (N = 904) showed high school achievement and ongoing university achievement predicted subsequent achievement through university. However, the impact of high school achievement diminished, while additive effects of ongoing university achievement continued. Deferred entry to university also predicted achievement through university.

Mena, Irene B.; Diefes-Dux, Heidi A.; Capobianco, Brenda M. (2013):

Socialization Experiences Resulting from Doctoral Engineering Teaching Assistantships.

In: *The Journal of Higher Education* 84 (2), S. 189–212.

DOI: 10.1353/jhe.2013.0013

Abstract:

The purpose of this study was to explore and characterize the types of socialization experiences that result from engineering teaching assistantships. Using situated learning and communities of practice as the theoretical framework, this study highlights the experiences of 28 engineering doctoral students who worked as engineering teaching assistants.

Museus, Samuel D. (2013):

Unpacking the Complex and Multifaceted Nature of Parental Influences on Southeast Asian American College Students' Educational Trajectories.

In: *The Journal of Higher Education* 84 (5), S. 708–738.

DOI: 10.1353/jhe.2013.0031

Abstract:

This article reports on a study that examined the ways in which parents influence the educational trajectories of Southeast Asian American (SEAA) undergraduates at four-year institutions. Individual, face-to-face interviews with 34 SEAA were conducted and analyzed. Findings illustrate the complex and multifaceted ways that parental influences shape SEAA educational trajectories.

Ness, Erik C.; Tandberg, David A. (2013):

The Determinants of State Spending on Higher Education: How Capital Project Funding Differs from General Fund Appropriations.

In: The Journal of Higher Education 84 (3), S. 329–362.

DOI: 10.1353/jhe.2013.0016

Abstract:

Our fixed-effects panel data analysis of state spending on higher education fills a near void of studies examining capital expenditures on higher education. In our study, we found that political characteristics (e.g., interest group activity, organizational structure, and formal powers) largely account for differences between general fund and capital appropriations for higher education.

Neumann, Anna (2013):

Back to School: Why Everyone Deserves a Second Chance at Education, An Argument for Democratizing Knowledge in America by Mike Rose 2012, New York: The New Press, 224 pp., \$21.95 (Hbk.), ISBN 978-1-59558-786-2

[Review]. *In: The Journal of Higher Education 84 (6), S. 899–901.*

DOI: 10.1353/jhe.2013.0035

Abstract:

I recall as an eighth grader getting my eyes checked for the first time and being told I was near-sighted. I resisted my first pair of glasses. I could see fine, I insisted, and if I could not, well, I would move closer to whatever I was trying to see—no big deal. It was not until I tried on those glasses that I saw how uniquely green each leaf was on the tree above me. A sparkle of sunlight on one could darken its neighbor. I saw that clouds, in puffs or streaks of white, were shaded in gray. And I saw inasmuch as I heard people speak; I thought I understood them more deeply. The world took on dimensionality. I saw more, and thought more deeply, about the world I was getting to know. [...]

Niu, Sunny; Tienda, Marta (2013):

Delayed Enrollment and College Plans: Is There a Postponement Penalty?

In: The Journal of Higher Education 84 (1), S. 1–26.

DOI: 10.1353/jhe.2013.0007

Abstract:

Using a representative longitudinal survey of Texas high school seniors who graduated in 2002, we investigate how college postponement is associated with four-year college expectations and attendance—focusing both on the length of delay and the pathway to the postsecondary system. Like prior studies, we show that family background and student academic achievement explains the negative association between delay and college expectations and that these factors, along with two-year college entry pathway, largely accounted for the negative association between postponement and enrollment at a four-year institution in 2006. Although delays of one year or longer are associated with significantly lower odds of attending a baccalaureate-granting institution four years after high school, the longest delays do not incur the most severe enrollment penalties.

Olivas, Michael A. (2013):

Failing Law Schools by Brian Z. Tamanaha. 2012, Chicago: University of Chicago Press, 216 pp., \$25.00, ISBN 978-0-226-92361-1

[Review]. In: *The Journal of Higher Education* 84 (5), S. 739–742.

DOI: 10.1353/jhe.2013.0032

Abstract:

Most professors are blissfully unaware of recent structural developments that literally threaten the college enterprise. Such cannot be said of Professor Brian Z. Tamanaha, whose apocalyptic book *Failing Law Schools* is a shrill call to arms, a substantial work of powerful charges and dire solutions, well-written and arriving at a crucial time in legal education in the U.S. and worldwide. Although I believe he holds powerful diagnostic skills and has a storyteller's narrative, I also believe his solutions are substantially wide of the mark and would violate the code that remedial actions should, at the least, do no harm. If he were simply overstating issues or being a provocateur for the sheer sake of being one, I would simply let him stew in his own juices. But his devastating critique has a number of accurate observations, ones I share, so laying out his arguments and his critical architecture is necessary to see how the analytic second step—his remedies—can be so wrong. [...]

Park, Toby J.; Braxton, John M. (2013):

Delineating Scholarly Types of College and University Faculty Members.

In: *The Journal of Higher Education* 84 (3), S. 301–328.

DOI: 10.1353/jhe.2013.0015

Abstract:

This study was conducted using cluster analysis as well as discriminant analysis to empirically identify types of faculty based on their patterns of performance of scholarship reflective of one or more of Boyer's four domains of scholarship.

Pusser, Brian; Marginson, Simon (2013):

University Rankings in Critical Perspective.

In: *The Journal of Higher Education* 84 (4), S. 544–568.

DOI: 10.1353/jhe.2013.0022

Abstract:

This article addresses global postsecondary ranking systems by using critical-theoretical perspectives on power. This research suggests rankings are at once a useful lens for studying power in higher education and an important instrument for the exercise of power in service of dominant norms in global higher education.

Relles, Stefani R.; Tierney, William G. (2013):

Understanding the Writing Habits of Tomorrow's Students: Technology and College Readiness.

In: *The Journal of Higher Education* 84 (4), S. 477–505.

DOI: 10.1353/jhe.2013.0025

Abstract:

This article reports on a study analyzing the digital skills of 91 low-income students enrolled in writing remediation. Findings suggest that technological demands widen the equity dimensions of the college preparation gap by aggravating the academic challenges remedial writers already face. Suggestions to support the compound literacy needs of 21st-century students are made.

Rhoades, Gary (2013):

Unmaking the Public University: The Forty-Year Assault on the Middle Class by Christopher Newfield, 2011, Cambridge, MA.: Harvard University Press, 408 pp., \$21.95 (Pbk.), ISBN: 978-0-674-06036-4

[Review]. In: *The Journal of Higher Education* 84 (3), S. 444–446.

DOI: 10.1353/jhe.2013.0020

Ropers-Huilman, Rebecca; Winters, Kelly T.; Enke, Kathryn A. E. (2013):

Discourses of Whiteness: White Students at Catholic Women's Colleges
(Dis)engaging Race.

In: *The Journal of Higher Education* 84 (1), S. 28–55.

DOI: 10.1353/jhe.2013.0001

Abstract:

To better understand how White college women understand and are influenced by whiteness, we discursively analyzed data from interviews and focus groups with 25 White seniors at two Catholic women's colleges. Findings suggest that participants understood whiteness through discourses of insignificance, nominal difference, responsibility, and transformation and that these understandings affected students' college experiences and envisioned futures.

Sallee, Margaret W. (2013):

Gender Norms and Institutional Culture: The Family-Friendly Versus the Father-Friendly University.

In: *The Journal of Higher Education* 84 (3), S. 363–396.

DOI: 10.1353/jhe.2013.0017

Abstract:

This article investigates the role that gender norms and expectations about parenting play in establishing the family-friendly versus the father-friendly university. Using interviews with 51 male faculty at three research universities, the article considers how faculty and administrators' actions perpetuate cultures that promote or hinder men's involvement in the home.

Stage, Frances K.; Schulz, Phyllis H. (2013):

STEM the Tide: Reforming Science, Technology, Engineering, and Math Education in America by David E. Drew. 2011, Baltimore: Johns Hopkins University Press, 264 pp., \$35.00 (Hbk.), ISBN 978-1-421-40094-5

[Review]. In: *The Journal of Higher Education* 84 (6), S. 897–899.

DOI: 10.1353/jhe.2013.0034

Abstract:

Once again, David Drew, with *STEM the Tide: Reforming Science, Technology, Engineering, and Math Education in America*, takes on traditional notions about education particularly in the science, technology, engineering, and mathematics (STEM) fields. His previous book, *Aptitude Revisited: Rethinking Math and Science Education for America's Next Century* (1996), tackled the supply problem of mathematicians and scientists in the United States. Therein, he laid out the problems of rampant mathematic and scientific illiteracy in the U.S. and repercussions for technological and economic competitiveness worldwide. The earlier book focused on solutions related to raising expectations and developing students' self-concept and self-esteem. Drew closed the book by making the case for curricular reform that emphasized talent development rather than education limited by judgments of aptitude.

Su, Xuhong (2013):

The Impacts of Postdoctoral Training on Scientists' Academic Employment.

In: The Journal of Higher Education 84 (2), S. 239–265.

DOI: 10.1353/jhe.2013.0014

Abstract:

This article examines the dynamics of postdoctoral training affecting scientists' academic employment, focusing on timing and prestige dimensions. Postdoc training proves beneficial to academic employment—more so in less prestigious departments than in top ones. Postdoc duration is subject to diminishing returns. The benefits of training vary across scientists with different demographic characteristics.

Szelényi, Katalin (2013):

The Meaning of Money in the Socialization of Science and Engineering Doctoral Students: Nurturing the Next Generation of Academic Capitalists?

In: The Journal of Higher Education 84 (2), S. 266–294.

DOI: 10.1353/jhe.2013.0008

Abstract:

Based on ethnographic interviews with 48 doctoral students and 22 faculty members in science and engineering, this study examines the ways in which doctoral students and faculty make market, symbolic, and social meaning of the presence or absence of money in doctoral student socialization and of funding from governmental and industrial sources. Findings indicate that the culture of science and engineering doctoral education often gives rise to the training of the next generation of academic capitalists, a process that is sometimes contested by students and faculty. Implications are presented for universities, departments, and funding agencies.

Tandberg, David A. (2013):

The Conditioning Role of State Higher Education Governance Structures.

In: The Journal of Higher Education 84 (4), S. 506–543.

DOI: 10.1353/jhe.2013.0026

Abstract:

This article reports on a study that examined whether the presence of a consolidated governing board for higher education conditions the impact various political factors have on state support for higher education. The existence of a consolidated governing board is shown to significantly alter the politics of the state higher education appropriations process.

Tatum, Holly E.; Schwartz, Beth M.; Schimmoeller, Peggy A.; Perry, Nicole (2013):

Classroom Participation and Student-Faculty Interactions: Does Gender Matter?

In: The Journal of Higher Education 84 (6), S. 745–768.

DOI: 10.1353/jhe.2013.0036

Abstract:

We conducted an observational study to examine the effect of student and professor gender on college classroom participation and faculty-student interactions. A main effect for professor gender emerged, with more voluntary responses in female-taught classes. As the percentage of males present increased, overall voluntary responses and professor praise decreased.

Taylor, Barrett J.; Cantwell, Brendan; Slaughter, Sheila (2013):

Quasi-Markets in U.S. Higher Education: The Humanities and Institutional Revenues.

In: The Journal of Higher Education 84 (5), S. 675–707.

DOI: 10.1353/jhe.2013.0030

Abstract:

We conceptualize colleges and universities as embedded in quasi-markets, meaning competitive sites created by policy, that disfavor the humanities. We therefore posit that increased revenues from a quasi-market predict institutional de-emphasis of the humanities. Results indicate that private colleges and universities follow this pattern while public institutions do not.

Teranishi, Robert T. (2013):

Recognizing and Serving Low-Income Students in Higher Education: An Examination of Institutional Policies, Practices, and Culture ed. by Adrianna Kezar, 2011, New York: Routledge, \$46.95 (Pbk.), ISBN 978-0-415-80322-9

[Review]. *In: The Journal of Higher Education 84 (5), S. 742–744.*

DOI: 10.1353/jhe.2013.0027

Tisdell, Elizabeth J. (2013):

Sacred and Secular Tensions in Higher Education: Connecting Parallel Universities ed. by Michael D. Waggoner.

[Review]. *In: The Journal of Higher Education 84 (2), S. 295–296.*

DOI: 10.1353/jhe.2013.0009

Victorino, Christine A.; Nylund-Gibson, Karen; Conley, Sharon (2013):

Campus Racial Climate: A Litmus Test for Faculty Satisfaction at Four-Year Colleges and Universities.

In: The Journal of Higher Education 84 (6), S. 769–805.

DOI: 10.1353/jhe.2013.0037

Abstract:

This article reports on a study that investigated the relationship between three dimensions of campus racial climate and faculty satisfaction with a large, nationally representative faculty sample (N = 29,169), using a multilevel structural equation model. Results indicate that campus racial climate has a large and highly significant effect upon faculty satisfaction at the individual level.

Journal of Research in International Education (12) 2013

<http://jri.sagepub.com/>

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Al-Youssef, J. (2013):

Higher education and the state: Changing relationships in Europe and East Asia by Roger Goodman, Takehiko Kariya and John Taylor (eds), London: Symposium, 2013

[Review]. In: *Journal of Research in Int Edu* 12 (2), S. 193–196.

DOI: 10.1177/1475240913491058

Bates, J. (2013):

Administrator perceptions of transition programs in international secondary schools.

In: *Journal of Research in Int Edu* 12 (1), S. 85–102.

DOI: 10.1177/1475240913478078

Abstract:

This study investigates the extent to which transition programs are offered to students at international secondary schools. Components of professional development, orientation and departure programs, and transition support teams were examined. Participants included school administrators at 11 international schools across five continents. Findings suggest that systematic transition interventions are underutilized to support Third Culture Kids, and suggest a lack of awareness among administrators about the issue of transitional problems associated with international mobility.

Brock, C. (2013):

Education in Small States: Policies and Priorities by Michael Crossley, Mark Bray and Steve Packer, London: Commonwealth Secretariat, 2011, ISBN: 978-1-84929-036-4

[Review]. In: *Journal of Research in Int Edu* 12 (3), S. 283–284.

DOI: 10.1177/1475240913485695

Cai, Y.; Holtta, S.; Lindholm, N. (2013):

Establishing sub-campuses in China: A Finnish perspective.

In: *Journal of Research in Int Edu* 12 (2), S. 142–154.

DOI: 10.1177/1475240913482834

Abstract:

By taking Finland as an example, this article discusses how foreign higher education providers can enter the Chinese market in terms of strategies on both branding and operation. Recent Finnish policies have encouraged Finnish higher education institutions (HEIs) to export education, with China being an important destination. The article argues that developing joint education provisions is the most suitable model for Finland's education export to China, as it may meet the expectations and interests of both sides. The article then particularly analyses the need for Finnish HEIs to develop cross-border education in China as well as the Chinese expectations of foreign education provision. Strategies are then discussed for Finnish HEIs to harmonize the interests and needs of both countries, and the article concludes with a number of 'selling points' that can be used for marketing Finnish higher education in China.

Foley, S. (2013):

Student views of peer assessment at the International School of Lausanne.

In: Journal of Research in Int Edu 12 (3), S. 201–213.

DOI: 10.1177/1475240913509766

Abstract:

This article explores student attitudes and perceptions relating to peer assessment, as observed at the International School of Lausanne, where the case study was restricted to students in the International Baccalaureate (IB) Diploma Economics course of the programme. Informed by a review of literature on the relative merits of peer assessment, this article highlights its specific strengths and weaknesses as assessment for learning and highlights specific gaps in the literature, before investigating students' perceptions of its value and social dynamics within small student groups. The article concludes by considering the clear preference expressed by the majority of students participating in the study for anonymity in the peer assessment process. It is clear that this adds a more complex and not yet thoroughly explored set of consideration to the debate about the merits of peer assessment. Students' preference for anonymity concurs with Falchikov's findings that such concern was more likely to be found in relatively small, well-established groups, exactly like the one that is the focus of this study.

Frank-Gemmill, G. (2013):

The IB Diploma and UK university degree qualifications.

In: Journal of Research in Int Edu 12 (1), S. 49–65.

DOI: 10.1177/1475240913479517

Abstract:

In recent years the International Baccalaureate (IB) Diploma has become widely accepted as a university entry qualification in the UK, but there has been little quantitative research into the achievements of IB students at degree level. This study investigates IB students from one selective independent school who entered UK universities between 2000 and 2007, and compares their degree results with those of other groups of qualifiers. The findings indicate that the IB students of this sample were much more likely than other students to achieve good honours degrees, with males more likely to achieve a 1st class degree but females more likely to obtain either a 1st or 2.1. Universities tend to make complicated admissions offers to IB students. We find that both Higher Level points and total Diploma points are related to degree performance, so it could be argued that there is no need for an offer to ask for both. In addition, asking students who apply for degrees in STEM subjects or Economics for a top grade in Higher Level mathematics may not be necessary because subsequent degree performance does not appear to depend on that. (INCHER-Kassel/übern.)

Gunesch, K. (2013):

Intercultural understanding via local and global educational citizenship: A contribution to international education via a lived-in substantiation of multilingualism and cosmopolitanism.

In: Journal of Research in Int Edu 12 (2), S. 173–189.

DOI: 10.1177/1475240913498658

Abstract:

This article attempts to enhance intercultural understanding, and thereby contribute to international education, by substantiating local and global educational citizenship via a critical examination of the author's educational life against the framework of cosmopolitanism as a cultural identity form that combines local and global citizenship. Educational developmental stages across four continents and culturally diverse areas (Western Europe, Central America, East Asia and the Middle East) are examined against this framework. The purpose is twofold: first, to enrich and enlarge the development of a personal identity and mindset, namely to provide international students, teachers, interested parents and administrators with a personal identity or developmental model for their own professional or private lives. Second, to open up the institutional arena for

a new type of individual aspiration, namely to let personal identity forms that are local and global in spirit enrich educational citizenship programmes that are local and global in setting. En route, a scientific background consisting of a theoretical framework and empirical evidence consisting of an in-depth investigation of young multilingual students is made even more accessible and transparent by self-critical evaluations of the author's personal and professional educational pathways. This three-pronged approach of theory, empirical evidence, and autobiographical experience and example is open for revelation, comparison and criticism, but also for identification, imitation and inspiration.

Hill, I. (2013):

Schools for the future Europe: Values and change beyond Lisbon by John Sayer and Lynn Erler (eds), London: Continuum, 2012

[Review]. In: *Journal of Research in Int Edu* 12 (3), S. 286–289.

DOI: 10.1177/1475240913511580

Jabal, E. (2013):

Institutional identity and school-community matters: 'Encapsulated' and 'inclusive' lessons for engagement from two international schools in Hong Kong.

In: *Journal of Research in Int Edu* 12 (1), S. 3–21.

DOI: 10.1177/1475240913478088

Abstract:

An engaging education attends to how students perceive and experience schooling. This article uses data, collected as part of a mixed-methods PhD study of the conditions that make international schools engaging places for students, to explore the school culture and community contexts that impact student engagement. The twin notions of 'institutional habitus' and 'encapsulated-inclusive' school missions focus the discussion. The findings are expected to be of relevance to those decision makers and practitioners interested in enhancing international school environments by achieving a better fit between students and the school.

Kanan, H. (2013):

Education in the Broader Middle East: Borrowing a baroque arsenal, y Gari Donn and Yahya Al Manthri (eds), ISBN 978-1-873927-86-1, Oxford: Symposium Books Ltd, 2013

[Review]. In: *Journal of Research in Int Edu* 12 (1), S. 108–110.

DOI: 10.1177/1475240913485693

Langford, M. (2013):

Internationalizing Teacher Education in the United States by B Shaklee and S Baily (eds), Rowman & Littlefield Publishers, Inc: New York, 2012, ISBN: 978-1-4422-1248-0

[Review]. In: *Journal of Research in Int Edu* 12 (1), S. 103–107.

DOI: 10.1177/1475240913480111

Lemke-Westcott, T.; Johnson, B. (2013):

When culture and learning styles matter: A Canadian university with Middle-Eastern students.

In: *Journal of Research in Int Edu* 12 (1), S. 66–84.

DOI: 10.1177/1475240913480105

Abstract:

Transnational branch campuses of universities are a growing phenomenon, particularly in the Middle-East. The cultures of home institutions and host countries are often foreign to each other. The result is a cultural and learning style gap between faculty and students impacting students' learning and teachers' effectiveness. A pilot study of the University of Calgary, at its Canadian branch campus located in Qatar, looks at the differences in learning styles between faculty who are predominantly from Canada and students predominantly from Qatar.

Lineham, R. (2013):

Is the International Baccalaureate Diploma Programme effective at delivering the International Baccalaureate mission statement?

In: Journal of Research in Int Edu 12 (3), S. 259–282.

DOI: 10.1177/1475240913509765

Abstract:

The International Baccalaureate (IB) organisation, through its three programmes (Primary Years Programme, Middle Years Programme and pre-university Diploma Programme), aims to develop students who contribute to a more peaceful world through promoting intercultural understanding and respect. The aim of the study on which this article is based was to examine the extent to which the International Baccalaureate Diploma Programme (IBDP) is effective at delivering the IB mission statement. Literature has first been reviewed in order to explore the aims of international education and how curricula and school systems can influence the development of values within students. Within the review, concepts are explored and compared to the IBDP. The literature review concludes with a model reflecting the influences on the promotion of international education within a school. The article then describes a case study carried out in an international school that delivers the IBDP, using a mixed methods approach with an exploratory sequential design. A small number of IBDP students were interviewed, and the findings of these interviews were triangulated using a questionnaire completed by all Diploma Programme students in the case study school. The results of the student interviews and questionnaires were used as the basis for ascertaining the ways in which the IBDP has influenced student attitudes. The study concludes that the values of the students in question were moving towards those expressed in the IB mission statement. The significance of different elements of the school curriculum and the school environment for the development of values within the student population has been highlighted as an area for possible further research.

McKenzie, M. (2013):

Educating Young Giants: What Kids Learn (and Don't Learn) in China and America by Nancy Pine, New York: Palgrave Macmillan, 2012

[Review]. In: Journal of Research in Int Edu 12 (3), S. 284–286.

DOI: 10.1177/1475240913485696

Phakiti, A.; Hirsh, D.; Woodrow, L. (2013):

It's not only English: Effects of other individual factors on English language learning and academic learning of ESL international students in Australia.

In: Journal of Research in Int Edu 12 (3), S. 239–258.

DOI: 10.1177/1475240913513520

Abstract:

Geographic mobility and favourable educational policies have resulted in a rapid expansion in international education in recent decades. International education not only provides significant economic benefits and intellectual progression at the national level but also equips individuals with a good understanding of the educational, linguistic, social and cultural diversities that characterize our world. For international students, being successful academically and socially requires more than just a high level of English language proficiency.

Personal factors such as motivation, self-efficacy, personal values and self-regulation are also significant factors in student success. This article addresses the importance of such personal factors, using a structural equation modelling approach that allows us to examine the complex relationship between personal factors, students' English language proficiency and academic achievement. The participants were 341 English as a second language (ESL) international students who were attending the final semester of their Foundation Studies programme which prepared them for undergraduate entry at an Australian university. It was found that motivation, self-regulation, self-efficacy and English language proficiency were significant learner factors explaining not only English language learning but also academic achievement. The study suggests the need for language classroom teaching and university support that incorporates such personal factors with academic language content as a way to maximize students' learning outcomes.

Pham, L.; Saltmarsh, D. (2013):

International students' identities in a globalized world: Narratives from Vietnam.

In: Journal of Research in Int Edu 12 (2), S. 129–141.

DOI: 10.1177/1475240913481171

Abstract:

Based on the findings of in-depth interviews with Vietnamese tertiary (higher education) students studying in Australia, this article explores how international students construct their identities drawing on their social networks. It provides insights into how international students encounter and traverse cultural differences to define new perspectives of identity that would enable them to perform specific roles and enhance their heritage identity. This article invites international education providers to embrace cultural diversity by recognizing social and cultural influences as determining factors in students' learning and being, and to effect curriculum and pedagogy that allow opportunities for international students to develop self-knowledge, openness and citizenship.

Roskell, D. (2013):

Cross-cultural transition: International teachers' experience of 'culture shock'.

In: Journal of Research in Int Edu 12 (2), S. 155–172.

DOI: 10.1177/1475240913497297

Abstract:

Decades of 'culture shock' research has generally focused on student and business sojourners; few studies have examined the experience of teachers who relocate abroad to teach in international schools. This study addresses this imbalance and examines the perspective of 12 teachers who experienced cross-cultural transition in moving abroad to teach in an international school in South East Asia. An underlying assumption is that such teachers will inevitably experience some degree of culture shock. This study proffers a detailed description and analysis of the first year of these 12 teachers, delineating how they negotiated the stages of culture shock and whether they adjusted successfully. Their experience is also interpreted and discussed from the perspective of 'loss'.

Savva, M. (2013):

International schools as gateways to the intercultural development of North-American teachers.

In: Journal of Research in Int Edu 12 (3), S. 214–227.

DOI: 10.1177/1475240913512589

Abstract:

This study uses a chronological lens to examine North-American teacher experiences in international schools abroad. Using semi-structured interviews, teachers compare their experiences in the United States or Canada with their experiences in international schools abroad. Findings suggest that struggles associated with being the 'other' in a foreign country often transformed a superficial intercultural awareness into a deeper

intercultural understanding among teachers. Despite this broader understanding, not all teachers made explicit connections to their professional practice.

Tarc, P. (2013):

Global education under attack: International Baccalaureate in America by Tristan Bunnell, Frankfurt: Peter Lang, 2012

[Review]. In: *Journal of Research in Int Edu* 12 (2), S. 190–193.

DOI: 10.1177/1475240913491057

van Oord, L.; Corn, K. (2013):

Learning how to 'swallow the world': Engaging with human difference in culturally diverse classrooms.

In: *Journal of Research in Int Edu* 12 (1), S. 22–32.

DOI: 10.1177/1475240913478085

Abstract:

The perception of culture prevailing in the literature on international and intercultural education is often too limited to be effectively utilized by educators who wish to embrace the diversity in their classrooms. Only by reimagining the notions of 'culture' and 'cultural diversity' and by liberating them from the rigidities of dominant sociological models can we start adopting approaches to teaching culture in ways that genuinely prepare students for a culturally amorphous and diverse world.

Velliaris, D. M.; Willis, C. R. (2013):

School choice for transnational parents in Tokyo.

In: *Journal of Research in Int Edu* 12 (3), S. 228–238.

DOI: 10.1177/1475240913511583

Abstract:

School choice is centred on parents deciding where and how their children will be educated, and this issue is similar – to varying degrees – for parents all around the world. Parental school choice is the authority that parents exercise in making decisions about where their children will attend school, and choosing a particular educational pathway signifies their capacity to respond on behalf of their children and to address concerns about their development. Most parents have a deep commitment to their children's education since childhood opportunities provide the basis for cognitive learning, health and happiness. Transnational parents want to support their children to the best of their ability. However, cultural, linguistic, economic and other barriers may limit their ability to choose a school in an unfamiliar context. To advance scholarship on transnational families, this article presents a review of the school choice options available to transnational parents residing in Tokyo, Japan.

Walker, G. (2013):

International education in global times: Engaging the pedagogic by Paul Tarc New York: Peter Lang, 2013, ISBN 9781433114779

[Review]. In: *Journal of Research in Int Edu* 12 (3), S. 289–292.

DOI: 10.1177/1475240913511582

Walker, G. (2013):

Journeys in learning across frontiers. Stories, strategies and inspiration from the IB community Nancy Forster, Sue Bastian, Anne-Marie Evans and Lisa Nicholson (eds), Cardiff: International Baccalaureate, 2012, ISBN 978-1-906345-79-2

[Review]. In: *Journal of Research in Int Edu* 12 (2), S. 196–198.

DOI: 10.1177/1475240913484880

Wilkins, S. (2013):

'Home' or away? The higher education choices of expatriate children in the United Arab Emirates.

In: *Journal of Research in Int Edu* 12 (1), S. 33–48.

DOI: 10.1177/1475240913479519

Abstract:

The purpose of the research upon which this article is based was to identify the factors that influence the higher education choices of expatriate children. The study involved a self-completed written questionnaire and structured face-to-face interviews with nineteen students at four international schools in the United Arab Emirates (UAE). The study found that the higher education choices of these expatriate children were most influenced by their need or desire to return to the place regarded as home; to study in the country where they intend to settle permanently; to live with, or be close to, siblings or extended members of their family; to minimize tuition, accommodation and general living costs; and to study in the location where they would feel most comfortable. For students leaving the UAE, rankings and institutional reputation were key determinants of choice of higher education institution. Students remaining in the UAE were far more likely to rely on word of mouth from family or friends. It is concluded that living an internationally mobile lifestyle has significant impacts on the choices made by expatriate children.

Wright, C.; Schartner, A. (2013):

'I can't ... I won't?'. International students at the threshold of social interaction.

In: *Journal of Research in Int Edu* 12 (2), S. 113–128.

DOI: 10.1177/1475240913491055

Abstract:

This mixed-method study tracked social interaction and adaptation among 20 international postgraduates on a 1-year programme in the UK, examining assumptions that language proficiency and interactional engagement directly underpin sociocultural adaptation. Participants remained frustrated by a perceived 'threshold' barring successful interaction with English speakers, while reporting reluctance to take up available opportunities, independent of language proficiency and sociocultural adaptation. We challenge linear models of adaptation and call for assistance to international students in crossing the threshold to successful interaction.

Journal of Studies in International Education (17) 2013

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Agnew, M. (2013):

Strategic Planning: An Examination of the Role of Disciplines in Sustaining Internationalization of the University.

In: Journ of Studies in Int Ed 17 (2), S. 183–202.

DOI: 10.1177/1028315312464655

Abstract:

Internationalization of the curriculum is arguably a key strategy to developing and sustaining campus-wide internationalization. Using Becher and Trowler's (2001) categorization of the disciplines, this qualitative study examined how 37 faculty members situate internationalization in the context of the disciplines. Disciplinary knowledge is viewed here as reflecting real-world differences in subject matter relative to internationalization. Findings indicate that internationalization manifest in different ways relative to the subjective-objective and the applied or pure qualities of the discipline categories, specifically in value of local culture and language, and the influence of global forces. It is argued here that institutions will be well served if specific qualities of the academic disciplines, a subset of university culture, and its subsequent impact on organizational development were considered in the strategic planning process supporting internationalization.

Aydarova, O. (2013):

If Not "the Best of the West," Then "Look East": Imported Teacher Education Curricula in the Arabian Gulf.

In: Journ of Studies in Int Ed 17 (3), S. 284–302.

DOI: 10.1177/1028315312453742

Abstract:

By examining why nations borrow policy discourses, research on transfer has overlooked the implementation of transferred educational practices, models, or curricula. This study attempts to bridge this gap by examining the transfer and implementation of teacher education curricula in the United Arab Emirates (UAE). Based on interviews with teacher educators and administrators and document analysis of college materials and newspaper articles, the study shows that the significant actors' interpretations of the local culture, context, and students' abilities play a central role in modifying, reducing, or substituting the transferred curriculum. These findings raise questions whether transfers lead to the outcomes that nations engaging in them expect to gain. The study reveals that the choice of a model deals less with the intended outcomes but more with the nation's symbolic orientations of political and economic alliances, as well as their pursuit of power and prestige.

Barker, M. C.; Mak, A. S. (2013):

From Classroom to Boardroom and Ward: Developing Generic Intercultural Skills in Diverse Disciplines.

In: Journ of Studies in Int Ed 17 (5), S. 573–589.

DOI: 10.1177/1028315313490200

Abstract:

A strategic approach to internationalize learning in higher education institutions is to use the curriculum and classroom cultural diversity to create opportunities to broaden students' intercultural perspectives, appreciate sociocultural variability in professional practice, and improve their intercultural interaction skills. There is no clear consensus, however, on how to "link the global classroom to the global workplace." The article examines

an evidence-based approach to embed intercultural competency development in classroom teaching using an established intercultural resource (EXCELL) in an international human resource management course; a general communication course; a pharmacy course comprising only Saudi Arabian students; and a generic first year pharmacy course. Subsequently, stakeholder analyses with Business, Nursing, and Pharmacy academics and professionals led to the development of intercultural critical incidents for the curriculum. Strengths and limitations of the intercultural resource and recommendations for incorporating intercultural competency development in curriculum design in Business and Health disciplines are discussed.

Bartram, B. (2013):

"Brits Abroad": The Perceived Support Needs of U.K. Learners Studying in Higher Education Overseas.

In: Journ of Studies in Int Ed 17 (1), S. 5–18.

DOI: 10.1177/1028315311436085

Abstract:

In the context of international growth in higher education exchanges and recent expansion in U.K. mobility rates after a period of some decline, this article examines the perspectives of U.K. students who have decided to spend part of their degree at universities abroad. Based on an analysis of data generated by a cross-institutional survey of "credit-mobile" U.K. students, the article explores their views, evaluations, and priorities with regard to one particular aspect of the study abroad experience—student support. The findings reveal a blend of academic, practical, and socioemotional needs, alongside a predominant reliance on self-direction and proactive social participation as strategies for addressing them. Finally, a number of recommendations for home and host institutional practice and student preparation—in the United Kingdom and other (English-speaking) countries—are considered. (INCHER-Kassel/übern.)

Bennett, R. J.; Volet, S. E.; Fozdar, F. E. (2013):

"I'd Say it's Kind of Unique in a Way": The Development of an Intercultural Student Relationship.

In: Journ of Studies in Int Ed 17 (5), S. 533–553.

DOI: 10.1177/1028315312474937

Abstract:

This article tracks the emergence, maintenance, and evolution of a positive intercultural relationship between a multilingual international student from Vietnam and a monolingual local Australian student in their first year at university. The literature overwhelmingly suggests that in institutions where English is the language of instruction, monolingual local students rarely mix with international students who are not fully proficient in English. This dyad thus provided fertile ground for exploring the development of an unusual intercultural student relationship. Narrative analysis explores the extent to which individual agency and the institutional environment co-shaped this relationship over time and in various contexts. In the context of the internationalization of the tertiary education sphere, this study offers a prototypical case highlighting affordances and constraints that may influence the development of productive and amicable intercultural relationships on diverse university campuses.

Biraimah, K. L.; Jotia, A. L. (2013):

The Longitudinal Effects of Study Abroad Programs on Teachers' Content Knowledge and Perspectives: Fulbright-Hays Group Projects Abroad in Botswana and Southeast Asia.

In: Journ of Studies in Int Ed 17 (4), S. 433–454.

DOI: 10.1177/1028315312464378

Abstract:

The goal of this study was to assess the longitudinal effectiveness and impact of study abroad programs on teachers' content knowledge and professional perspectives. The study focused on a recent Fulbright-Hays Group Project Abroad to Botswana (summer 2011) and compares results with an earlier Fulbright-Hays program to Singapore and Malaysia (summer 1995). Data were obtained through multiple objective and open-ended instruments administered before departure and several months after participants returned to the United States. The results suggest significant trends and outcomes. Quite clearly, the knowledge base of the participants increased as a result of the project, though much of the factual material might have been obtained without leaving home. However, it was within the qualitative and affective domains that the most intriguing results occurred. Participants' perspectives on their own personal and professional development, cultural awareness, teaching methodologies, and choice of curricular content indicated sustained positive growth throughout the program.

Bishop, S. C. (2013):

The Rhetoric of Study Abroad: Perpetuating Expectations and Results Through Technological Enframing.

In: Journ of Studies in Int Ed 17 (4), S. 398–413.

DOI: 10.1177/1028315312472983

Abstract:

This analysis examines the preparatory and reflective online rhetoric available to potential and past academic travelers at the university level. Utilizing Martin Heidegger's (1977) notion of the ways in which technological processes "enframe" human experiences, the article scrutinizes the visual and verbal rhetoric found on the websites of the three U.S. universities that sent the most students abroad during the 2009-2010 school year. The analysis provides a critical look at the websites' (over)emphasis on "firsthand" cultural immersion, promises for transformative experiences, tendencies for suggesting cultural homogeny, and dichotomies in depictions of skin color. Moreover, the analysis observes the ways in which program administrators perpetuate a specific experience by encouraging study abroad alumni to provide particular types of testimonials to be uploaded to the website (a practice often complicated by prize offers). Implications and suggestions for further research are discussed.

Breit, R.; Obijiofor, L.; Fitzgerald, R. (2013):

Internationalization as De-Westernization of the Curriculum: The Case of Journalism at an Australian University.

In: Journ of Studies in Int Ed 17 (2), S. 119–135.

DOI: 10.1177/1028315312474897

Abstract:

Internationalization of the curriculum points to the interdependent and interconnected (globalized) world in which higher education operates. However, while international awareness is crucial to the study of journalism, in practice this often means an Anglo-American curriculum based around Western principles of journalism education and training that are deeply rooted in Western values and traditions. This tendency to privilege Western thought, practice, and values obscures from view other journalism practices and renders Western models of journalism desirable, replicable, and transplantable to any part of the world. This article discusses the engagement of a small group of staff in the process of thinking through the meaning of internationalization of the curriculum in their particular disciplinary and institutional context. The staff are located in a school of journalism and communication at a large research intensive university in Australia. The article describes the thinking behind their decision to focus internationalization of the curriculum on "critical de-Westernization" and social imaginaries. This was a gestalt shift resulting from discussion of the way in which "taken for granted" disciplinary canons had hitherto been uncritically embedded into the curriculum. It is argued that treating internationalization of the journalism curriculum as critical de-Westernization has conceptual and practical benefits in a globalized world.

Cai, Y.; Kivisto, J. (2013):

Tuition Fees for International Students in Finland: Where to Go From Here?

In: Journ of Studies in Int Ed 17 (1), S. 55–78.

DOI: 10.1177/1028315311429001

Abstract:

Recent Finnish policies have encouraged Finnish higher education institutions to develop a market-oriented approach to international higher education by implementing fee-based educational programmes for students from outside the European Union (EU) and the European Economic Area (EEA). From the Finnish government's perspective, higher education is no longer merely a public service but it is also a private good, as the government is starting to consider international higher education as a means of generating extra revenue. Although the intention of the reforms in this area is apparent, concrete implementation strategies remain unclear. This article discusses what the Finnish government, higher education institutions, and other stakeholders should take into account when considering strategies for implementing tuition fee policies, based on international experience. It also provides a picture of one aspect of the recent reform of international higher education in Finland as well as other challenges related to the reform.

Daquila, T. C. (2013):

Internationalizing Higher Education in Singapore: Government Policies and the NUS Experience.

In: Journ of Studies in Int Ed 17 (5), S. 629–647.

DOI: 10.1177/1028315313499232

Abstract:

The internationalization of higher education has become an important policy and research agenda. At the national level, different countries have responded differently with some countries becoming more open than others. At the local level, universities have also reacted differently with some becoming more liberal and innovative than others. Thus, this paper aims, first, to examine the rationale and policies of the Singapore government in internationalizing its higher education, and, second, to determine the corresponding institutional responses of Singapore educational institutions particularly at the university level. The findings show that government policies have been designed, implemented, reviewed, and adjusted to promote student values and attributes, including intercultural awareness and engagement, competitive edge, and global citizenship, through an internationalized curriculum; to meet the country's manpower and population requirements; and to promote Singapore as an international hub for education. Singapore universities, in particular the National University of Singapore (NUS), have implemented their programs and activities to promote internationalization at home and abroad. Singapore will continue to internationalize its higher education as national borders become more open and as universities become more competitive and innovative.

Daquila, T. C.; Huang, S. (2013):

Internationalizing Higher Education in Southeast Asia--Government and Institutional Responses. Introductory Editorial for a Special Theme of the Journal of Studies in International Education.

[Editorial]. In: Journ of Studies in Int Ed 17 (5), S. 624–628.

DOI: 10.1177/1028315313502982

Farrugia, C. A.; Lane, J. E. (2013):

Legitimacy in Cross-Border Higher Education: Identifying Stakeholders of International Branch Campuses.

In: Journ of Studies in Int Ed 17 (4), S. 414–432.

DOI: 10.1177/1028315312464379

Abstract:

When colleges and universities set up outposts such as international branch campuses (IBCs) in foreign countries, the literature suggests that the success of that outpost can be tied to its ability to build its own legitimacy. This article investigates the process of legitimacy building by IBCs through identifying who IBCs view as their salient stakeholders and analyzing how IBCs legitimize their international presence to those stakeholders in the home country, host country, regional and global environments. Data are drawn from 45 branch campus mission statements collected from university websites. Findings indicate that IBCs embrace a global identity to legitimize themselves to both home country and host country stakeholders. Orientation to the IBC's home country is utilized to signify quality and indicate the brand of education offered in the host country, whereas orientation to the host country is framed as furthering host country development. The findings suggest that there may be a lack of deep integration of the internationalization experience into IBC curricula and the home campus's organizational learning. Furthermore, some IBCs have not prioritized local development needs in the host country.

Fitch, K. (2013):

A Disciplinary Perspective: The Internationalization of Australian Public Relations Education.

In: Journ of Studies in Int Ed 17 (2), S. 136–147.

DOI: 10.1177/1028315312474898

Abstract:

This article investigates the internationalization of public relations education, by examining public relations education in Australia, its relation with the public relations industry, and its growth in response to international student- and market-led demand. The discussion highlights the tensions within what is essentially an education project driven in part by stakeholders seeking to professionalize the industry and in part by university staff seeking academic legitimacy and disciplinary status for public relations within a rapidly changing higher education sector. Tensions between the local, national, and global contexts of higher education, and academic, industry and market factors are evident. In particular, the process of developing an internationalized curriculum exposes the narrow disciplinarity and weak theoretical foundations of a field, which emerged out of industry practice and is strongly influenced by U.S. scholarship. It is concluded that internationalization of the public relations curriculum offers scholars the possibility to address the ethnocentric values and narratives of their discipline and improve learning outcomes for students.

Friesen, R. (2013):

Faculty Member Engagement in Canadian University Internationalization: A Consideration of Understanding, Motivations and Rationales.

In: Journ of Studies in Int Ed 17 (3), S. 209–227.

DOI: 10.1177/1028315312451132

Abstract:

Faculty members are key agents in the institutional internationalization process within Canadian higher education. In the growing volumes of literature on internationalization, however, few authors consider how faculty members perceive their role in this process. In this study I take a phenomenological research approach to explore the understanding and motivations of five Canadian faculty members toward their involvement in institutional internationalization strategies. Using de Wit's (2002) internationalization rationale framework, I compare faculty motivations for engaging internationally with institutional positions on internationalization as

articulated in strategic planning documents. Results indicate a range of faculty member engagement in the institutional internationalization process related to the alignment of personal motivations with institutional rationales. Recommendations are offered to assist in devising institutional internationalization strategies that are relevant and meaningful for faculty members and are therefore more likely to engage these key actors in the higher education internationalization process.

Green, W.; Whitsed, C. (2013):

Reflections on an Alternative Approach to Continuing Professional Learning for Internationalization of the Curriculum Across Disciplines.

In: Journ of Studies in Int Ed 17 (2), S. 148–164.

DOI: 10.1177/1028315312463825

Abstract:

Academics at the coalface of teaching and learning often feel undersupported, underprepared, and underconfident in “internationalizing the curriculum” (IoC). The formal, structured programs designed by institutions to meet the needs of academics for continuing professional learning (CPL) in our rapidly changing sector fail to engage many academics. As centrally situated higher education/student learning academics, the authors present one alternative approach to CPL, developed in the context of an Australian Learning and Teaching Fellowship: “Internationalization of the Curriculum in Action.” First, the authors reflect on the engagement of disciplinary academics throughout the project; this underscores the value of critical, reflective conversations within and across disciplines. Second, the authors reflect on their own role in creating this critical (inter)disciplinary space; this underscores the value of introducing a theoretical framework for reviewing and developing IoC, providing a structure for the process, igniting the imagination of participants, and questioning and collectively acting on institutionalized enablers and blockers to IoC.

Haines, D. (2013):

"More Aware of Everything": Exploring the Returnee Experience in American Higher Education.

In: Journ of Studies in Int Ed 17 (1), S. 19–38.

DOI: 10.1177/1028315311433207

Abstract:

At the intersection of the topics of migration and diversity in higher education lies the experience of people who grow up overseas, or who go overseas for education or military service, and then return as college students. This article addresses their experience, drawing from a series of exploratory interviews conducted—as part of a broader distributed research process on diversity—at one particularly diverse American university. The overseas experience, as would be expected, generally broadens student perspectives but also individuates them by first removing people from existing personal networks and established cognitive routines, then inserting them into new networks and cognitive patterns overseas, and finally reinserting them back into a “home” situation in the United States that is both familiar and now newly alien. The legacies of return thus include a resorting and reconfiguration of notions of self and identity as well as those of family, community, and nation. Overall, the process suggests a useful parallel between the student as traveler and the traveler as student. There is also a warning in this material that much human diversity involves very individualized experiences that may be overlooked in the more generalized literatures on education (especially higher education) and human mobility.

Jon, J.-E (2013):

Realizing Internationalization at Home in Korean Higher Education: Promoting Domestic Students' Interaction with International Students and Intercultural Competence.

In: Journ of Studies in Int Ed 17 (4), S. 455–470.

DOI: 10.1177/1028315312468329

Abstract:

Increased international student mobility worldwide necessitates studying its impact on students, particularly for domestic students who have been neglected in research but who are greater in number than mobile students. It is also important that higher education institutions facilitate domestic students' relationships with international students and promote their international education. Using mixed methods, this study examined the effect of institutional intervention to promote domestic students' interaction with international students and its impact on intercultural competence in Korean higher education. The results of a path analysis showed that campus programs involving Korean and international students had a positive and direct effect on Korean students' interaction with international students, and a positive and indirect effect on their intercultural competence. Interview findings also revealed that Korean students' interactions with international students enabled their meaningful intercultural experience and influenced their future educational and career decisions. Implications of this study for higher education internationalization efforts, the contact hypothesis, and the larger host society are discussed.

Jones, E.; Killick, D. (2013):

Graduate Attributes and the Internationalized Curriculum: Embedding a Global Outlook in Disciplinary Learning Outcomes.

In: Journ of Studies in Int Ed 17 (2), S. 165–182.

DOI: 10.1177/1028315312473655

Abstract:

Internationalization of the curriculum attracts considerable interest, yet often remains in the hands of enthusiasts or is relegated to the periphery of personal skills modules. While academics may be "happy to 'tinker around the edges' of their course content and classroom pedagogy" they still frequently ask, "What does it really mean for me and my classroom?" This article outlines the experience of one U.K. university, which has been seeking to internationalize the curriculum through two phases. The overarching development framework of the first phase (Jones & Killick, 2007) is now being embedded through the university's adoption of a global outlook as a graduate attribute. This attribute interlinks inclusivity and global relevance and connects equality and diversity with internationalization to form a cohesive construct for graduate development. The authors describe the process of working with academics across the institution to design and implement learning outcomes at modular and program levels within disciplines, to support student achievement of this attribute through the process of constructive alignment.

Karky, N. (2013):

International Students in an Indian Technical University: Faculty Counselors' Preparedness and Perspectives.

In: Journ of Studies in Int Ed 17 (1), S. 39–54.

DOI: 10.1177/1028315312453744

Abstract:

A qualitative inquiry into the presence of international students in an Indian Technical University, through the voices of the faculty, who are appointed as international students' counselors. A case study methodology was employed with document analysis and interviews to perceive how technical faculty managed students from varying cultural backgrounds. International students were admitted by the Center for International Affairs, a

body in the university, in the three categories, namely, foreign nationals (FN), children of nonresident Indians (NRI), and children of Indian workers in Gulf countries (CWIGC). The focus of counseling turned out to be largely on academic performance and related parameters like class attendance. Besides this, the majority of the international student population were the culturally similar students of Indian origin, with nonresident-Indian parents or relatives, living and working in Western and Middle East countries. These factors were the prime reasons that the faculty perceived themselves as well prepared to handle the role of international-students' counselors. A limitation of the study was the low volume of international students and fact that the majority of international student population turned out to be the culturally similar students of Indian origin. Although cultural differences were few in such a case, there were inherent differences between the Indian education system and the educational systems of the origin countries, which provided the necessary focus. Perspectives on the impact of travel abroad, the reasons of internationalization in Indian universities, and the various problems international students face in a different education system were explored. The faculty counselors expressed their view that the university needed many preparatory reforms before it could confidently welcome a large number of international students from various countries. (INCHER-Kassel/übern.)

Lane-Toomey, C. K.; Lane, S. R. (2013):

U.S. Students Study Abroad in the Middle East/North Africa: Factors Influencing Growing Numbers.

In: Journ of Studies in Int Ed 17 (4), S. 308–331.

DOI: 10.1177/1028315312447572

Abstract:

The political events of the last decade and the Arab Spring have made it more important than ever for Americans to understand the language, culture, and history of the Middle East/North Africa (MENA) region. Study abroad is one important method that can significantly increase American students' understanding of the Arabic language and the culture of MENA. During the past decade, the number of U.S. undergraduate students in the MENA region has increased dramatically, but there is still a great need for growth and understanding in this area. This research analyzes data from a cross-sectional survey and focus groups of U.S. undergraduate study abroad students to investigate the motivations, attitudes, and aspects of human capital that influence study abroad destination choice. These findings provide insight for policy makers, faculty, and international educators who want to expand students' options for study abroad and for students who are considering whether this avenue is right for them.

Lavankura, P. (2013):

Internationalizing Higher Education in Thailand: Government and University Responses.

In: Journ of Studies in Int Ed 17 (5), S. 663–676.

DOI: 10.1177/1028315313478193

Abstract:

Each country responds to internationalization differently and offers various interpretations of the concept. Thailand has incorporated the internationalization of higher education into its plans since 1990. This article aims to discuss the primary motivations of the government and of Thai universities in moving toward the goal of internationalization. The discussion focuses on so-called "international programs" in Thailand. Using English as the medium of instruction, these "international programs" have been widely offered in both public and private universities. The programs illustrate the internationalization of higher education in terms of its teaching function. Generally, government rationales involve both global economic trends and domestic socioeconomic forces. At the institutional level, stakeholders' demands, needs of universities to generate fee income, and specific reasons drawn from domestic context were shown to be the main drivers of the international programs. Current interpretations of the efforts to internationalize higher education in Thailand show a quantitative growth in programs that only serve particular demographic groups. The substantial contributions that internationalization may offer to the higher education system have not been guaranteed.

Leask, B. (2013):

Internationalizing the Curriculum in the Disciplines--Imagining New Possibilities.

[Editorial]. In: *Journal of Studies in Int Ed* 17 (2), S. 103–118.

DOI: 10.1177/1028315312475090

Abstract:

Internationalization of the curriculum provides challenges and opportunities for academic staff and institutions. This article reports on research undertaken in 2010-2011, which engaged academic staff in different disciplines and universities in the process of exploring and making explicit the meaning of internationalization of the curriculum in their disciplines. One of the outcomes of the research was a five-stage model of the process of internationalization of the curriculum. A critical part of the process involved small groups of staff discussing existing paradigms within their disciplines, questioning "what we believe" in relation to the curriculum and student learning and imagining and negotiating new possibilities. The article argues that internationalization of the curriculum should be a planned, developmental, and cyclical process and that employing the imagination is an essential part of the process of internationalization of the curriculum in any discipline.

Lindley, J.; McCall, L.; Abu-Arab, A. (2013):

Visitor or Inhabitant? Addressing the Needs of Undergraduate Transnational Medical Students.

In: *Journal of Studies in Int Ed* 17 (1), S. 79–96.

DOI: 10.1177/1028315311431894

Abstract:

This study was conducted to identify key issues for students in an undergraduate medical course with cross border delivery and the impact of these issues on the students' ability to learn. Data relating to the student experience and perceived student needs were collected from transnational students and teaching staff from Australia and Malaysia. The results highlight the complexities of migration from one learning environment to another and suggest the need for a cohesive institutional approach to support medical student movement between culturally diverse settings as well as the translation of medical curriculum from one cultural context to another. We describe how the particular needs of transnational students moving across borders align with Maslow's hierarchy of unmet needs and can be met through low cost, long reach institutional initiatives. These must be supplemented by interpersonal approaches in which institutions can also foster. The outcomes will benefit local as well as transnational students and staff.

O'Connell, C.; Saunders, M. (2013):

Mediating the Use of Global University Rankings: Perspectives from Education Facilitators in an International Context.

In: *Journal of Studies in Int Ed* 17 (4), S. 354–376.

DOI: 10.1177/1028315312453743

Abstract:

This study explores responses to rankings from a group of staff working as education partnership facilitators for a professional intermediary organisation, the British Council. The study adopts an activity systems perspective from which to view the contexts in which rankings are encountered and the range of practices used to reduce tensions created by rankings, or reconcile their effects. The article illustrates how rankings have become embedded as a new form of infrastructure in the international education "context of practice"; as a tool (to enable benchmarking); as a form of exchange (to demonstrate credentials to customers and stakeholders); and as a division of labour (in the task of assessing value across national borders). The range of responses to rankings displayed by respondents in this study demonstrates a significant space that has been created for interpretation and reconstruction of meaning. The implications of this analysis for policy makers, practitioners, and researchers are discussed.

Olson, C. L. (2013):

A Canadian Lens on Facilitating Factors for North American Partnerships.

In: Journ of Studies in Int Ed 17 (3), S. 228–243.

DOI: 10.1177/1028315312453741

Abstract:

What does it take to develop and maintain effective international education partnerships between institutions in the Canada, Mexico, and United States? This was a driving question for the qualitative study funded by a Fulbright-Enders-Garcia grant examining the relationship between North American partnerships and campus internationalization. Administrators, professors, and students at four institutions in Quebec, Canada and two institutions in Mexico shared institutional documents and their perspectives on North American partnerships and campus internationalization to help eluminate this relationship. This article features a Canadian lens on what factors contribute to effective partnership development with institutions in Mexico and the United States. The qualitative case study approach yields data on the facilitative institutional documents, administrative structures, and supporting mechanisms that exists within a given institution. Through probing interviews with diverse stakeholders, this approach also yields the human dimension—that is the factors that facilitate individual efforts to craft and maintain partnerships. The piece features primarily the internal workings at work on one side of the partnership equation—in this case within the Canadian institutions.

Rienties, B.; Nanclares, N. H.; Jindal-Snape, D.; Alcott, P. (2013):

The Role of Cultural Background and Team Divisions in Developing Social Learning Relations in the Classroom.

In: Journ of Studies in Int Ed 17 (4), S. 332–353.

DOI: 10.1177/1028315312463826

Abstract:

A common assumption is that students prefer to work together with students from similar cultural backgrounds. In a group work context, students from different cultural backgrounds are “forced” to work together. This might lead to stress and anxiety but at the same time may allow students to learn from different perspectives. The prime goal of this article is to understand how international and home students from different cultural backgrounds build learning and work relationships with other students in and outside their classroom using an innovative quantitative method of Social Network Analysis in a pre-post test manner. In Study 1, 50 Spanish and 7 Erasmus economics students worked in self-selected teams. In Study 2, 69 primarily international students in a postgraduate management program in the United Kingdom worked in randomized teams. The results indicate that in Study 1 learning ties after 14 weeks were significantly predicted by the initial team division and friendship ties. The seven international students integrated well. In Study 2, learning ties after 14 weeks were primarily predicted by the team division, followed by initial friendship ties and conational friendships. Although international students developed strong (multinationality) team learning relationships, international students also kept strong links with students with the same cultural background. As the initial team division had an 8 times stronger effect on learning ties than cultural backgrounds, these results indicate that the instructional design of team work has a strong influence on how international and home students work and learn together.

Root, E.; Ngampornchai, A. (2013):

"I Came Back as a New Human Being": Student Descriptions of Intercultural Competence Acquired Through Education Abroad Experiences.

In: Journ of Studies in Int Ed 17 (5), S. 513–532.

DOI: 10.1177/1028315312468008

Abstract:

While education abroad programs are part of an emphasis to prepare university students to be more interculturally competent, one criticism is that programs often send students overseas without adequate

preparation. This study aims to explore what students have learned from education abroad programs and how their stories might reveal the need for predeparture and postdeparture training. Using the concept of intercultural competence from the field of intercultural communication, this study analyzes reflective papers of 18 students who have returned from education abroad programs. The results indicate that while experiences abroad have an obvious impact on students' cognitive, affective, and behavioral skills, they do not necessarily help to develop deeper levels of intercultural competence. This study concludes that immersion into the culture alone may not increase intercultural competence. Ways in which intercultural communication courses can leverage the students' experiences in education abroad programs are also discussed.

Sample, S. G. (2013):

Developing Intercultural Learners Through the International Curriculum.

In: Journ of Studies in Int Ed 17 (5), S. 554–572.

DOI: 10.1177/1028315312469986

Abstract:

Intercultural competence is an increasingly desired and necessary skill in a globalized world. While competence is a complex concept to define and assess, this study examines specific dimensions of the intercultural learning of students in the School of International Studies (SIS) at the University of the Pacific. Students undergo both an interdisciplinary, international curriculum and study abroad for at least a semester, taking courses on cultural adaptation before they leave and reenter. When they return from abroad, changes in their intercultural sensitivity are assessed through both direct (reflection papers and the reporting of "critical incidents") and indirect methods (use of the Intercultural Development Inventory [IDI]). We find substantial advances in intercultural sensitivity for these students, which is largely consistent across assessment methods. On average, their IDI scores change by 19.78 points, which is both a significant change for these students and is significantly different from university students who have not been a part of the international curriculum or have not studied abroad.

Sharma, R. (2013):

Teachers on the Move: International Migration of School Teachers From India.

In: Journ of Studies in Int Ed 17 (3), S. 262–283.

DOI: 10.1177/1028315311433206

Abstract:

Emigration of qualified teachers from developing countries is a double loss for the source countries, not only leading to emigration of high-skill labour but also affecting their future developmental base when these countries are already struggling to meet the millennium development goals (MDGs) in education. This article discusses emigration of Indian school teachers driven by rising demand in the destination countries, their dissatisfaction with the Indian education system and desire for a better life. The developed countries facing shortage of teachers, are actively recruiting from the developing countries like India to fill the gaps in the demand and supply of teachers. The shortages are caused by demand supply imbalances due to unattractiveness of the teaching profession, mass retirement of the baby-boom population of teachers, and high rates of teacher turnover in the recruiting countries. Such circumstances compel them to recruit teachers from other countries, creating an international market for teachers comprising the recruiting countries, source countries, the teachers, and the recruiting agents. While India is considered a labour-surplus country, it has serious shortage of teachers especially in the rural areas. The shortages have been projected to rise after the enforcement of the Right to Education (RTE) Act. Hence, the obscured trend of rise in teacher migration from India calls for attention. The author utilises the findings of an empirical study on migration of school teachers from India to argue the need of reforms in the Indian education system which are imperative to retain qualified and motivated teachers within the system which is required to fulfill the educational goals.

Spencer-Oatey, H. (2013):

Maximizing the Benefits of International Education Collaborations: Managing Interaction Processes.

In: Journ of Studies in Int Ed 17 (3), S. 244–261.

DOI: 10.1177/1028315312454545

Abstract:

International collaborations are frequently mentioned in university strategies as a way of promoting internationalization, often in relation to achieving greater connectivity among staff from different backgrounds. Much less explicit attention is paid to the underlying rationale for facilitating such connectivity, or the challenges academic staff may face in participating in such collaborations. In this article, the author argues that failure to pay adequate attention to such interaction issues can hinder the added value that international projects can offer and that much greater attention needs to be paid to the collaboration process itself in order to maximize benefits. The author analyzes the interaction experiences of staff who participated in a set of Sino-British collaborative e-learning projects and reports and illustrates the key challenges they faced and the ways in which they responded. The article concludes with a number of implications and recommendations for personnel involved in researching, planning, and/or participating in international education collaborations.

Su, X. (2013):

International Doctoral Science and Engineering Students: Impact on Cohorts' Career Prospects.

In: Journ of Studies in Int Ed 17 (5), S. 590–606.

DOI: 10.1177/1028315312467354

Abstract:

As more international doctoral students flow into science and engineering departments in American research universities, a marked shift on the demographic composition of doctoral student bodies has been witnessed. Using a dataset combining a survey of science and engineering department chairs with the latest department evaluation information, this study reveals that international students are overrepresented in least prestigious departments and underrepresented in top programs. Research findings suggest doctoral cohorts' career prospects are stratified by the representation of international students, department prestige and academic fields. The doctoral cohorts with more international students are more likely to head for less research-oriented faculty appointments and less likely to take postdoctoral positions. The cohorts minted out of prestigious departments demonstrate a greater success in landing research-oriented faculty positions. Relative to the cohorts in life science, the cohorts in engineering and physical sciences are presented with different job opportunities. The study concludes with a discussion of research findings and policy implications.

Tham, S. Y. (2013):

Internationalizing Higher Education in Malaysia: Government Policies and University's Response.

In: Journ of Studies in Int Ed 17 (5), S. 648–662.

DOI: 10.1177/1028315313476954

Abstract:

The intensity of internationalization has increased with an escalation in internationalization activities, leading to increasing student, program, and institutional mobility. In Malaysia, the internationalization of higher education in terms of student mobility has changed tremendously in the last two decades as the country has shifted from a sending to a receiving country. Policy-wise, the government has targeted to be a regional hub for higher education. The objectives of this article are to examine government policies, their rationales, and the response of public and private institutions toward these policies. The findings show that while there is also a new emphasis on research and knowledge generation, government policies essentially focus mainly on

increasing inbound students to increase export revenues. Institutions' response vary between public and private as the former have access to research funding from the government while the other is much more fee-dependent and therefore tend to focus on international students as an additional source of revenue but both view internationalization targets set by the government as an end by themselves.

Tran, L. T. (2013):

Internationalisation of Vocational Education and Training: An Adapting Curve for Teachers and Learners.

In: Journ of Studies in Int Ed 17 (4), S. 492–507.

DOI: 10.1177/1028315312469987

Abstract:

Competency-based training and training packages are mandatory for Australian vocational education and training (VET). VET qualifications are designed to provide learners with skills, knowledge, and attributes required for Australian workplaces. Yet, toward the end of December 2011, there were 171,237 international student enrolments in the Australian vocational education sector. VET currently ranks second behind the university sector by volume of international student enrolments in Australia. The flow of international students into Australian vocational education, their diverse learning characteristics, and their different acquired values have created new challenges as well as possibilities for teachers to transform their pedagogic practices and contribute to reshaping the pedagogy landscape in vocational education. Drawing on interviews with 50 teachers from VET institutes in three states of Australia, this article discusses the emergence of international vocational education pedagogy that enables international students and indeed all learners to develop necessary skills, knowledge, and attributes in response to the new demands of the changing workplace context and global skills and knowledge mobility. This article addresses a number of important issues concerning the interrelationship of international pedagogy and learner-centered education, notions of productive and inclusive pedagogies, transnational skills mobility, cultural diversity, and internationalization within the context of the Australian VET sector. Finally, the significance of these issues to educational providers and teachers across different educational levels and national contexts is discussed.

Wiers-Jenssen, J. (2013):

Degree Mobility from the Nordic Countries: Background and Employability.

In: Journ of Studies in Int Ed 17 (4), S. 471–491.

DOI: 10.1177/1028315312463824

Abstract:

Full-degree mobility from Western countries is a topic that has been little researched. Existing literature tends to be normative; mobility is seen as an advantage per se. In this article it is questioned whether mobility is an advantage when investigating degree mobility and employability of students from the Nordic countries. Results show that students who undertake a full degree abroad constitute a selected group regarding social origin and "mobility capital." Overall, the employability of mobile and nonmobile students is fairly similar, and there is little evidence that degree mobility enhances employability. But the mobile degree students are more likely to hold international jobs in the domestic labor market; hence mobility has an impact on "horizontal" career opportunities. Degree mobility implies a risk of brain drain, and the authors find that a substantial proportion of students from Finland, Denmark, and the Faroe Islands stay abroad after graduation. Norwegian and Icelandic students are far more likely to return to their home country. It is suggested that this pattern is not only due to labor market opportunities but also due to the structure of public support schemes. Generous support systems encourage a larger number of students to go abroad, not only the most dedicated. Widened participation is seen to result in more students returning to their country of origin.

Wilkins, S.; Huisman, J. (2013):

Student Evaluation of University Image Attractiveness and Its Impact on Student Attachment to International Branch Campuses.

In: Journ of Studies in Int Ed 17 (5), S. 607–623.

DOI: 10.1177/1028315312472984

Abstract:

In many countries and regions around the world international students now weigh up the potential advantages and disadvantages of undertaking their higher education at an international branch campus rather than at a home campus located in a traditional destination such as the United States or United Kingdom. The aim of the research is to identify the criteria used by prospective students to evaluate the images they hold of international branch campuses and to investigate the impact of these assessments on students' attachment to institutions. The study involved 407 students studying at nine international schools in the United Arab Emirates (UAE). It was found that information and opinions gained through personal relationships and the media explained over half of the variability in the attachment/membership intentions of prospective students. It was also discovered that students evaluate international branch campuses using information related to both the local branch and the home campus. The implications of the findings for international branch campuses are discussed.

Xia, J. (2013):

Commenting on Western Open Courses by Chinese Learners.

In: Journ of Studies in Int Ed 17 (4), S. 377–397.

DOI: 10.1177/1028315312456298

Abstract:

This article examines web comments written by Chinese learners on online open courses that are originally produced by leading universities in the United States and United Kingdom and are later introduced to China with Chinese translation. It applies the thematic discourse analysis strategy to classify the comments into themes to explore the patterns of studying behaviors of the Chinese learners. The analysis reveals that open access as the concept and practice of educational resources sharing is overwhelmingly supported. With regard to open course content, the Chinese are more interested in course materials that echo their daily experience than in courses that merely deliver knowledge and skills. A debate on the social effect of foreign open courses on Chinese ideology is discussed.

Journal of the European Higher Education Area. Policy, practice and institutional engagement (2013)

<http://www.ehea-journal.eu/>

[licence required | prints available at INCHER-Kassel]

Aarts, Han; Kouwenaar, Kees (2013):

Programmes for Development Cooperation in Higher Education and Research: A Comparison of Selected European Countries.

In: *Journal of the European Higher Education Area. Policy, practice and institutional engagement* (2), S. 113–146.

Abstract:

In the context of modern higher education internationalisation, global development cooperation in academia and research is imperative to the current and future success of higher education systems and institutions. It is, and will continue to be, a central task for both individual institutions and government departments to form a coherent and effective response to the various challenges development cooperation provides. In this article we consider the various practices a number of countries from the 'Global North' have developed in tandem with their developing partners, as well as their response to new challenges, the results of these programmes, and the post-crisis financial climate.

Abankina, Irina; Scherbakova, Irina (2013):

Russian Higher Education Reforms and the Bologna Process.

In: *Journal of the European Higher Education Area. Policy, practice and institutional engagement* (3), S. 1–22.

Abstract:

The article describes transformations of the Russian education system during the past decades and discusses the role of the Bologna process, and particularly the introduction of a new degree system, in the course of the higher education reforms. Two new types of the Russian universities introduced – federal universities and national research universities – should become engines in the realization of the tasks under reform. The role of universities and their development programmes increases, a new funding model should give more autonomy to the HEIs and secure sustainability in the implementation of their development strategies. The Bologna process has definitely served as a catalyst in the course of the modernization of the Russian education sector and everybody would benefit if it were more coordinated with general reforms.

Adam, Stephen (2013):

The Central Role of Learning Outcomes in the Completion of the European Higher Education Area.

In: *Journal of the European Higher Education Area. Policy, practice and institutional engagement* (2), S. 1–36.

Abstract:

This chapter is a fully revised and updated version of the original 2006 article 'An introduction to learning outcomes' It reviews the nature and functions of learning outcomes in the context of the Bologna educational reforms. It explores the current situation and ongoing challenges associated with their successful implementation 2013–2020. Section 1 explains what they are and where they originate. Section 2 explores their practical application and multiple functions, and provides a schematic summary. Section 3 places them in the context of current pedagogical reform and highlights their relationship to curriculum development –

teaching, learning and assessment. Section 4 establishes their centrality to the Bologna process and the successful completion of the European Higher Education Area. Finally, the concluding section 5 points to some important challenges associated with their application in the immediate future.

Albert Albers, Bernhard Kempen Andreas Braun (2013):

Good Practice in Academic Writing.

In: *Journal of the European Higher Education Area. Policy, practice and institutional engagement* (1), S. 109–116.

Abstract:

There used to be a firm conviction that there was both a shared implicit understanding of what constitutes "good academic practice" in writing doctoral and other theses, and a wide-spread belief that doctoral candidates and other degree candidates would adhere to these principles. These assumptions have turned out to be too optimistic. Realisation of this fact has led a number of high ranking academic organizations in Germany jointly to formulate their views on what they consider essentials of good academic practice in the context of theses that are submitted for a degree in Germany. In this article, the discourse participants and their motivation are introduced whereupon generic principles of good academic practice are formulated in eleven basic rules.

Antonyan, Kristine A. (2013):

Academic Dishonesty and Quality Assurance in Armenia.

In: *Journal of the European Higher Education Area. Policy, practice and institutional engagement* (3), S. 113–138.

Abstract:

In the context of Bologna process, Armenian HEIs need to make an institutional self-assessment based on the criteria developed by Armenian National Quality Assurance Center. The content analysis of the self-assessment requirements within universities, revealed that in regards to the development of the quality, little attention is paid to the institutional mechanisms which provide academic dishonesty guidelines. Since, the educational environment is the space where honesty and other values are analyzed, discussed, brought up and disseminated; teachers and students have the 'sacred' duty of behaving honestly in their educational activities. We believe that one of the main features of developing quality culture has to be the institutional neutralization and prevention of academic dishonesty. Our research on academic dishonesty has revealed many forms and reasons of it, which may, in turn, be useful for HEIs to design the compliance documentation. We also made policy recommendations on decreasing the academic dishonesty in HEIs.

Cai, Yuzhuo (2013):

Erasmus Mundus Joint Programme and EU's Strategy on Higher Education Cooperation with China – Lessons from the MARIHE Programme.

In: *Journal of the European Higher Education Area. Policy, practice and institutional engagement* (2), S. 95-112.

Abstract:

This paper discusses lessons learnt from the Erasmus Mundus Masters Course in Research and Innovation in Higher Education (MARIHE) from a participant's perspective and provides suggestions for European higher education institutions in their cooperation with Chinese counterparts. The MARIHE programme, implemented since 2012, is the first Erasmus Mundus joint degree programme with a Chinese university as a (potential) degree granting partner. The author, a Chinese scholar working at a European university as one member of the MARIHE consortium, has been deeply involved in the programme application and implementation, particularly regarding the communication between the Chinese university and other European partner institutions. The

MARIHE case, as one of few pioneering joint degree programmes between European and Chinese universities, has revealed a number of barriers for academic cooperation between European and Chinese higher education due to differences of legislations, educational traditions and administrative practices in different systems. The efforts of the MARIHE consortium in resolving the problems may provide valuable experience for many other European universities when cooperating with Chinese partners, particularly in developing joint education and degree programmes. It has also been argued in the paper that the Erasmus Mundus joint programmes with Chinese partnership play a significant role in implementing EU's strategy on higher education cooperation with China.

Carton, Janet; O'Farrell, Ciara; Kelly, Alan L. (2013):

Developing an Institutional Framework for Supporting Supervisors of Research Students: Lessons Learned from a Unique Inter-institutional Project in Ireland.

In: *Journal of the European Higher Education Area. Policy, practice and institutional engagement* (2), S. 37–68.

Abstract:

The authors of this article represent three of the largest Irish Universities, which have participated, with others, in a unique collaborative project to design, pilot and implement a national framework to support institutions in the development of their own research supervisor support and development programmes. Lessons learned from pilot initiatives, which explored approaches to supervision, target audiences, institutional management and enculturation of supervision support, were drawn together to form the final framework. Areas deemed important for inclusion in future programmes are highlighted in the article and the positioning of support initiatives in the Irish and European context are explored. Challenges associated with programme design and institutional embedding, and issues surrounding the monitoring and evaluation of supervisor support programmes, are also discussed. The paper concludes with recommendations for effective programme design and institutional enculturation, which arise from the experience of each of the stakeholders in this unique collaborative initiative.

Chmielecka, Ewa; Brdulak, Jakub; Miller, Piotr; Doroszewicz, Stefan (2013):

European Standards and Guidelines for Quality Assurance and Teaching Staff.

In: *Journal of the European Higher Education Area. Policy, practice and institutional engagement* (4), S. 87–102.

Abstract:

The article consists of two parts. The first part comprises a short summary of the findings of the IBAR Project, which focuses on the link between the quality of education and teaching staff. In the second part the fundamental nature of the ESG in terms of teaching staff activity is considered. In particular, the issue of staff motivation in developing quality culture is discussed, which is the main objective of implementing the ESG since academic staff is the decisive factor the successful development of quality culture.

Deca, Ligia (2013):

The European Higher Education Area – Going the 'Whole Nine Yards' With the Bologna Process or Charting New Territories?

In: *Journal of the European Higher Education Area. Policy, practice and institutional engagement* (1), S. 1–24.

Abstract:

The official launch of the European Higher Education Area (EHEA) in 2010, by ministers responsible for higher education in 47 European countries, raised public expectations and prompted a series of questions, especially from the wider public and the specialised press, regarding the impacts and future relevance of the Bologna

Process. This article starts with an overview of how the process is seen from a variety of disciplinary views. It then provides a critical reflection on the evolution of the Bologna Process, from the point of view of what is largely deemed by the EHEA policy and practice community as achievements and challenges. The final aim of the article is to provide a possible answer to the question of whether the launch of the European Higher Education Area and the political call for its consolidation are mainly about realising the existing Bologna Process objectives or whether the newly established EHEA is increasingly seen as a political forum for European policy cooperation in higher education, which would impose some minimum requirements on the members, but also increasingly include 'non-traditional' topics for the Bologna Process, such as governance, funding etc. The political discourse in the latest EHEA Bucharest Communiqué is finally analysed in order to support this main question.

Dufaux, Stefanie (2013):

Competing Scenarios for Internationalisation of Higher Education in Kazakhstan.

In: *Journal of the European Higher Education Area. Policy, practice and institutional engagement* (3), S. 93–112.

Abstract:

This article analyses the current developments of scenarios for internationalisation in Kazakhstan. With Kazakhstan's admission to the Bologna Process, new opportunities for cooperation with Kazakhstani universities opened up. The article elaborates Kazakhstani and European strategies for internationalisation, analyses opportunities and obstacles for partnerships and presents the country's current competing scenarios of internationalisation. Based on historical ties, on strategies of collaboration with new neighbours or the bond with Turkic countries, various scenarios of internationalisation are currently developing in Kazakhstan. Nevertheless, Europe is found to represent an important point of reference for education standards and a key partner in the context of Kazakhstan's endeavour to become a leading economy.

Hašková, Alena; Lachká, Ľubica; Pilárik, Ľubor (2013):

Information and Internal Quality Assurance in European Higher Education Institutions.

In: *Journal of the European Higher Education Area. Policy, practice and institutional engagement* (4), S. 103–122.

Abstract:

The focus of this paper is aimed at the identification of the context for internal quality assessment with accent on the transparency in information processes at the higher education institutions. It follows from European Standards and Guidelines for Quality Assurance ESG 1.6 and ESG 1.7, which are related to the collecting, use, analysing and disclosure of information. It is based on a comparative analysis derived from 28 institutional case studies carried out in seven countries: the Czech Republic, Latvia, the Netherlands, Poland, Portugal, Slovakia, and the United Kingdom, participating in the IBAR project (Identifying Barriers in Promoting the European Standards and Guidelines for Quality Assurance at Institutional Level and Making Recommendation as to How These Might Be Addressed). It discusses the role which information plays in the transparent management of HEIs and in actual, impartial and objective informing the public following internal quality assurance processes. The aim of the article is to highlight the barriers to the effective utilisation of information in these institutions at both national and institutional levels.

Hoareau, Cecile; Ritzen, Jo; Marconi, Gabriele (2013):

The State of University Policy for Progress in Europe.

In: *Journal of the European Higher Education Area. Policy, practice and institutional engagement* (1), S. 25–60.

Abstract:

This study measures and compares the extent to which national governments' policies foster the contribution of higher education to economic innovation across Europe. The study stresses the relevance of policies which are 'empowering' for higher education institutions, i.e. provide them with appropriate resources and regulatory environments. The assessment relies on quantitative composite scores, using non-arbitrary weights and eighteen policy indicators across 32 European countries. A large number of countries belong to a 'middle group' in our overall assessment, indicating a relative cohesion in Europe. Yet, substantial variations exist, each European Government having room for policy improvement.

Jibladze, Elene (2013):

Challenges of Transition.

In: *Journal of the European Higher Education Area. Policy, practice and institutional engagement* (3), S. 139–150.

Abstract:

The article provides an analysis of the Bologna-inspired reforms related to the quality assurance in Georgia. Following the 2003 "Rose revolution", some have pronounced Georgia as a model of success and as a reference for other post-Soviet states that have embarked on the Bologna reforms. Positive assessments of international and governmental actors however come in contradiction with the growing concerns regarding the reality of reforms expressed by the domestic actors. The study assesses the situation and puts forward the factors that can explain what causes and sustains this contradiction. The article also discusses the very notion of success of such reforms in a transition country.

Kladis, Dionyssis (2013):

Tracking Learners' and Graduates' Progression Paths (TRACKIT).

In: *Journal of the European Higher Education Area. Policy, practice and institutional engagement* (1), S. 61–80.

Abstract:

The aim of this article is to present some aspects of the study "Tracking learners' and graduates' progression paths – TRACKIT". The study aimed at providing an overview of the tracking initiatives for students and graduates in Europe, referring both to tracking of students' progress in their studies and to tracking of graduates' paths towards employment. The article explores more specifically the relevance of "tracking" to basic concepts of the Bologna Process and to principles of quality assurance in Europe as they appear in the European Standards and Guidelines.

Knyazev, Evgeny; Drantusova, Natalya (2013):

Bologna Process as a Factor of Transformation of Russian Higher Education.

In: *Journal of the European Higher Education Area. Policy, practice and institutional engagement* (3), S. 23–44.

Abstract:

This article analyzes the ways in which the implementation of the Bologna principles has transformed the system of Russian higher education. The transformational trends caused by the Bologna Process within pan-Europa are typical for the Russian context and include institutional differentiation and other changes in relation to higher education and its wider environment. But, given national peculiarities and traditions, the

manifestation and development of these trends have their own special characteristics and limitations. Due to their institutional features, Russian higher education institutions responded to these trends in different ways. This article considers four models of institutional development that have formed in Russian higher education in recent years.

Lourdes Machado-Taylor, Maria de; Meira Soares, Virgílio; Brites Ferreira, José; Farhangmehr, Minoo; Brites, Rui; Gouveia, Odilia (2013):

Job (in)Satisfaction among Academics in Portuguese Higher Education Institutions.

In: *Journal of the European Higher Education Area. Policy, practice and institutional engagement* (2), S. 69–94.

Abstract:

The purpose of this paper is to analyze the findings of a national study on satisfaction of academics, carried out at the Centre for Research on Higher Education Policies (CIPES) and funded by the Portuguese Foundation for Science and Technology (FCT). The paper identifies the dimensions of job satisfaction with which academics are more satisfied and less satisfied. In general the findings shows similar trends noticed in other studies developed in the field.

Mutanov, Galimkair; Burkitbayev, Mukhambetkali; Ibrayeva, Galiya; Abdiraiymova, Gulmira (2013):

Kazakhstan in the European Higher Education Area (EHEA).

In: *Journal of the European Higher Education Area. Policy, practice and institutional engagement* (3), S. 67–92.

Abstract:

This paper analyzes the integration process of higher education institutions (HEIs) in Kazakhstan within the context of the European education area. Academic experts and students carried out comparative sociological research of Kazakhstan, the findings of which are presented here. Empirical evidence shows how the Bologna process is shaping culture in Kazakhstan by inverting negative attitudes towards the transformations on the national HEIs' and individual levels. The authors reveal political economic and cultural advantages of Kazakhstan's entry to the European education area. The research enables the authors to give a latent assessment of the positive and negative attitudes of the university academic society in regards to ongoing changes such as the modernization of the education processes and new education services. It also determines perspectives about the further development of educational institutions in Kazakhstan.

Orkodashvili, Mariam (2013):

The Role of the State in the Higher Education Reforms in the Caucasus: Corruption, Coercion, and Strife for EHEA Standards.

In: *Journal of the European Higher Education Area. Policy, practice and institutional engagement* (3), S. 151–166.

Abstract:

The article raises the issue of the role of state in the process of privatization, marketization and decentralization of education in the higher education of the Caucasus. The education policies conducted in this direction in the states of the Caucasus have been manifold distorted and abused in these transition countries since the collapse of the Soviet Union. This fact has frequently led to the cases of corruption, coercion, graft and unduly heavy interference and control of the education from the state. The western ideals of autonomy, independent decision-making, restructuring and revitalization of study programs, departments and research directions have been mainly misunderstood, misinterpreted, and mis-realized in the Caucasian states. Though certain positive results have been engendered by some policies, the dire consequences of the overall process have been the deterioration of the education quality, decrease of access to higher education,

the increased inequity in education opportunities of various SES students, and difficulties in meeting the Bologna requirements.

Owen, Catherine; Eggins, Heather; Gordon, George; Land, Ray; Rattray, Julie (2013):

Is Access to University a Matter of Quality? UK and European Experiences of Widening Participation.

In: *Journal of the European Higher Education Area. Policy, practice and institutional engagement* (4), S. 17–32.

Abstract:

Widening participation and the related issue of social mobility are re-emerging as crucial, complex and pressing priorities in terms of the governance and the social and economic effectiveness of higher education in the regions of Europe. Concern about barriers to entry to higher education has been debated across Europe since at least the 1960s, yet there is still disagreement about the extent to which universities should take responsibility for the social effects of access policies and provision. Despite the unifying effects of the Bologna Process, the meaning and status of widening participation action across Europe remain highly differentiated. Enhanced access in terms of numbers does not necessarily correlate with equality of opportunity and planned national responses to access concerns remain under-developed in many member states. This article compares data from the UK with that from six other EU countries: Czech Republic, Latvia, Netherlands, Poland, Portugal, and Slovakia collected as part of the IBAR (Identifying Barriers in Promoting European Standards and Guidelines for Quality Assurance at Institutional Level) Project. We compare the current status of the UK's national widening participation agenda with findings from the other countries participating in the IBAR project and ask if European standards for quality assurance can, or should, accommodate the very different systems and philosophies which underpin national and institutional approaches to higher education participation.

Prikulis, Alberts; Rauhvargers, Andrejs; Rusakova, Agnese (2013):

Internal Quality Assurance Policies and Systems in European Higher Education Institutions.

In: *Journal of the European Higher Education Area. Policy, practice and institutional engagement* (4), S. 1–16.

Abstract:

This paper gives an overview about development of internal quality assurance in higher education institutions in Europe following the adoption of European Standards and Guidelines. It is trying to answer a question what policies and systems for internal quality assurance exist and how consistent they are with ESG in Higher education institutions in seven countries (CZ, LV, NL, PL, PT, SK, and UK) derived from 28 institutional case studies of these countries. It concludes that ESG Part 1 is finding its way into institutional policies and systems, but there is still some way to go until it becomes inseparable part of everyday quality culture.

Sarrico, Cláudia S.; Veiga, Amélia; Amaral, Alberto (2013):

Quality, Management and Governance in European Higher Education Institutions.

In: *Journal of the European Higher Education Area. Policy, practice and institutional engagement* (4), S. 47–70.

Abstract:

This paper discusses the relationship between the themes of quality, management and governance of higher education institutions in Europe. It is based on a comparative analysis of seven national studies (CZ, LV, NL, PL, PT, SK, and UK) derived from 28 institutional case studies of the countries participating in the IBAR – Identifying barriers in promoting European Standards and Guidelines for Quality Assurance at institutional level project. It concludes that appropriate balanced governance arrangements are needed to cope with and

manage tensions in higher education institutions, and may be a necessary requirement to producing favourable outcomes regarding quality improvement and enhancement.

Schmidt, Uwe; Fährndrich, Sabine; Heinze, Daniela (2013):

The Impact and Function of Accreditation in the Higher Education System.

In: *Journal of the European Higher Education Area. Policy, practice and institutional engagement* (1), S. 81–108.

Abstract:

In addition to the long-standing system of programme accreditation, the opportunity to conduct a so-called system accreditation (in most countries called institutional accreditation) procedure has been available for the last four years. These procedures investigate the capacity of an institution to complete their tasks in terms of both quality development and quality assurance within fields of studies and teaching. System accreditation, however, has been subject to numerous critical objections and indeed, such disagreement culminated in a statement made by the German Rectors' Conference, which proposed a quality audit as a viable alternative. In 2011 the Johannes Gutenberg University Mainz became the first German university to be granted system accreditation. Building on previous experience, this article analyses critical aspects of system accreditation, and in doing so adopts comparative perspectives between programme and system accreditation. In particular, the effects which have emanated from these procedures of quality development in higher education institutions will be considered in this article.

Šmídová, Michaela; Zimmerhaklová, Hana (2013):

Similarities and Differences of Student Assessment across Seven European Countries.

In: *Journal of the European Higher Education Area. Policy, practice and institutional engagement* (4), S. 33–46.

Abstract:

The main goal of this article is to present a comparative analysis of student assessment policies and procedures at institutional micro-level across a sample of selected HEIs. The analysis is based on qualitative research which took place across seven European countries: the Czech Republic, Latvia, the Netherlands, Poland, Portugal, Slovakia, and the United Kingdom in 2011. Four key themes were identified for the comparative analysis: general approaches (diagnostic, formative, summative) to student assessment, learning outcomes, student assessment and the role of academic staff and internal and external verification.

The Place of the Bologna Process in the Russian Higher Education Reform (2013):

Kabanova, Irina.

In: *Journal of the European Higher Education Area. Policy, practice and institutional engagement* (3), S. 45–66.

Abstract:

The paper describes Russian socio-cultural context for the current reform in higher education and looks into the role of the Bologna process in the reform. It identifies two periods in using the Bologna principles in Russia, outlines the major legal and practical steps in implementing the Bologna principles. The assessment of degree of influence of the Bologna process and its outcomes for the Russian HE system is offered. The consequences of the Bologna process are placed into the wider national context of Russian HE reform.

Westerheijden, Don F.; Epping, Elisabeth; Faber, Marike; Leisyte, Liudvika; Weert, Egbert de (2013):

Stakeholders and Quality Assurance.

In: *Journal of the European Higher Education Area. Policy, practice and institutional engagement* (4), S. 71–86.

Abstract:

How are stakeholders represented in higher education institutions' decision-making that influences the quality of education, and are their viewpoints taken into account? These were the main questions addressed in this part of the seven-country comparative study. Findings indicate that formal barriers are largely absent, that stakeholder influence has grown somewhat over recent years, but that actual influence of stakeholders can be further optimised in higher education institutions.

Minerva (51) 2013

<http://link.springer.com/journal/11024>

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Autio-Sarasma, Sari (2013):

Per Lundin, Niklas Stenlås and Johan Gribbe (eds.), *Science for Welfare and Warfare: Technology and State Initiative in Cold War Sweden*, Science History Publications/Watson Publishing International, Sagamore Beach, USA, 2010. HB, 314 pages. ISBN 0-88135-425-2; ISBN 978-0-88135-425-6

[Review]. In: *Minerva* 51 (1), S. 123–126.

DOI: 10.1007/s11024-013-9223-0

Abstract:

The edited volume *Science for Welfare and Warfare* investigates the establishment of state-led science and technology in the economic and industrial development of Cold War Sweden. The research task is to examine how the state took a new role during and after World War II, how the role of the state was justified and how the new role of the state transformed Swedish society and economy during the post-war era. The starting point for the research is that during the first decades after the War, the economic and industrial development process permeated virtually all sectors of Swedish society: government committees were assigned to survey the needs and propose reforms, new institutions were formed to provide necessary expertise and large-scale technological initiatives were launched to facilitate the development. In short, the book analyzes how Sweden became a strong state with functional welfare institutions and supportive warfare machinery after World War II. [...]

Bekerman, Fabiana (2013):

The Scientific Field During Argentina's Latest Military Dictatorship (1976–1983): Contraction of Public Universities and Expansion of the National Council for Scientific and Technological Research (CONICET).

In: *Minerva* 51 (2), S. 253–269.

DOI: 10.1007/s11024-013-9227-9

Abstract:

This study looks at some of the traits that characterized Argentina's scientific and university policies under the military regime that spanned from 1976 through 1983. To this end, it delves into a rarely explored empirical observation: financial resource transfers from national universities to the National Scientific and Technological Research Council (CONICET, for its Spanish acronym) during that period. The intention is to show how, by reallocating funds geared to Science and Technology, CONICET was made to expand and decentralize to the detriment of universities. This was the primary tool used by the military regime to thwart higher education's research development, bolstering research efforts at other realms. Thus, CONICET grew in budget, number of researchers, and staff size, creating new research institutes, while national universities struggled with reduced funding and were forced to shut down their institutes and programs. As a result, CONICET virtually concentrated all scientific research, foregoing the knowledge accumulated at universities, which drove a wedge between both institutions. This military approach to science and technology policy-making is discussed, bearing in mind the notion of dependence—both in terms of the state's intervention in the inner workings of the scientific-university field as well as regarding the role played by international financial support in scientific research development.

Benneworth, Paul (2013):

Elizabeth Popp Berman, *Creating the Market University: How Academic Science Became an Economic Engine*, Princeton: Princeton University Press, 2011

[Review]. In: *Minerva* 51 (4), S. 521–527.

DOI: 10.1007/s11024-013-9236-8

Abstract:

A recurrent problem for social sciences is bridging between individual purposive activity and larger scale patterns of social change. Individually-focused approaches can seem unsatisfying and to deliberately obscure important questions of power. Whilst statistical approaches can demonstrate correlations of behaviours and outcomes, they often have difficulties in teasing out issues of ideology and intentionality. Structuration and systems theories is one approach to overcome these problems by creating theoretical frameworks explaining how these purposive activities might become embedded within causal chains producing action at a distance, and materially changing the development trajectory of wider – societal – units. But at the same time, the development of these systems and structuration theories is itself a profoundly political process [...]

Brown, Mark B. (2013):

Philip Kitcher, *Science in a Democratic Society*, Prometheus Books, Amherst, New York, 2011

[Review]. In: *Minerva* 51 (3), S. 389–397.

DOI: 10.1007/s11024-013-9233-y

Abstract:

Philip Kitcher is a leading figure in the philosophy of science, and he is part of a growing community of scholars who have turned their attention from the field's long-time focus on questions of logic and epistemology to the relation between science and society. Kitcher's book *Science, Truth, and Democracy* (2001) charted a course between relativism and realism, arguing that the aims of science emerge from not only scientific curiosity but also practical and public concerns. The book also drew on John Rawls's *A Theory of Justice* (1999) to develop an ideal of "well-ordered science," and then applied the ideal to various aspects of the scientific research agenda. Ten years later, complex public issues like climate change have grown more urgent, and with many people questioning mainstream science on climate change, evolutionary biology, vaccines, stem cell research, and other topics, the tensions between science and democracy seem more pronounced than ever. [...]

Cantwell, Brendan; Taylor, Barrett J. (2013):

Global Status, Intra-Institutional Stratification and Organizational Segmentation: A Time-Dynamic Tobit Analysis of ARWU Position Among U.S. Universities.

In: *Minerva* 51 (2), S. 195–223.

DOI: 10.1007/s11024-013-9228-8

Abstract:

Ranking systems such as The Times Higher Education's World University Rankings and Shanghai Jiao Tong University's Academic Rankings of World Universities simultaneously mark global status and stimulate global academic competition. As international ranking systems have become more prominent, researchers have begun to examine whether global rankings are creating increased inequality within and between universities. Using a panel Tobit regression analysis, this study assesses the extent to which markers of inter-institutional stratification and organizational segmentation predict global status among US research universities as measured by position in ARWU. Findings indicate some support that both inter-institutional stratification and organizational segmentation predict global status.

Eisler, Matthew N. (2013):

"The Ennobling Unity of Science and Technology": Materials Sciences and Engineering, the Department of Energy, and the Nanotechnology Enigma.

In: Minerva 51 (2), S. 225–251.

DOI: 10.1007/s11024-013-9224-z

Abstract:

The ambiguous material identity of nanotechnology is a minor mystery of the history of contemporary science. This paper argues that nanotechnology functioned primarily in discourses of social, not physical or biological science, the problematic knowledge at stake concerning the economic value of state-supported basic science. The politics of taxonomy in the United States Department of Energy's Office of Basic Energy Sciences in the 1990s reveals how scientists invoked the term as one of several competing and equally valid candidates for reframing materials sciences in ways believed consonant with the political tenor of the time. The resulting loss of conceptual clarity in the sociology of science traces ultimately to the struggle to bridge the disjunction between the promissory economy of federal basic science and the industrial economy, manifested in attempts to reconcile the precepts of linearity and interdisciplinarity in changing socio-economic conditions over a half century.

Fumasoli, Tatiana; Huisman, Jeroen (2013):

Strategic Agency and System Diversity: Conceptualizing Institutional Positioning in Higher Education.

In: Minerva 51 (2), S. 155–169.

DOI: 10.1007/s11024-013-9225-y

Abstract:

This paper argues that the impact of individual higher education institutions' strategies on system diversity should be explored. By looking at how universities respond strategically to governmental policies as well as to the actions of other (competing) institutions, our understanding of determinants of diversity can be enriched. A conceptual framework focusing on institutional positioning is explained using the dimensions deliberateness of organizational actions versus environmental influence, on the one hand, and differentiation versus compliance, on the other. We posit institutional positioning as the mechanism through which organizational and environmental levels are linked. Our model features multiple dimensions and relations reflecting how higher education institutions locate themselves in specific niches, i.e. positions where they are able to gather the necessary resources for their core activities. The implications for research on diversity and for policymaking are discussed.

Guo, Sun-Wei (2013):

China's "Gene War of the Century" and Its Aftermath: The Contest Goes On.

In: Minerva 51 (4), S. 485–512.

DOI: 10.1007/s11024-013-9237-7

Abstract:

Following the successful cloning of genes for mostly rare genetic diseases in the early 1990s, there was a nearly universal enthusiasm that similar approaches could be employed to hunt down genes predisposing people to complex diseases. Around 1996, several well-funded international gene-hunting teams, enticed by the low cost of collecting biological samples and China's enormous population, and ushered in by some well-connected Chinese intermediaries, came to China to hunt down disease susceptibility genes. This alarmed and, in some cases, enraged many poorly funded Chinese scientists, who perceived them as formidable competitors. Some depicted foreign gene-hunters as greedy pilferers of the vast Chinese genetic gold mine, comparing it to the plundering of national treasures from China by invaders in the past, and called upon the government and their fellow countrymen to rise up and protect China's genetic gold mine. Media uproar

ensued, proclaiming the imminent “gene war of the century.” This article chronicles the key events surrounding this “war” and its aftermath, exposes some inherent complexities in identifying susceptibility genes for complex diseases, highlights some issues obscured or completely overlooked in the passionate and patriotic rhetoric, and debunks some misconceptions embedded in this conflict. In addition, it argues that during the entire course of this “war,” the public’s interest went conspicuously unmentioned. Finally, it articulates several lessons that can be learned from this conflict, and outlines challenges facing human genetics researchers.

Hermanowicz, Joseph C. (2013):

The Culture of Mediocrity.

In: Minerva 51 (3), S. 363–387.

DOI: 10.1007/s11024-013-9231-0

Abstract:

Select groups and organizations embrace practices that perpetuate their inferiority. The result is the phenomenon we call “mediocrity.” This article examines the conditions under which mediocrity is selected and maintained by groups over time. Mediocrity is maintained by a key social process: the marginalization of the adept, which is a response to the group problem of what to do with the highly able. The problem arises when a majority of a group is comprised of average members who must decide what to do with high performers in the group. To solve this problem, reward systems are subverted to benefit the less able and the adept are cast as deviant. Marginalization is a resolution of two tensions: marginalization of the adept for their behavior, and protection from the adept for the mediocre. The American research university is used as an example to describe the phenomenon and to formulate a theoretic argument. The forms and consequences of marginalization are discussed. Marginalizing the adept illustrates an anti-meritocratic behavioral pattern which serves to sustain social systems on which all people, however able, depend.

Hessels, Laurens K. (2013):

Coordination in the Science System: Theoretical Framework and a Case Study of an Intermediary Organization.

In: Minerva 51 (3), S. 317–339.

DOI: 10.1007/s11024-013-9230-1

Abstract:

Many science systems are witnessing the rise of intermediary organizations with a coordinating mission, but to date a systematic understanding of their function and effects is lacking. The aim of this paper is to contribute to the understanding of the coordinating efforts of intermediary organizations. Starting from the definition of coordination as the establishment or strengthening of a relationship among the activities in a system, with the aim to enhance their common effectiveness, I develop a heuristic framework that facilitates the systematic analysis of coordination in science. I illustrate and substantiate my framework with the empirical case study of a Dutch coordination task force in the area of chemical technologies. Thanks to the framework I could disentangle a number of functions that this task force fulfils concerning research programming, funding allocation and supporting interactions and collaborations. This approach enabled me to systematically analyse a very heterogeneous set of processes that each deserve to be called coordination. The analysis yields a clear overview of eight coordination processes that are each described in terms of activities, intervention, relationships, mechanisms and performance. I conclude my paper with suggestions for further research on coordination in the science system.

Hrotic, Steven (2013):

Survey of the Philosophic Discipline.

In: Minerva 51 (1), S. 93–122.

DOI: 10.1007/s11024-013-9218-x

Abstract:

The academy is widely reported to be going through a period of transformation: not just changes to what is taught, but threats to tenure and internal funding, perhaps balanced by new possibilities for external funding and interdisciplinary projects. This article discusses a recently conducted survey of US and Canadian Philosophy departments, in an effort to understand one discipline's perspective on and reaction to these changes. The survey found that, for the majority of departments, Philosophy has largely not changed over the last decade in terms of shifts in subfields, tenure and tenure criteria, internal funding and external grant awards. However, a minority of departments are demonstrating potentially transformative possibilities, especially as related to interdisciplinarity.

Kaiserfeld, Thomas (2013):

Why New Hybrid Organizations are Formed: Historical Perspectives on Epistemic and Academic Drift.

In: Minerva 51 (2), S. 171–194.

DOI: 10.1007/s11024-013-9226-x

Abstract:

By comparing three types of hybrid organizations—18th-century scientific academies, 19th-century institutions of higher vocational education, and 20th-century industrial research institutes—it is the purpose here to answer the question of why new hybrid organizations are continuously formed. Traditionally, and often implicitly, it is often assumed that emerging groups of potential knowledge users have their own organizational preferences and demands influencing the setup of new hybrid organizations. By applying the concepts epistemic and academic drift, it will be argued here, however, that internal organizational dynamics are just as important as changing historical conjunctures in the uses of science when understanding why new hybrid organizations are formed. Only seldom have older hybrid organizations sought to make themselves relevant to new categories of knowledge users as the original ones have been marginalized. Instead, they have tended to accede to ideals supported by traditional academic organizations with higher status in terms of knowledge management, primarily universities. Through this process, demand has been generated for the founding of new hybrid organizations rather than the transformation of existing ones. Although this study focuses on Swedish cases, it is argued that since Sweden strove consistently to implement existing international policy trends during the periods in question, the observations may be generalized to apply to other national and transnational contexts.

Kearnes, Matthew (2013):

On Guidebooks, Lists and Nanotechnology.

[Review]. In: Minerva 51 (4), S. 513–519.

DOI: 10.1007/s11024-013-9241-y

Abstract:

[...] Its authors open with a straightforward narrative outlining the significance of nanotechnology and the importance of understanding what its novelty is, stating: New and emerging technologies both excite and worry us ... and nanotechnology today is certainly a flashpoint for irrational exuberance and fears. By definition, there is a knowledge gap during the nascent stages of any new technology [...]

Krücken, Georg; Blümel, Albrecht; Kloke, Katharina (2013):

The Managerial Turn in Higher Education? On the Interplay of Organizational and Occupational Change in German Academia.

In: Minerva 51 (4), S. 417–442.

DOI: 10.1007/s11024-013-9240-z

Abstract:

The managerial turn in academia is currently broadly discussed. Based on empirical data gathered from a sample that includes all German universities, we can give a broad and fine-grained account of this turn. What we can clearly see is that whole new categories of administrative management positions have been created over the last years. Furthermore, within the non-academic staff we can see a profound restructuration. Lower-level positions like those for clerical work decreased, while higher-level positions in the administration increased. However, and in contrast to studies of countries, we do not observe a general shift from academic to non-academic positions. In addition to the statistical analysis of survey data and personnel data, we conducted seventy in-depth interviews with heads of administrative management units, in particular those being created over the last two decades, for example, on quality control, technology transfer, and career service. Although we clearly see important changes indicating a managerial turn in higher education, core characteristics of a professional organization whose basic processes are ultimately controlled by academics and not by administrators or managers have been retained. These findings call for further cross-national research.

Lepori, Benedetto; Bonaccorsi, Andrea (2013):

The Socio-Political Construction of a European Census of Higher Education Institutions: Design, Methodological and Comparability Issues.

In: Minerva 51 (3), S. 271–293.

DOI: 10.1007/s11024-013-9235-9

Abstract:

This paper reports on an experiment concerning the social construction of statistical definitions, where the first census of Higher Education Institutions in Europe has been developed. It conceptualizes the construction of indicators as a social process of definitions and boundaries' negotiation, involving value judgments, social and political opinions, as well as practical interests and power strategies of actors. The paper exemplifies this process on three issues, namely the social demand for establishing a census, the controversy concerning the definition of a perimeter as well as the selection of indicators, and the nature of comparability judgments. We first conclude that the socio-political dimension has to be explicitly taken into account when designing statistical systems; second, that social scientists involved in this process need to openly recognize the conflicts around the definition of indicators; third, that the objectified and taken for granted status of indicators makes them a powerful instrument to influence policy decisions and, that indicator designers need to make their own value judgments and interests fully transparent.

Marcovich, Anne; Shinn, Terry (2013):

Respiration and Cognitive Synergy: Circulation in and Between Scientific Research Spheres.

In: Minerva 51 (1), S. 1–23.

DOI: 10.1007/s11024-013-9220-3

Abstract:

This article explores the crucial moments of scientists' research activities when they decide to shift to a radical new domain or to perpetuate a project. We introduce what we have called the "respiration model" which describes and analyses key cognitive components which occur in this complex process. Respiration either privileges epistemic expectations which are rooted in socio-cognitive metrics of "concentration" or in a

functionality-multiple horizon context which we refer to as “extension”. The respiration model accords particular attention to the elements curiosity and synergy in science.

Miller, Thaddeus R.; Neff, Mark W. (2013):

De-Facto Science Policy in the Making: How Scientists Shape Science Policy and Why it Matters (or, Why STS and STP Scholars Should Socialize).

In: Minerva 51 (3), S. 295–315.

DOI: 10.1007/s11024-013-9234-x

Abstract:

Science and technology (S&T) policy studies has explored the relationship between the structure of scientific research and the attainment of desired outcomes. Due to the difficulty of measuring them directly, S&T policy scholars have traditionally equated “outcomes” with several proxies for evaluation, including economic impact, and academic output such as papers published and citations received. More recently, scholars have evaluated science policies through the lens of Public Value Mapping, which assesses scientific programs against societal values. Missing from these approaches is an examination of the social activities within the scientific enterprise that affect research outputs and outcomes. We contend that activities that significantly affect research trajectories take place at the levels of individual researchers and their communities, and that S&T policy scholars must take heed of this activity in their work in order to better inform policy. Based on primary research of two scientific communities—ecologists and sustainability scientists—we demonstrate that research agendas are actively shaped by parochial epistemic and normative concerns of the scientists and their disciplines. S&T policy scholarship that explores how scientists balance these concerns, alongside more formal science policies and incentive structures, will enhance understanding of why certain science policies fail or succeed and how to more effectively link science to beneficial social outcomes.

Oleksiyenko, Anatoly (2013):

Organizational Legitimacy of International Research Collaborations: Crossing Boundaries in the Middle East.

In: Minerva 51 (1), S. 49–69.

DOI: 10.1007/s11024-013-9221-2

Abstract:

Cross-border academic collaborations in conflict zones are vulnerable to escalated turbulence, liability concerns and flagging support. Multi-level stakeholder engagement at home and abroad is essential for securing the political and financial sustainability of such collaborations. This study examines the multilayered stakeholder arrangements within an international academic health science network contributing to peace-building in the Middle East. While organizational forms in this collaboration change to reflect the structural, epistemic and political expectations of various support groups operating locally and globally, the legitimacy of the international research and its contribution to the peace-building process last as long as institutional norms of academic enterprise – integrity, impartiality and collegiality – are sustained. This paper analyzes the reconciliatory strategies used by the collaborating health scientists to mitigate organizational turbulence, reduce resource asymmetries and continually build and rebuild bridges across stakeholder communities.

Ramayah, T.; Yeap, Jasmine A. L.; Ignatius, Joshua (2013):

An Empirical Inquiry on Knowledge Sharing Among Academicians in Higher Learning Institutions.

In: Minerva 51 (2), S. 131–154.

DOI: 10.1007/s11024-013-9229-7

Abstract:

Universities are expected to be places where knowledge is shared freely among academicians. However, the reality shows that knowledge sharing is barely present within universities these days. As Malaysia shifts towards building a knowledge-based society, academic institutions, particularly the public universities, now face ever-growing faculty demands for sharing quality resources and expertise. As a result, knowledge sharing in academia has become a rising concern. The purpose of this study, then, is to uncover the factors that propel knowledge sharing among academicians in higher learning institutions of Malaysia. Using the Theory of Reasoned Action as the basis for this study's research framework, data was gathered from 447 academicians in 10 public universities scattered throughout the country. Findings from the Partial Least Squares analysis revealed that extrinsic motivation, reciprocal relationships, sense of self-worth and subjective norm are vital determinants of an academician's attitude towards knowledge sharing. In turn, this attitude that is formed will largely determine whether the academician engages in knowledge sharing behaviors or not. Besides having a positive effect on attitude, sense of self-worth also exhibited a positive impact on the subjective norm to share knowledge. Consequently, this subjective norm will have an impact upon knowledge sharing behavior. In addition, perceived behavioral control and organizational climate were discovered to have a direct influence on knowledge sharing behaviors. Implications, limitations as well as suggestions for future research are accordingly discussed in this paper.

Rodman, Karmen; Biloslavo, Roberto; Bratož, Silva (2013):

Institutional Quality of a Higher Education Institution from the Perspective of Employers.

In: Minerva 51 (1), S. 71–92.

DOI: 10.1007/s11024-013-9219-9

Abstract:

The present paper proposes a theoretical model of institutional quality of a higher education institution (HEI) which, in addition to the internal dimensions of quality, incorporates also the external dimension, i.e. the outcomes dimension. This dimension has been neglected by the quality standards and models examined in our paper. Furthermore, the standards and models analyzed consider stakeholders as one of the quality factors of a HEI. The stakeholders' perspective is seen as a lens through which stakeholders define, control and assess the quality of a HEI. The proposed model therefore gives stakeholders greater significance compared to the dimensions of institutional quality of a HEI. The model has been validated from the employers' perspective. On the basis of 339 completed questionnaires or a 39.74 % response rate we concluded that outcomes constitute the most important dimension of institutional quality of a HEI from the perspective of employers in Slovenia. The outcomes dimension is followed, in descending order, by the non-financial resources and inputs, sustainable development, value chain, and, finally, the financial resources and inputs dimensions. The results of the study have shown that of the 44 quality factors of a HEI the following data are of key importance to employers: information on the participation of students in practical training, achievements of graduates at the workplace, implementation of a HEI's research achievements in practice, graduate employability, and a HEI's responsiveness to the demands and changes in the environment.

Rogers, Juan D. (2013):

Richard Whitley, Jochen Gläser and Lars Engwall (eds.), Reconfiguring Knowledge Production: Changing Authority Relationships in the Sciences and Their Consequences for Intellectual Innovation, Oxford University Press, 2010

[Review]. In: Minerva 51 (1), S. 127–129.

DOI: 10.1007/s11024-013-9222-1

Abstract:

For some time now, studies of the system of publicly funded scientific research have reported changes in several dimensions, such as its overall size, the main features of projects in various disciplines, the influences on research agendas, the roles of universities, government agencies, funding organizations and private companies, and a shift towards an altogether new mode of knowledge production, among other things. This book represents an attempt by several well recognized scholars in the field of science studies to put all those changes into a single coherent analytical framework in order to determine the main mechanisms at play and understand its causes and consequences at all levels. The main organizing theme for this enterprise is the idea that, with the changes in the system of publicly funded research over the post-WWII period, a change in "governance" has occurred, which is articulated in terms of specific "authority relations" among the social actors. [...]

Sá, Creso; Kretz, Andrew; Sigurdson, Kristjan (2013):

Techno-Nationalism and the Construction of University Technology Transfer.

In: Minerva 51 (4), S. 443–464.

DOI: 10.1007/s11024-013-9242-x

Abstract:

Our historical study of Canada's main research university illuminates the overlooked influence of national identities and interests as forces shaping the institutionalization of technology transfer. Through the use of archival sources we trace the rise and influence of Canadian technological nationalism—a response to Canada's perceived dependency on the United States' science and technology. Technological nationalism provided a symbol for producing a shared understanding of the desirability and appropriateness of technology transfer that legitimated the commercial activities of university scientists.

Stensaker, Bjørn; Benner, Mats (2013):

Doomed to be Entrepreneurial: Institutional Transformation or Institutional Lock-Ins of 'New' Universities?

In: Minerva 51 (4), S. 399–416.

DOI: 10.1007/s11024-013-9238-6

Abstract:

Universities worldwide are facing enormous strains as a result of increased external expectations where global visibility should be mixed with local and regional utility. In debates on the future of higher education, becoming an entrepreneurial university has been highlighted as a novel – although perhaps a more hybrid – way to deal with this challenge. However, while the label entrepreneurial points to an image of the university as a dynamic free agent shaped in the interplay between dynamic environments and internal flexibility, the current article takes a more critical view on the factors conditioning universities with the ambitions of becoming more entrepreneurial – particularly those of more recent age and less academic standing. For these institutions it is suggested that the university ideal of being entrepreneurial may lead to a situation of strategic inertia characterized by an institutionalized 'lock-in' with few alternative development paths.

van Rooij, Arjan (2013):

Gaps and Plugs: TNO, and the Problems of Getting Knowledge out of Laboratories.

In: Minerva 51 (1), S. 25–48.

DOI: 10.1007/s11024-013-9217-y

Abstract:

This article aims to clarify and improve thinking on normative government laboratories: partly publically funded laboratories that work to improve the functioning of society, particularly through boosting innovation.

This article focuses on a case study of TNO, a large Dutch laboratory, and an exemplary case of this type of laboratory. This article argues that TNO is perceived as a plug to fill a gap between knowledge production and use, in a belief that there is a direct and causal link between laboratory knowledge production and use. As a plug to fill a gap, however, TNO, and laboratories like it, can never perform satisfactorily, making an enduring cycle of negative performance evaluations and major reorganizations inevitable. This article suggests that a network model of innovation might provide a way out of the impasse.

Villanueva-Felez, Africa; Molas-Gallart, Jordi; Escribá-Esteve, Alejandro (2013):

Measuring Personal Networks and Their Relationship with Scientific Production.

In: Minerva 51 (4), S. 465–483.

DOI: 10.1007/s11024-013-9239-5

Abstract:

The analysis of social networks has remained a crucial and yet understudied aspect of the efforts to measure Triple Helix linkages. The Triple Helix model aims to explain, among other aspects of knowledge-based societies, “the current research system in its social context” (Etzkowitz and Leydesdorff 2000:109). This paper develops a novel approach to study the research system from the perspective of the individual, through the analysis of the relationships among researchers, and between them and other social actors. We develop a new set of techniques and show how they can be applied to the study of a specific case (a group of academics within a university department). We analyse their informal social networks and show how a relationship exists between the characteristics of an individual’s network of social links and his or her research output.

Woelert, Peter (2013):

The ‘Economy of Memory’: Publications, Citations, and the Paradox of Effective Research Governance.

In: Minerva 51 (3), S. 341–362.

DOI: 10.1007/s11024-013-9232-z

Abstract:

More recent advancements in digital technologies have significantly alleviated the dissemination of new scientific ideas as well as the storing, searching and retrieval of large amounts of published research findings. While not denying the benefits of this novel ‘economy of memory,’ this paper endeavors to shed light on the ways in which the use of digital technologies may be linked to a distortion of the system of formal publications that facilitates the effective dissemination and collaborative building of scientific knowledge. Through combining three different strands of discussion that are often left separate – those pertaining to the cognitive effects of new technological memory systems, those pertaining to citation and publishing practices, and those regarding the effects of formalizing modes of research governance – it is also shown that this distortion is not merely a consequence of technological developments alone. Rather, such a distortion is inseparable from and potentially aggravated by the spreading of increasingly dysfunctional, formalizing research governance mechanisms. It is argued that these mechanisms run the risk of fostering the proliferation of knowledge practices that are characterized by an increasing degree of superficiality as well as the strategic publication of research that is of a decreasing degree of originality. If left unaddressed, this may pose a serious threat to the efficiency and effectiveness of the formal record of scientific knowledge as a tool for the dissemination of original research. By extension, this may in the long run seriously undermine the capacity of the publicly funded research system more generally.

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Arellano-Gault, D.; Demortain, D.; Rouillard, C.; Thoenig, J.-C (2013):

Bringing Public Organization and Organizing Back In.

In: Organization Studies 34 (2), S. 145–167.

DOI: 10.1177/0170840612473538

Abstract:

Since the late 1990s social science-based studies have allocated much less attention to public organizations. Based on the sixth Organization Studies summer workshop, this introductory paper suggests a diagnosis of such a decline as well as a research agenda. It lists some fundamental issues still to be explored such as publicness and governance. It also considers how social science-based organizational knowledge might be extended to various empirical objects and fields in public domains and set-ups such as inter-organizational arrangements, hybrid organizations, multi-stakeholder arenas, hybrid organizing, and transnationalization processes, that usually are covered by scholars – economists, historians, anthropologists, management academics, etc. – who are not using organizational theory lenses.

Ashforth, B. E. (2013):

Ruth Simpson, Natasha Slutskaia, Patricia Lewis, & Heather Höpfl (Eds.): *Dirty Work: Concepts and Identities*, Houndsmills: Palgrave Macmillan, 2012. 274 pp. ISBN: 978-0-230-20500-0. £55.00

[Review]. *In: Organization Studies 34 (5-6), S. 859–863.*

DOI: 10.1177/0170840613483964

Bakker, F. G. A. de; den Hond, F.; King, B.; Weber, K. (2013):

Social Movements, Civil Society and Corporations: Taking Stock and Looking Ahead.

In: Organization Studies 34 (5-6), S. 573–593.

DOI: 10.1177/0170840613479222

Abstract:

The relationships between social movements and civil society on the one hand, and the corporate world on the other hand, are often shaped by conflict over the domination of economic, cultural and social life. How this conflict plays out, in current as well as in historical times and places, is the central question that unites the papers in this special issue. In this essay, we review the differences and points of contact between the study of social movements, civil society and corporations, and offer an agenda for future research at this intersection that also frames the papers in the special issue. We suggest that three research areas are becoming increasingly important: the blurring of the three empirical domains and corresponding opportunities for theoretical integration, the institutional and cultural embeddedness of strategic interaction processes between agents, and the consequences of contestation and collaboration. The papers in this special issue are introduced in how they speak to these questions.

Barkey, K.; Godart, F. C. (2013):

Empires, Federated Arrangements, and Kingdoms: Using Political Models of Governance to Understand Firms' Creative Performance.

In: Organization Studies 34 (1), S. 79–104.

DOI:10.1177/0170840612464754

Abstract:

Firms can be conceived as political entities in which various stakeholders struggle against each other to reach goals. From this standpoint, the organizational structure of a firm, together with the power relations and strategies deployed by stakeholders, constitute a governance regime. It is understood that the economic performance of a firm is impacted by the type of governance regime which is at play among its different stakeholders, but little is known on the effects of governance regimes on organizational creative performance. Adopting a center/periphery perspective, we look at business groups, a well-known type of business firm in creative settings. A salient question is thus to know how firms affiliated to various types of business groups perform vis-a-vis unaffiliated firms, and what are the underlying political processes. We define three different regimes of governance—empires, federated arrangements, and kingdoms—each characterized by specific regulation and integration features. Regulation refers to the type of rule (from the center to the periphery), to the autonomy of peripheral entities, and to the regime's level of flexibility; integration captures the extent to which projects of the center and the periphery are consonant as well as the local elites' type of mobility. We devise empirical tests for a realm of the creative economy by employing organizational and network analysis of 293 fashion houses over seven seasons. Overall we find that, although both empires and federated arrangements perform better than kingdoms, federated arrangements perform best in creative contexts because they are hybrids of empires and kingdoms.

Baur, C. (2013):

Gerard P. Hodgkinson and William H. Starbuck (Eds.): *The Oxford Handbook of Organizational Decision Making*, Oxford: Oxford University Press, 2008. 620 pp. ISBN: 978-0-19-929046-8, £ 85.00 (hbk); ISBN: 978-0-19-964458-2, £ 30.00 (pbk)

[Review]. In: *Organization Studies* 34 (4), S. 562–566.

DOI:10.1177/0170840613483966

Bejerot, E.; Hasselblad, H. (2013):

Forms of Intervention in Public Sector Organizations: Generic Traits in Public Sector Reforms.

In: *Organization Studies* 34 (9), S. 1357–1380.

DOI:10.1177/0170840613477639

Abstract:

The present paper argues that recent research on public sector reforms offers few contributions to the body of knowledge on this topic because it adds little to the conclusions drawn during the first generation of research in this area. Although these later studies have often been context-specific and have explored the details of the process of change in some depth, it is rather difficult to compare their results or to make reasoned judgements of the comprehensiveness and centrality of the analysed change. Although most public sector reforms that affect hospitals, schools or social services are initiated and designed by national governments, individual case studies of local administrations often fail to capture the generic traits of nationwide reforms. However, public sector change cannot be approached as if it comprises collections of nominally independent local events. The present paper argues for two new approaches to the study of public sector change: (i) the systematic categorization of the different forms of governmental intervention under study and (ii) analysis of the ways in which these forms of intervention are linked and interact. Based on extensive empirical research, this paper suggests a generic classification of these forms of intervention that can be used in empirical research on comprehensive public sector change. Consequently, five interventions in public sector organizations are suggested, namely political intervention, intervention by laws and regulations, intervention by audit and inspection, intervention by management and intervention by rationalizing professional practice. The model is particularly well suited to the longitudinal analysis of complex public sector reforms. This approach provides a conceptual tool to distinguish between interventions based on different forms of knowledge and to investigate how they are linked to each other vertically and horizontally. We demonstrate the usefulness of the model by analysing two empirical examples of reforms in which a variety of interventions

were imposed at the local level, through legislation as well as a spectrum of voluntary measures proposed by government agencies, by national associations for local and regional councils and by other national or regional actors.

Beyes, T.; Steyaert, C. (2013):

Strangely Familiar: The Uncanny and Unsiting Organizational Analysis.

In: Organization Studies 34 (10), S. 1445–1465.

DOI:10.1177/0170840613495323

Abstract:

This paper focuses on the aesthetics of the uncanny to inquire into and perform affective sites of organizing that are imbued with feelings of uncertainty and uneasiness. We argue that the uncanny forms an 'unconcept' that allows us to think and apprehend 'white spaces' of organization not as new or other spaces but through a process of relating intensively with the conventional places, streets and squares that form the backdrop to everyday life. We also make use of the notion of 'unsiting' to show how organizational research is able to enhance our appreciation of the aesthetic dimension of organization in ways that expose and undermine that which has become familiar and taken-for-granted. Based on an artistic intervention by the theatre collective Rimini Protokoll, we encounter and analyse such processes of unsiting through the affective and spatial doublings at work in the organization of urban space. Theorizing the organizational uncanny opens up new sites/sights in organization by forging an interconnection of the recent affective, spatial and aesthetic 'turns' in organizational theory. To do this demands what we call scholarly performances that involve the witnessing and enacting of everyday sites of organizing.

Bolander, P.; Sandberg, J. (2013):

How Employee Selection Decisions are Made in Practice.

In: Organization Studies 34 (3), S. 285–311.

DOI:10.1177/0170840612464757

Abstract:

Existing literature on employee selection contains an abundance of knowledge of how selection should take place but almost nothing about how it occurs in practice. This paper presents an ethnomethodological-discourse analytical real-time study of how selection decisions are made in situ. The main findings suggest that selection decision making is characterized by ongoing practical deliberation involving four interrelated discursive processes: assembling versions of the candidates; establishing the versions of the candidates as factual; reaching selection decisions; and using selection tools as sensemaking devices. In addition, this paper identifies two basic forms of selection decision making: one characterized by initial agreement and one characterized by initial disagreement. In each basic form of decision making, selectors reason through the four discursive processes in a methodical, situated and practical manner in order to construct local versions of the candidates and make 'reasonable' selection decisions.

Bourne, H.; Jenkins, M. (2013):

Organizational Values: A Dynamic Perspective.

In: Organization Studies 34 (4), S. 495–514.

DOI:10.1177/0170840612467155

Abstract:

We make the case that there are four distinct forms of organizational values – espoused, attributed, shared and aspirational. These partial, but related, forms encompass variation in temporal orientation and levels of analysis. We use these forms to reveal the dynamic nature of organizational values by delineating the evolution of gaps and overlaps between them. We set out a series of propositions, originating from institutional, organizational and managerial sources to explain the nature of movement between these distinct

forms of values and the potential implications for organizational behaviour and performance. Finally, we consider the possibilities of this fine-grained analysis of the organizational values concept for future research.

Bourne, H.; Jenkins, M. (2013):

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Abstract:

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Bozeman, B. (2013):

What Organization Theorists and Public Policy Researchers Can Learn from One Another: Publicness Theory as a Case-in-Point.

In: Organization Studies 34 (2), S. 169–188.

DOI:10.1177/0170840612473549

Abstract:

I argue that organization theory and public policy studies, two field that share many common origins, have had surprisingly little cross-fertilization and that this state of affairs is both injurious and correctable. This paper (1) considers the costs and the foregone opportunities resulting from this mutual intellectual disregard, (2) presents an illustrative case to show the possibility of cross-fertilizing public policy and organization studies, and (3) suggests some general strategies to promote cross-fertilization between these two apparently related fields of inquiry. I provide a detailed illustration of the cross-fertilization of public policy and organization studies by recounting the history of “dimensional publicness theory,” a theory lens that, uncommonly, has been employed by both organization theorists and public policy scholars. I conclude with suggestions for promoting cross-fertilization between public policy studies and organization theory.

Brown, A. D.; Toyoki, S. (2013):

Identity Work and Legitimacy.

In: Organization Studies 34 (7), S. 875–896.

DOI:10.1177/0170840612467158

Abstract:

We analyse the relationships between identity work and internal legitimacy. Based on an in-depth case study of prisoners in Helsinki Prison, we focus on how their identity work affirmed and contested three kinds of institutional legitimacy – pragmatic, moral and cognitive. The research contribution we make is to show that some forms of identity work are also a form of internal legitimacy work, and how this identity talk constructs organizations as more (or less) legitimate. This is important because it demonstrates that identity work is an intrinsic (though often overlooked) aspect of processes of organizing.

Catino, M.; Patriotta, G. (2013):

Learning from Errors: Cognition, Emotions and Safety Culture in the Italian Air Force.

In: Organization Studies 34 (4), S. 437–467.

DOI:10.1177/0170840612467156

Abstract:

Learning from errors is essential to ensuring organizational safety and improving levels of performance. We consider the interaction between cognition, emotions, and safety culture in the context of a field study on learning from errors in the Italian Air Force. We find that errors often stem from sequential action chains that are concealed in habitual behavior and that become visible only when unforeseen circumstances occur. Furthermore, cognitive appraisal of risky situations triggers emotions of variable intensity that, when rationalized retrospectively, promote the internalization of lessons learned. Finally, cognitive and emotional experiences of errors are grounded in the broader safety culture of an organization, which provides a supportive context for error reporting and encourages the sharing of information and knowledge about error experiences. The analysis further suggests that cognition, emotion, and safety culture interact through sensemaking processes that inform the construction of errors and affect learning outcomes.

Cavazos, D. E. (2013):

Michael L. Barnett and Timothy G. Pollock (Eds): The Oxford Handbook of Corporate Reputation, Oxford: Oxford University Press, 2012.

[Review]. In: Organization Studies 34 (3), S. 423–425.

DOI:10.1177/0170840612472313

Cluley, R. (2013):

What Makes a Management Buzzword Buzz?

In: Organization Studies 34 (1), S. 33–43.

DOI:10.1177/0170840612464750

Abstract:

Would organizations function better if managers did not use buzzwords? This paper traces a history of buzzwords and highlights three ways they help managers. First, managers use buzzwords to claim authority. Second, managers use buzzwords to facilitate action. Third, managers use buzzwords to displace responsibility for hard decisions. The paper concludes that there are benefits to using buzzwords and managers should be conscious of them.

Connellan, K. (2013):

The Psychic Life of White: Power and Space.

In: Organization Studies 34 (10), S. 1529–1549.

DOI:10.1177/0170840613495331

Abstract:

This paper casts a net across spaces that are designed to be bland and identity-less. It posits that white is more than just a colour in design and that it is appropriated by organizations to spread sameness across public spaces. In this way, the article draws upon Foucauldian theories of power and organizational aesthetics in an effort to show that people become caught up in an institutionalization of space. White spaces become infused with an energy that is also derived from plain surfaces and which then offers up an illusion of spatial order. The article uses examples of the church, the parliament building, the prison, the hospital and the university to discuss ways in which whiteness transcends the limits of temporal colour and enters the psyche as an agent of power in the control of spaces and subjects.

Costas, J. (2013):

Problematizing Mobility: A Metaphor of Stickiness, Non-Places and the Kinetic Elite.

In: Organization Studies 34 (10), S. 1467–1485.

DOI:10.1177/0170840613495324

Abstract:

A 'mobilities turn' has taken place in the social sciences, which is finding its way into organization studies. As research highlights how work and organization are mobile and spatially dispersed, metaphors of liquidity, flows, fluidity and nomads have become significant. This article seeks to contribute to the mobilities turn by introducing the Sartrean metaphor of stickiness. In contrast to the currently dominant movement metaphors, this metaphor brings into focus ambiguities and frictions and overcomes problematic connotations of nomadism and sedentarism. The paper draws on the metaphor of stickiness to reveal the kinetic elite's – the group of highly mobile elite workers – experiences of 'non-places' (Augé, 1995), which are ephemeral, interchangeable and monotonous spaces of mobility. Qualitative data gathered at two management consultancy firms show how the stickiness of being on the move can give rise to experiences of ambiguity, disorientation and loss: the lures of glamour, escape and liberation from places can collide with non-places that involve fixed instability, feeling stuck and that stick to one even when returning to places. In so doing, the article develops how the metaphor of stickiness can constitute an important lens for understanding and conceptualizing mobilities.

Courpasson, D. (2013):

On the Erosion of 'Passionate Scholarship'.

In: Organization Studies 34 (9), S. 1243–1249.

DOI:10.1177/0170840613502292

Abstract:

Let me reflect for a short while on what several years of editorship at Organization Studies 'taught' me about the dynamics of the collective scientific enterprise in organization and management theory. In this farewell note, I will aggregate subjective impressions, everyday editorial experience and scholarly work to stimulate reflection about the possible 'crisis' of social sciences disciplines and the consequences of this crisis on organizational research. Nothing less. It is modestly intended to share thoughts, disappointments and hopes. The dynamics of organization studies are characterized, as in all types of scientific fields, by the configuration and the binding of its boundaries. Therefore, it partly depends on what boundaries scholars wish to establish and, subsequently, on what they wish to substantially address, on what is deemed to be legitimate research. But that is obviously not the whole story. I would even suggest that it is not what triggers changes and dynamics in this field. Those dynamics are also strongly related to the behaviours of individual members and how these behaviours influence the nature, the content and the 'style' of research that is going to be published and acclaimed.

Dane, E. (2013):

Things Seen and Unseen: Investigating Experience-Based Qualities of Attention in a Dynamic Work Setting.

In: Organization Studies 34 (1), S. 45–78.

DOI:10.1177/0170840612464752

Abstract:

While interest in the topic of attention has a long history in organizational studies, little research has investigated what qualities of attention are most pertinent to working professionals—and how these qualities may be attained. Through the study reported here, I elaborate theory concerning the qualities of attention in a dynamic work setting (trial law). Specifically, I identify the importance of two qualities of attention—attentional breadth and attentional integration—and examine how these qualities connect to the experiences individuals accrue within the focal context. My findings indicate that, through the acquisition of experience, individuals

become attentive to a wide range of events surrounding them (via attentional breadth) and attuned to the opportunities that reside within these events (via attentional integration). Therefore, in achieving these two qualities of attention, individuals are able to see not only more events but also more possibilities.

Darr, A.; Pinch, T. (2013):

Performing Sales: Material Scripts and the Social Organization of Obligation.

In: Organization Studies 34 (11), S. 1601–1621.

DOI:10.1177/0170840612470228

Abstract:

Can a dramaturgical analysis of sales encounters further our understanding of the social organization of selling and buying in contemporary markets? The main argument of this paper is that limiting economic action in markets to the formal and often stylized and abstract properties of the exchange, as economists suggest, misses the material and social organization of this endeavor. Employing ethnographic methods, we apply our dramaturgical approach to three research sites in three different countries. We show how an often overlooked fundamental ingredient of economic transactions, the situated constitution of social obligation, is achieved locally on the sales floor. Social obligation allows the sellers and the buyers to move from one stage of the sales encounter to the next, and enables the closing of deals. As part of the constitution of obligation, market actors appeal to scripts which are observable, recurrent activities and patterns of interaction characteristic of a particular setting. Scripts are presented here as a basic unit of analysis in social studies of markets. We place most emphasis upon what we call “material scripts”, and show how they are organized to produce an escalating scale of obligation which helps buyers and sellers to produce and reproduce the underlying social and material logic of markets.

Delbridge, R.; Edwards, T. (2013):

Inhabiting Institutions: Critical Realist Refinements to Understanding Institutional Complexity and Change.

In: Organization Studies 34 (7), S. 927–947.

DOI:10.1177/0170840613483805

Abstract:

This paper builds on recent contributions to understanding conditions of institutional complexity by developing a theoretical framework to elaborate the interdependencies between actions, contexts and institutional logics. Our aim is to refine existing explanations of how actors inhabit complex institutional settings. Drawing on a critical realist ontology, we treat agency and structure as analytically distinct phenomena to advance our understanding of conditioned action. This is subject to relational analysis in order to explain the structural conditioning that shapes particular socio-historical contexts, the potential ‘action options’ contained within these contexts and the processes through which actors draw upon these. This reading of institutional reproduction and transformation allows us to reassess the ‘paradox of embedded agency’ by advancing understanding of the historically grounded and multilevel nature of structures and agency in institutional processes. Our approach offers conceptual refinements, a new sensitizing framework and methodological insights to guide studies of the ways actors inhabit complex institutional settings

Dhalla, R.; Oliver, C. (2013):

Industry Identity in an Oligopolistic Market and Firms' Responses to Institutional Pressures.

In: Organization Studies 34 (12), S. 1803–1834.

DOI:10.1177/0170840613483809

Abstract:

This study sought to explain the puzzle of firm noncompliance under conditions of highly salient and coercive institutional pressures from stakeholders. Based on a qualitative study of the Canadian banking industry's responses to institutional pressures from government, clients, and the media for higher-quality banking service to small and medium-size enterprises (SMEs), results revealed that oligopoly power could not account exclusively for firms' dismissiveness of salient stakeholder expectations. We introduce the concept of industry identity to explain how market power interacted with industry identity to predict firms' nonconformity to institutional pressures and their willingness to maintain identity-image misalignment. Our study contributes new insights into theories of institutional conformity, identity, and oligopoly behavior.

Djelic, M.-L (2013):

When Limited Liability was (Still) an Issue: Mobilization and Politics of Signification in 19th-Century England.

In: Organization Studies 34 (5-6), S. 595–621.

DOI:10.1177/0170840613479223

Abstract:

The corporation is a constitutive element of modern capitalism. In its contemporary form, the corporation comes with a striking legal feature: ownership is associated with limited liability. Today, we take for granted both the principle of limited liability and its association with the corporate form. Not so long ago, though, in the mid-19th century, the principle of limited liability was highly contentious, generating heated discussions and debates. This article explores the social movement dynamics that crystallized around the principle of limited liability in 19th-century England – intense framing strategies and politics of signification, collective articulation of resources and mobilization tactics as well as opportunistic use of dynamic opportunities. Interestingly, social movement dynamics did not imply in this case the structuration of a unitary social movement but involved instead a stunning 'coalition of the unlikely'. Two strikingly different groups championed limited liability on distinct grounds – 'enfranchisement of men' against 'enfranchisement of capital'. In the end, the latter framing imposed itself and debates found a resolution in the formal institutionalization of limited liability as a constitutive legal feature of incorporation. Altogether, these social movement dynamics proved highly consequential – marking a turning point in the history of capitalism, with profound implications for our contemporary understanding of responsibility in economic life.

Dorado, S. (2013):

Small Groups as Context for Institutional Entrepreneurship: An Exploration of the Emergence of Commercial Microfinance in Bolivia.

In: Organization Studies 34 (4), S. 533–557.

DOI:10.1177/0170840612470255

Abstract:

This paper contributes to the emerging literature on inhabited institutions. It argues that institutional entrepreneurship, as most social action, is not an individual-bounded endeavor, at the hands of isolated individuals, but a group-bounded one, at the hands of social individuals inhabiting groups which motivate, inspire, and enable their engagement. The inhabited group-bounded conceptualization offered helps to overcome voluntaristic biases and atemporalism plaguing much micro research on institutional entrepreneurship. The paper builds on a qualitative case study of the emergence of commercial microfinance in Bolivia.

Driver, M. (2013):

The Lack of Power or the Power of Lack in Leadership as a Discursively Constructed Identity.

In: Organization Studies 34 (3), S. 407–422.

DOI:10.1177/0170840612463003

Abstract:

The study uses a psychoanalytic framework to explore how leadership identities are constructed. It advances the idea that leadership identities are imaginary constructions that invariably fail, reiterating a lack of being. Empirical material consisting of interviews with 15 leaders is used to explore the productive role this lack plays. The study suggests that leadership identities are always already subverted by unconscious desire and therefore less powerful than we might think with regard to imposing structures on others, but also much more powerful than we might think as liberating struggles with leaders' imaginary selves.

Drori, I.; Honig, B. (2013):

A Process Model of Internal and External Legitimacy.

In: Organization Studies 34 (3), S. 345–376.

DOI: 10.1177/0170840612467153

Abstract:

We report the results of a longitudinal case study depicting the relationship between internal and external legitimacy at Orion, an emergent creative professional firm. We address the following questions: How do different types of legitimacy emerge, and how do they interact to shape organizational evolution? Introducing a staged process model, we demonstrate that organizational legitimacy is a product of action, which is continually reproduced and reconstructed by members of an organization in concert with external legitimation activities. Internal and external legitimacy evolve through a process of emergence, validation, diffusion and consensus, sometimes recursively repeating the cycle when imbalances result in conflict and friction.

Dubuisson-Quellier, S. (2013):

A Market Mediation Strategy: How Social Movements Seek to Change Firms' Practices by Promoting New Principles of Product Valuation.

In: Organization Studies 34 (5-6), S. 683–703.

DOI: 10.1177/0170840613479227

Abstract:

Social movement theory has recently paid a lot of attention to the diversity of strategies used by social movements to pressurize companies, and has spawned an abundant literature on the combined perspective of social movement studies and market organization studies. This paper adopts a rather different perspective, drawing on market theories from the economic sociology of evaluation to assess a specific strategy developed by a number of groups within the environmental social movement, which relies on the market's capacity to mediate their claims. The literature has widely considered why some environmental social movement organizations (SMOs) choose to address consumers, even though it is not in their tradition to do so and even though their objective is not directly related to consumption issues. I seek to contribute to this debate by analysing the 'how' rather than the 'why', by highlighting a specific social movement strategy which is mediated by market mechanisms. The paper provides an in-depth analysis of a strategy consisting of attempts to change the most prevalent valuation criteria within the market by introducing principles of worth that rely on products' environmental performance. This involves activist organizations suggesting new product valuation criteria, and then seeking to convince firms that consumers' preferences are changing. Their assumption is that firms will see new business opportunities, which will prompt them to adopt more eco-friendly practices. This market mediation strategy is designed to encourage firms to shift towards more eco-friendly supply practices, by creating business opportunities for them. It shows how SMOs, in order to directly

shape consumers' preferences, urge them to introduce eco-friendly principles of worth into their valuation of products by providing them with market devices to help in their purchasing choice

Egan, M. (2013):

Sonic Warfare: Sound, Affect, and the Ecology of Fear by Steve Goodman, Cambridge, MA: MIT Press, 2009. 296 pp. ISBN: 978 0 2620 1347 5 (hbk) \$37.00. ISBN: 978 0 2625 1795 9 (2012; pbk) \$21.00.

[Review]. In: *Organization Studies* 34 (10), S. 1563–1565.

DOI: 10.1177/0170840613493712

Feller, J.; Parhankangas, A.; Smeds, R.; Jaatinen, M. (2013):

How Companies Learn to Collaborate: Emergence of Improved Inter-Organizational Processes in R&D Alliances.

In: *Organization Studies* 34 (3), S. 313–343.

DOI: 10.1177/0170840612464758

Abstract:

Previous research has maintained that the capacity to manage alliances is a distinct capability, defined as the ability to identify, negotiate, manage, monitor and terminate collaborations. This paper focuses on an important but hitherto neglected aspect of alliance capability by investigating how partnering firms may learn how to better manage their dyadic R&D collaborations. In particular, we seek to test the Nonaka and Takeuchi (1995) model of dynamic knowledge creation by establishing a link between the facilitation of four knowledge conversion processes – socialization, externalization, combination and internalization – and an improved capability to manage inter-organizational R&D processes. We specify and extend the model by identifying and testing several critical interactions between these knowledge conversion processes. Relying on data from 105 R&D partnerships in the global telecommunications industry, we suggest that the failure to support one of these knowledge conversion processes has the potential to hamper the proper functioning of the other knowledge conversion processes and thus the emergence of capability to manage dyadic R&D collaborations.

Fotaki, M. (2013):

No Woman is Like a Man (in Academia): The Masculine Symbolic Order and the Unwanted Female Body.

In: *Organization Studies* 34 (9), S. 1251–1275.

DOI: 10.1177/0170840613483658

Abstract:

Women continue to be under-represented in senior positions in universities and their relative absence from the top jobs in management and business schools remains a cause for concern. The aim of this study is to extend understanding of this situation by drawing on the feminist psychoanalytical post-structuralist theories of Luce Irigaray and Julia Kristeva. The theoretical frame proposed engages with debates over language, discourse and the body and allows development of a theory of the disembodied symbolic order explaining women's continued marginalization and devaluation in academe. This is achieved through analysis of empirical findings of the experiences of women faculty in nine management and business schools in England. The study demonstrates how male norms and woman's absence from symbolic representations disables their participation in equivalent terms in the institutions studied, and how women often both collude with and resist their own marginalization in academia.

Frankel, C.; Ossandon, J. (2013):

Elena Esposito: *The Future of Futures: The Time of Money in Financing and Society*, Cheltenham: Edward Elgar, 2011

[Review]. In: *Organization Studies* 34 (2), S. 277–279.

DOI: 10.1177/0170840612454492

Frenkel, S. J. (2013):

Jeffrey J. Sallaz: *Labor, Economy, and Society*, Cambridge: Polity Press, 2013. 199pp. ISBN: 978-0-745-65367-9 (pbk)

[Review]. In: *Organization Studies* 34 (8), S. 1227–1229.

DOI: 10.1177/0170840613492630

Frey, B. S.; Homberg, F.; Osterloh, M. (2013):

Organizational Control Systems and Pay-for-Performance in the Public Service.

In: *Organization Studies* 34 (7), S. 949–972.

DOI: 10.1177/0170840613483655

Abstract:

Under certain conditions, output related performance measurement and pay-for-performance produce negative outcomes. We argue that in public service, these negative effects are stronger than in the private sector. We combine Behavioural Economics and Management Control Theory to determine under which conditions this is the case. We suggest as alternatives to the dominant output related pay-for-performance systems selection and socialization, exploratory use of output performance measures, and awards.

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Gabriel, Y. (2013):

Carl Cederström and Peter Fleming: *Dead Man Working and The Outsourced Self: Intimate Life in Market Times*, Winchester: Zero Books, 2012. 83 pp. ISBN: 978-1780991566. £9.99 (pbk) / Arlie Russell Hochschild: *The Outsourced Self: Intimate Life in Market Times*, New York: Metropolitan Books, 2012. 320 pp. ISBN 978-0805088892. \$27.00

[Review]. In: *Organization Studies* 34 (5-6), S. 855–859.

DOI: 10.1177/0170840613483963

Gabriel, Y. (2013):

Dennis Tourish: *The Dark Side of Transformational Leadership: A Critical Perspective*, London and New York: Routledge, 2013. 264 pp. ISBN 978 0 415 56427 4 (hardback £80.00); 978 0 415 56428 1 (paperback £22.99).

[Review]. In: *Organization Studies* 34 (9), S. 1407–1410.

DOI: 10.1177/0170840613493592

Gawer, A.; Phillips, N. (2013):

Institutional Work as Logics Shift: The Case of Intel's Transformation to Platform Leader.

In: Organization Studies 34 (8), S. 1035–1071.

DOI: 10.1177/0170840613492071

Abstract:

In this article, we explore some of the forms of institutional work that organizations perform as they participate externally in the processes that drive change in the institutional logic that characterizes their field, and as they respond internally to the shift as it occurs. More specifically, we present the results of an in-depth case study of Intel Corporation, a firm that was implicated in a fundamental shift in the institutional logic of its field in the late 1980s and 1990s as the field moved from a traditional supply chain logic dominated by computer assemblers to a new platform logic following very different organizing principles. Through the qualitative analysis of 72 interviews with Intel employees, complemented by extensive archival data from 1980 to 2000, we identify two forms of institutional work that Intel performed externally – external practice work and legitimacy work – and two forms of work that they carried out internally – internal practice work and identity work – as the organization worked to simultaneously influence the shift in logic that was occurring and to deal with the ramifications of the shift.

Guerard, S.; Bode, C.; Gustafsson, R. (2013):

Turning Point Mechanisms in a Dualistic Process Model of Institutional Emergence: The Case of the Diesel Particulate Filter in Germany.

In: Organization Studies 34 (5-6), S. 781–822.

DOI: 10.1177/0170840613479237

Abstract:

Based on an in-depth case study investigating the emergence of a normative institution, namely the diesel particulate filter (DPF) as a de facto standard for diesel cars in Germany, this paper develops a dualistic process model of institutional emergence which reflects the fundamental oppositional character of institutional actors involved in a series of framing contests. The proposed model features distinct phases punctuated by turning point mechanisms that shape the process leading to institutional emergence. Three specific turning point mechanisms were identified: local objectification, movement legitimacy and critical actors taking action. This model provides a novel perspective on institutional emergence in that it explains shifts in contestation and the emergence of an institution as a temporal resolution reached through coercion rather than out of a consensus as several institutionalization models assume. The results also suggest that the industry under attack from a social movement tends to deploy buffering strategies in an attempt to protect itself. Finally, we outline future directions for studying processes around contested fields and turning point mechanisms.

Hansen, H. (2013):

Sandra Waddock and Andreas Rasche: Building the Responsible Enterprise: Where Vision and Values Add Value, Stanford, CA: Stanford University Press, 2012. 349 pp. ISBN: 978-0-8047-8195-4 (pbk)

[Review]. In: Organization Studies 34 (8), S. 1225–1226.

DOI: 10.1177/0170840613484678

Hassard, J.; Wolfram Cox, J. (2013):

Can Sociological Paradigms Still Inform Organizational Analysis? A Paradigm Model for Post-Paradigm Times.

In: Organization Studies 34 (11), S. 1701–1728.

DOI: 10.1177/0170840613495019

Abstract:

The Burrell and Morgan model for classifying organization theory is revisited through meta-theoretical analysis of the major intellectual movement to emerge in recent decades, post-structuralism and more broadly postmodernism. Proposing a retrospective paradigm for this movement, we suggest that its research can be characterized as ontologically relativist, epistemologically relationist and methodologically reflexive; this also represents research that can be termed deconstructionist in its view of human nature. When this paradigm is explored further, in terms of Burrell and Morgan's assumptions for the 'nature of society', two analytical domains emerge – normative post-structural and critical post-structural. Assessing the types of research developed within them, and focusing on actor-network theory in particular, we describe how post-structural and postmodern thinking can be classified within, rather than outside, or after, the Burrell and Morgan model. Consequently we demonstrate not only that organizational knowledge stands on meta-theoretical grounds, but also how recent intellectual developments rest on a qualitatively different set of meta-theoretical assumptions than established traditions of agency and structure.

Haug, C. (2013):

Organizing Spaces: Meeting Arenas as a Social Movement Infrastructure between Organization, Network, and Institution.

In: Organization Studies 34 (5-6), S. 705–732.

DOI: 10.1177/0170840613479232

Abstract:

In recent years, social movement scholars have shown increasing interest in the internal lives of social movements, but this turn from "social movements as actors" to "social movements as spaces" has not yet led to a conceptual apparatus that addresses the key role of face-to-face meetings, especially in the inter-organizational domain of mesomobilization. Building on the concept of "partial organization", the paper develops the concept of "meeting arena" as a hybrid of three forms of social order: organization, institution, and network. It is argued that the complex figuration of meeting arenas in a social movement or protest mobilization constitutes an infrastructure that synchronizes the dispersed activities of movement actors in time and space. This infrastructure is not an entirely emergent phenomenon but is also the result of conscious decisions by organizers. Heuristic, methodological, and theoretical implications of this novel perspective on social movements are discussed, highlighting especially the potential of the distinction between organizing and mobilizing as two intertwined but essentially different types of social movement activity.

Helfen, M.; Sydow, J. (2013):

Negotiating as Institutional Work: The Case of Labour Standards and International Framework Agreements.

In: Organization Studies 34 (8), S. 1073–1098.

DOI: 10.1177/0170840613492072

Abstract:

Although institutional work has recently attracted considerable attention from organization research, there is a surprising neglect of inter-organizational negotiations as a form of institutional work. This neglect is astonishing, since negotiations provide a unique opportunity both to study institutional change in settings characterized by diverging institutional logics and to illustrate how institutional constraints and strategic agency are linked in interaction processes. Based on a combination of the literature on institutional work and the theory of strategic negotiations, we examine in detail three illuminating negotiation processes taking place

around International Framework Agreements on global labour standards. This examination reveals three types of (proto-)institutional outcomes produced by these processes: institutional creation, modification and stagnation. Whereas institutional creation and modification, albeit differing in quality, show how integrative negotiation practices of global unions might engage management in a joint endeavor for institutional change, institutional stagnation illuminates some of the pitfalls of negotiation work.

Heusinkveld, S.; Benders, J.; Hillebrand, B. (2013):

Stretching Concepts: The Role of Competing Pressures and Decoupling in the Evolution of Organization Concepts.

In: Organization Studies 34 (1), S. 7–32.

DOI: 10.1177/0170840612464748

Abstract:

To contribute to the understanding of the evolution of organization concepts, this article focuses on how consultants respond to competing pressures during the maturity and decline phases of an initially popular concept. Management consultants are important fashion setters, but the actual strategies they use to deal with the pressures to remain legitimate, increase efficiency and differentiate themselves from competitors remain unclear. Such supply-side dynamics likely influence how organization concepts evolve and are relevant for understanding how management knowledge may survive a fashion boom and bust. Using interview and print media data from 32 consultants from 14 consultancies, we identify seven response strategies, and show how these are associated with multiple pressures, and comprise different implications for the evolution of a concept. We argue that this variety of responses is essential to better understand the evolution of organization concepts and opens several fruitful research directions.

Heyden, M. L. M.; van Doorn, S.; Reimer, M.; van Den Bosch, F. A. J.; Volberda, H. W. (2013):

Perceived Environmental Dynamism, Relative Competitive Performance, and Top Management Team Heterogeneity: Examining Correlates of Upper Echelons' Advice-Seeking.

In: Organization Studies 34 (9), S. 1327–1356.

DOI: 10.1177/0170840612470229

Abstract:

Advice-seeking is one of the most basic practices in making real-life decisions and has been shown to be a predominant mode of knowledge acquisition at the upper echelons level. Chief Executive Officers (CEOs) in particular seek advice to obtain formulated judgments, opinions, and suggestions about current strategic directions and recommended alternatives for future courses of action. In this study we distinguish between intra-organizational and extra-organizational sources of advice and examine how factors at the environmental, firm, and top management team (TMT) level relate to patterns of CEO advice-seeking. We develop and test hypotheses linking perceived environmental dynamism, relative competitive firm performance, and TMT heterogeneity to CEO advice-seeking from internal and external sources and uncover asymmetric patterns. We discuss implications for upper echelons theory and strategic decision-making research.

Hirst, A.; Humphreys, M. (2013):

Putting Power in its Place: The Centrality of Edgelands.

In: Organization Studies 34 (10), S. 1505–1527.

DOI: 10.1177/0170840613495330

Abstract:

Many organizations use spatial reconfiguration as an attempt to transform and modernize their work practices and external image. While most studies have focused on the way high status new offices are used to showcase putatively changed organizational practices, less attention has been paid to the peripheral sites which service them. Drawing on a longitudinal ethnographic study of an initiative to modernize a UK local authority via

spatial redesign, we analyse the relationship between a new strategic centre office building and a paper storage unit situated in an 'edgeland'. Edgelands are interfacial areas between town and country and are sites where essential but despised functions are located (Shoard, 1992). Based on an understanding of power as something that is created through relationships with nonhuman actors, we foreground the spatial and temporal agency of buildings, artefacts and places. We show how 'modernization' involves attempts to create a purified space constructed only from human and material actors deemed 'modern', and expel that which is designated as outdated. In our study, the edgeland site functioned to maintain the centre as a pristine environment in which fluid networking could flourish, and preserve the external image of the organization as transformed and modernized. Thus, we illustrate the dependence of high status workplaces on functions, objects and people which contradict projected desired images.

Hodgson, G. M. (2013):

Clarifying Generalized Darwinism: A Reply to Scholz and Reydon.

In: Organization Studies 34 (7), S. 1001–1005.

DOI: 10.1177/0170840613485862

Abstract:

Markus Scholz and Thomas A. C. Reydon discuss the approach known as generalized Darwinism and make a number of comments and criticisms. This reply demonstrates that a number of their statements are inaccurate and misleading. It is important to examine the accounts of generalized Darwinism carefully, including what its proponents say about its explanatory limitations. Scholz and Reydon raise an important question concerning the definition of populations or species, but overlook the additional persistence of this problem in biology. This definitional problem is important but it does not invalidate generalized Darwinism.

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Hodgson, G. M. (2013):

Understanding Organizational Evolution: Toward a Research Agenda using Generalized Darwinism.

In: Organization Studies 34 (7), S. 973–992.

DOI: 10.1177/0170840613485855

Abstract:

The terms 'evolution' and 'coevolution' are widely used in organization studies but rarely defined. Often it is unclear whether they refer to single entities or populations. When specific evolutionary processes are suggested, the labelling is often misleading. For example, in the debate over the roles of individual adaptation and competitive selection, the 'selectionist' position of Michael Hannan and John Freeman, which emphasizes the role of selection and stress the limits of individual firm adaptability, is often described as 'Darwinian' whereas opposing views that emphasize adaptability are described as 'Lamarckian'. But these labels are not strictly dichotomous. Scholars have shown that core Darwinian principles, resulting from abstract ontological communality rather than analogy, apply to social evolution. This opens up a research agenda using the principles of generalized Darwinism and the replicator–interactor framework to help understand the evolution of organizations. Some illustrations of the conceptual value of this approach are provided, including understanding the entwinement of selection and adaptation, the nature and role of organizational routines, the place of strategic choice and the growth of organizational complexity. The framework of generalized Darwinism also helps to bridge apparently divergent perspectives in the business strategy and organizational ecology literatures.

Holt, R.; den Hond, F. (2013):

Sapere Aude.

In: Organization Studies 34 (11), S. 1587–1600.

DOI: 10.1177/0170840613502293

Abstract:

Borrowing from the Latin poet Horace, Immanuel Kant framed the European Enlightenment with the motto: Sapere aude ('dare to know') (Kant, 1784). What impressed itself upon him was not the content of the knowledge claims being made by the Philosophes whose work had sought to transform economic, social, religious and intellectual life through the application of reason, but the attitude or spirit by which enquiry was being undertaken. Whether knowledge was added to or supplanted was secondary to the process by which the world, and oneself as part of it, was continually opening up. Sapere means to understand, but also to taste, and enthusiastically so, such that the Spanish have the expression con sabor, 'with gusto'. What configures enlightenment is the experience of knowledge being created and savoured, especially when daring to push at the edges of convention, to enquire along the limits of common sense. To taste and to dare are far from metaphysical experiences, they are rooted in one's empirical awareness; enlightened knowledge remains with life and the things of life.

For Kant, any prospect of an end point, an enlightened age, was a distraction; enlightenment is experienced in the undertaking of study rather than in its completion. This undertaking finds complicity between what is being claimed as truthful and the endeavour of enquiry. Kant stresses that it comes through assays, speculation and experiment, and in full awareness of two things. Firstly, the researcher must rely in the undertaking upon other people and events; enlightenment is a collective experience. Secondly, the undertaking demands flexibility as the making of knowledge-claims occurs in an awareness of this involvement with others and otherness, as well as of the inscrutable nature of things. 'Daring to know' is the experience of respecting and upending the world into which we are thrown through ...

Hong, J. F. L.; Snell, R. S. (2013):

Developing New Capabilities across a Supplier Network through Boundary Crossing: A Case Study of a China-Based MNC Subsidiary and its Local Suppliers.

In: Organization Studies 34 (3), S. 377–406.

DOI:10.1177/0170840612467154

Abstract:

Our nested case study shows how a China-based focal subsidiary of a Japanese MNC used various power bases to orchestrate a co-opetitive and diverse supplier ecosystem, and to drive cumulative cycles of collaborative capability development involving successive phases of capability gap articulation, evolution and institutionalization. All phases of capability development required the crossing of cognitive boundaries, which was facilitated by mutual engagement with boundary objects, and by common possession of generic background knowledge disseminated by the focal firm. The capability evolution phase also required the crossing of social and governance boundaries, which was supported and legitimized by shared framing assumptions about mutual benefit and continuous development, while the capability institutionalization phase also required the crossing of governance boundaries. Although the focal firm was open to suggestions for mutual benefit, it exercised unilateral control over design decisions, thereby pressurizing its suppliers to engage in capability development to meet specifications that they found arduous. Supplier diversity was a resource, and co-opetition a driving force for the discovery of solutions to manufacturability problems during the capability evolution phase, such that failure to develop requisite capabilities was uncommon.

Jones, C.; Massa, F. G. (2013):

From Novel Practice to Consecrated Exemplar: Unity Temple as a Case of Institutional Evangelizing.

In: Organization Studies 34 (8), S. 1099–1136.

DOI:10.1177/0170840613492073

Abstract:

Institutional theorists focus on practices that spread because they conform with and build on established cultural assumptions and resources. Novel practices, however, not only fail to conform to, but also challenge the dominant institutional order. We seek to understand the process by which novel practices move from entrepreneurial anomaly to consecrated exemplar within a field. We contrast Unity Temple by Frank Lloyd Wright—a building that challenged the accepted practices of ecclesiastical design in the architectural profession—with the most prominent churches during the same period. We find two distinct legitimation processes—institutional evangelism where creators express their identity and generate novel practices versus adaptive emulation where adopters focus on prestigious others and emulate their established practices. We reveal that actors engaged in institutional evangelism and adaptive emulation, employing institutional work and leveraging ideas, materials and identities to effect, transform, and maintain institutions. Our comparative cases show the key role of materiality, particularly collective identity markers, in institutional work and institutional processes.

Kavanagh, D. (2013):

Children: Their Place in Organization Studies.

In: Organization Studies 34 (10), S. 1487–1503.

DOI:10.1177/0170840613495329

Abstract:

This paper argues that children and childhood constitute a 'white space' in organization studies, which should now be explored, mapped and analysed. Rather than being separate, children and organization are deeply implicated in one another, which provides a rich basis for theoretical inquiry. The paper draws on Spivak's concept of the subaltern and on actor-network theory to articulate how and where organization studies might

critically engage with, and find a place for, children and childhood. It frames such an inquiry around six potential research trajectories: epistemological, methodological, ontological, temporal, political and reflexive.

Kraemer, R.; Whiteman, G.; Banerjee, B. (2013):

Conflict and Astroturfing in Niyamgiri: The Importance of National Advocacy Networks in Anti-Corporate Social Movements.

In: Organization Studies 34 (5-6), S. 823–852.

DOI:10.1177/0170840613479240

Abstract:

Traditional models of transnational advocacy networks (TANs) and stakeholder management do not capture the nuance and dynamics of (counter-)organizing processes around anti-corporate mobilization. Based on the case of a resistance movement against a planned bauxite mine on tribal land in India, we develop a process theory of interactions between local, national and international actors within transnational advocacy networks. These encounters are not always friendly and are often characterized by conflict between actors with disparate goals and interests. We highlight the importance of national advocacy networks (NANs) in anti-corporate social movements and describe the conflicts and disruptions that result from ignoring them. Our findings also point to the role of corporate counter-mobilization strategies in shaping resistance movements. Our narrative revolves around a particular focal actor in the anti-mining campaign: a young tribal man who emerged as a passionate spokesperson for the movement, but later became a supporter of the controversial mine. Our findings contribute to a richer understanding of the processes underlying transnational and national anti-corporate mobilization.

Lainer-Vos, D. (2013):

Boundary Objects, Zones of Indeterminacy, and the Formation of Irish and Jewish Transnational Socio-Financial Networks.

In: Organization Studies 34 (4), S. 515–532.

DOI:10.1177/0170840612467159

Abstract:

The concept of boundary object helps in understanding how members of different communities of practice can cooperate without sharing a consensus on their goals or even on precisely what they are doing. Sometimes, however, scholars treat boundary objects as a shorthand explanation for successful cooperation across boundaries. Instead of tracing the network of associations within which boundary objects are nestled, it is assumed that some properties inherent to particular objects secure cooperation. To offset this tendency, this article examines the Irish and Israeli governments' attempts to raise funds in the United States through the sale of quasi-philanthropic bonds in the 1920s and 1950s, respectively. In the Israeli case, the bond served as a boundary object. In the Irish case, in contrast, a similar bond intensified disagreements between the Irish government and key Irish American organizations. The analysis highlights the importance of the entire socio-technical network within which boundary objects are nestled. It points to the importance of creating a zone of indeterminacy wherein boundary objects can maintain interpretive flexibility and facilitate cooperation. Furthermore, the analysis highlights the importance of temporal framing in the construction of boundary objects.

Land, C. (2013):

Christopher Grey: Decoding Organization: Bletchley Park, Codebreaking and Organization Studies, Cambridge: Cambridge University Press, 2012. 322 pp. ISBN: 978 1 107 00545 7. £55.00

[Review]. In: Organization Studies 34 (10), S. 1566–1570.

DOI:10.1177/0170840613493708

Lawrence, T. B.; Leca, B.; Zilber, T. B. (2013):

Institutional Work: Current Research, New Directions and Overlooked Issues.

In: Organization Studies 34 (8), S. 1023–1033.

DOI:10.1177/0170840613495305

Abstract:

The study of institutional work has emerged as a dynamic research domain within organization studies. In this essay, we situate the papers published in the Special Issue. We first review the evolution of institutional work as a scholarly conversation within organization studies. We then introduce the papers in the Special Issue, focusing in particular on where they fit into the current scholarly conversation and how they move us in important new directions. Finally, we discuss a set of neglected issues that deserve further attention.

Lee, C. W.; Romano, Z. (2013):

Democracy's New Discipline: Public Deliberation as Organizational Strategy.

In: Organization Studies 34 (5-6), S. 733–753.

DOI:10.1177/0170840613479233

Abstract:

Scholars of politics have studied deliberative events as political processes aimed at empowering citizens, a perspective that frames organizational subsidies of public deliberation as civil society sponsorship. Based on multi-method fieldwork, this article investigates deliberation as a strategic tool marketed by an emerging industry of professional consultants to contemporary organizations facing resistance to retrenchment, redevelopment, and reorganization. This field-level organizational perspective reveals that deliberative solutions are sold to public, private, and third-sector managers in terms of their potential to cultivate stakeholder empathy for decision-makers, downsize public expectations for administrative problem-solving, and produce behavioral alignment and positive attitudes toward austerity measures. The simultaneous framing of deliberation as civic renewal and as a preemptive strategy for reducing contention demonstrates how sponsors have leveraged the ambiguities enabled by the reconfiguration of civic activity and authority described in this special issue. As such, we argue that understanding the political implications of the expanding market for sponsored deliberation requires a comparative historical approach to organizational strategy.

Marti, I.; Fernandez, P. (2013):

The Institutional Work of Oppression and Resistance: Learning from the Holocaust.

In: Organization Studies 34 (8), S. 1195–1223.

DOI:10.1177/0170840613492078

Abstract:

In recent years there has been an outburst of studies aiming to advance our understanding of how actors do work to create, maintain and disrupt institutions. Drawing on work on the Holocaust, a largely neglected event in organization theory, we explore types of institutional work through which actors first maintain domination and grant acquiescence to oppression and, second, target oppressive systems through acts of resistance. This approach offers an opportunity to study a familiar set of processes and phenomena on fresh terms and to focus on key elements that existing studies on institutional work have neglected.

McCaffrey, M. (2013):

Nicolai J. Foss and Peter G. Klein: *Organizing Entrepreneurial Judgment: A New Approach to the Firm*, Cambridge: Cambridge University Press, 2012. 299 pp. ISBN: 978-0-52187442-7. £55.00 (hbk)

[Review]. In: Organization Studies 34 (7), S. 1007–1009.

DOI:10.1177/0170840613483965

Micelotta, E. R.; Washington, M. (2013):

Institutions and Maintenance: The Repair Work of Italian Professions.

In: Organization Studies 34 (8), S. 1137–1170.

DOI:10.1177/0170840613492075

Abstract:

This paper contributes to extending institutional theory by theorizing institutional maintenance as a process of repair and empirically examining repair work in a professional setting. Our in-depth, longitudinal case study illustrates how Italian professions—led by two professional associations—rebuffed the decisive intervention of the Italian Government to coercively reform the professional service sector and reconstituted institutional arrangements that had been severely disrupted. The paper advances theory on the resilience of institutions by showing that maintenance repair work enables powerful incumbents to reverse change and re-establish the status quo

Miller, D.; Sardais, C. (2013):

How our Frames Direct Us: A Poker Experiment.

In: Organization Studies 34 (9), S. 1381–1405.

DOI:10.1177/0170840612470231

Abstract:

We adapt Erving Goffman's (1974) frame analysis to discover how frames shape individuals' decisions in a poker-based experiment. The frames that surfaced in our subjects' verbalizations suggest the ways in which they form very different impressions of "what is going on" in an identical situation. Our findings revealed that people's frames drive the information they attend to in a situation, the interpretation they put on that information, and the way they synthesize the information to make a decision. The thematic frames that emerged differed dramatically across groups of individuals; they also were cohesive, multifaceted, and relatively few in number. As a result they were predictive: one could foretell a person's behavior across multiple situations given the consistency in the frame adopted. In most cases, frames also revealed a significant mismatch with the requirements of the situation. Management scholars and practitioners would be wise to be more alert to frames which can do as much to derail effective decision-making as to facilitate it.

Muzio, D.; Faulconbridge, J. (2013):

The Global Professional Service Firm: 'One Firm' Models versus (Italian) Distant Institutionalized Practices.

In: Organization Studies 34 (7), S. 897–925.

DOI:10.1177/0170840612470232

Abstract:

Through a historical case study of the internationalization of large English law firms into Italy, this paper uses Scott's (2005) three pillars approach to look at how local institutions constrain and mediate the strategies and practices of global professional services firms. In doing so, it corrects the economic bias in the growing body of literature on the internationalization of PSFs by stressing how local regulations, norms and cultural frameworks affect the reproduction of home country practices, such as the one firm model pursued by large English law firms, in host-country jurisdictions. The paper also extends existing work on institutional duality (Kostova, 1999, Kostova & Roth, 2002) by developing a fine-grained, micro-level analysis which emphasizes the connections between institutions and practices. This is crucial, we contend, since the difficulties encountered by PSFs (and multinationals more generally) in their internationalization do not result from collisions between home- and host-country institutional structures per se, but between the diverse practices generated by distant institutional environments.

Oborn, E.; Barrett, M.; Dawson, S. (2013):

Distributed Leadership in Policy Formulation: A Sociomaterial Perspective.

In: Organization Studies 34 (2), S. 253–276.

DOI:10.1177/0170840612473552

Abstract:

Leadership in public policy making is challenging. There is tension in gaining commitment from competing stakeholder groups, in sustaining public engagement in technically complex areas and securing broad-based support. Our paper illuminates these challenges through a case study of health policy development in the UK. We go beyond individual roles and leader–follower exchange relationships to develop the concept of distributed leadership using a sociomaterial approach to reveal how and why leadership is distributed across sociomaterial practices which together (re)configure policy coalitions and context. In so doing we also show how legitimacy and trust are sociomaterially enacted and shape leadership in public policy.

O'Doherty, D.; Cock, C. de; Rehn, A.; Lee Ashcraft, K. (2013):

New Sites/Sights: Exploring the White Spaces of Organization.

In: Organization Studies 34 (10), S. 1427–1444.

DOI:10.1177/0170840613499654

Abstract:

Contemporary organization is increasingly understood as contingent and improvisational - and immersed in complex and shadowy realities where customary assumptions about the space and time of organization no longer hold. This Special Issue invites organization studies into an ambivalent space of sites/sights in organization, the double-play of this modest conceptual proposal necessary in order to open up the complex folding of the epistemological and the ontological in organization today. In this introduction we seek to establish and position a distinctive approach to what we claim to be 'white spaces' in organization. We show that any adequate treatment of these white spaces compels a significant breaching of the disciplinary norms of organization studies. Our argument derives from a consideration of a range of recently emerging concepts and analyses in the study of organization, all of which are suggestive of crisis and of emerging (anti-)forms of organization. This edition of Organization Studies publishes six papers and three originally commissioned book reviews that help advance this emerging problematic in organization, and which in their various ways extend our understanding of possible organizing futures.

Paquin, R. L.; Howard-Grenville, J. (2013):

Blind Dates and Arranged Marriages: Longitudinal Processes of Network Orchestration.

In: Organization Studies 34 (11), S. 1623–1653.

DOI:10.1177/0170840612470230

Abstract:

Using longitudinal qualitative and network data capturing five years of evolution of an interorganizational network, this paper explores network orchestration – the process of assembling and developing an interorganizational network. In particular, we analyze shifts in the network orchestrator's actions and the network's structure and composition. We find that an orchestrator builds the capacity to assemble a network over time through the accumulation of resources and specialized expertise. However, as the network develops, an orchestrator faces an evolving set of dilemmas arising from the need to demonstrate value for various members and audiences. To resolve these dilemmas, orchestrators may shift their actions, moving from initially encouraging serendipitous encounters between network members ("blind dates") to increasingly selecting members and more closely influencing their interactions ("arranging marriages"). We discuss implications of our findings for a processual understanding of orchestrated network assembly and growth.

Paradeise, C.; Thoenig, J.-C (2013):

Academic Institutions in Search of Quality: Local Orders and Global Standards.

In: Organization Studies 34 (2), S. 189–218.

DOI:10.1177/0170840612473550

Abstract:

Quality judgements in terms of academic standards of excellence required by external stakeholders such as labour markets and steering hierarchies obviously exert strong pressure on universities. Do they generate an 'iron cage' effect, imposing a passive and uniform conformity on global standards? The paper examines the organization of higher education and research set-ups with a strong lens. What does academic quality actually mean when observed in the field? How do universities and their subunits – professional schools, colleges, etc. – actually achieve what they call quality? A methodological and analytical framework is tested. Three sociological concepts – diversity, recognition and local order – make it possible to build four ideal types applicable to comparative inquiry. Such a typology identifies the interdependencies existing between how they position themselves with respect to quality dimensions and internal organizational measures. The paper contributes to a broader organizational study agenda: how do local orders face and deal with market and hierarchy dynamics in a global world of apparently increasing standardization under pressure from soft power. It questions the effect of the 'iron cage' hypothesis. It lists a series of changing patterns or dynamics between types of universities in terms of quality sensitivity, fabrication and content. Diversity and standardization in fact coexist.

Prasad, A. (2013):

Peter Fleming and Marc T. Jones: The End of Corporate Social Responsibility: Crisis and Critique, London: Sage, 2013. 125 pp. ISBN: 978 1 84920 516 0

[Review]. In: Organization Studies 34 (11), S. 1729–1731.

DOI:10.1177/0170840613495341

Quirke, L. (2013):

Rogue Resistance: Sidestepping Isomorphic Pressures in a Patchy Institutional Field.

In: Organization Studies 34 (11), S. 1675–1699.

DOI:10.1177/0170840613483815

Abstract:

My research suggests that organizational fields are patchy and uneven. This patchiness allows organizations at the margins of fields to sidestep pressures for conformity. As a case study, this paper examines the private school field in Toronto, Canada. Data come from interviews and site visits at 60 Toronto private schools. My findings suggest that Toronto's private school field is segmented, incorporating diverse private school forms, including elite, religious, and 'rogue' (non-elite, non-religious) schools. Within one subfield – small rogue private schools – a high degree of heterogeneity exists. These findings suggest a nuanced conception of institutional fields, with more attention to organizational agency, multiple field logics and diversity among organizational forms. This paper examines how organizations at the margins of fields are able to evade pressures for conformity, and how a heterogeneous organizational field can also be comprised of clusters of homogeneity.

Raviola, E.; Norback, M. (2013):

Bringing Technology and Meaning into Institutional Work: Making News at an Italian Business Newspaper.

In: Organization Studies 34 (8), S. 1171–1194.

DOI:10.1177/0170840613492077

Abstract:

In this article we investigate the role of technology and meaning in the institutional work of newsmakers. By analysing ethnographic data from an Italian business newspaper undertaking a project integrating the print and online newsrooms, we show how technology makes certain actions possible – and even proposes action – for the journalists, in their enactment of the institution of business news. Drawing on Callon's notion of agencement and Battilana and D'Aunno's conceptualization of human agency in institutional work, our analysis shows that action is taken in the interaction between humans and non-humans, and changes in technology might trigger institutional work. The institutional work of journalists is performed by means of both old and new technologies; if new technologies trigger institutional work by proposing new actions that need to be made meaningful by the journalists, old technology functions as a 'law book', where the institution of business news is inscribed. The journalists then use this 'law book' to interpret the new actions.

Rippin, A. (2013):

Putting The Body Shop in its Place: A Studio-based Investigation into the New Sites and Sights of Organization as Experience.

In: Organization Studies 34 (10), S. 1551–1562.

DOI:10.1177/0170840613495332

Abstract:

Locating organizations is a difficult task, making it difficult to study them and difficult to represent that study. There is no single phenomenon of organization. We identify them through their buildings, brands, products, employees, customers, marketing materials, legal status and so on, but it is hard to identify a single unified entity. This research note argues that organization lies in our encounters with it, that is, our experience of organization which constitutes its existence. In order for scholars of organization to be able to say anything about these experiences we need a methodology designed to capture experience. The work of John Dewey is useful here with his insistence on art as experience. This note takes Dewey's work on art and applies it to a particular case example – The Body Shop International – and demonstrates how organization studies can be enhanced through an arts or studio-based approach. Indeed, it argues, along with Dewey, that any civilized community of practice might be expected to produce art, and that the organization studies community should welcome an arts practice as a sign of its own maturity.

Rizq, R. (2013):

States of Abjection.

In: Organization Studies 34 (9), S. 1277–1297.

DOI:10.1177/0170840613477640

Abstract:

This paper draws on Kristeva's (1982) notion of abjection to conceptualize the nature of organizational defences against anxiety. The abject is that aspect of the self which lies outside the symbolic order, evoking feelings of anxiety, disgust, repulsion and fear. These feelings index the attempt by the individual to distance the self from what is felt to be improper or unclean in order to establish subjectivity and identity. Located within UK public mental health services which have recently been subject to New Public Management restructuring, the paper explores how contemporary preoccupations with regulation, surveillance and governance in public mental health institutions may be characterized as a symbolic attempt to gain mastery over feelings unconsciously deemed to be abject reminders of the body. A short case example drawn from my work as psychotherapist and supervisor in a primary care mental health service is offered to illustrate how feelings of psychological distress come to be abjected within the organization. I conclude by proposing that theorizing abjection offers rich prospects for future debate and research within the field of organization studies.

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Sarma, S. K. (2013):

Patricia H. Thornton, William Ocasio and Michael Lounsbury: *The Institutional Logic Perspective: A New Approach to Culture, Structure and Process*, Oxford: Oxford University Press, 2012. 234 pp. ISBN: 978-0-19-960194-3. £19.99 (pbk)

[Review]. In: Organization Studies 34 (1), S. 133–136.

DOI:10.1177/0170840612455757

Schemeil, Y. (2013):

Bringing International Organization In: Global Institutions as Adaptive Hybrids.

In: Organization Studies 34 (2), S. 219–252.

DOI:10.1177/0170840612473551

Abstract:

How can an international organization be made adaptable? Having been designed to fulfil a specific mandate, international organizations should disappear from the world stage once the initial conditions that led to their establishment no longer exist: their constituents (governments or activists) will not support them when their mandate becomes obsolete or their added value is reduced. Nonetheless, they survive external shocks, resource traps, and even the growing indifference of their founding fathers. The explanation lies in their successful resistance to constituents' control; counter-intuitive adaptation to external change; unplanned expansion through mandate enlargement; and a snowballing albeit unintentional trend to build up networks. Overall, the relative success of international organizations can be measured as a global balance between performance and resilience, exploitation and exploration, autonomy and cooperation. To reach that balanced stage they must be altogether dualistic (coupling the technical with the political); adaptive (converting slack into innovation); organic and ambidextrous (setting new challenges while pursuing current activity). Since they combine components that come from local, national, regional and transnational recipes for survival and performance, they are complex hybrids made up of public agencies, private firms, third sector associations, and expert, activist, or lobbying interest groups.

Schneiberg, M. (2013):

Movements as Political Conditions for Diffusion: Anti-Corporate Movements and the Spread of Cooperative Forms in American Capitalism.

In: Organization Studies 34 (5-6), S. 653–682.

DOI:10.1177/0170840613479226

Abstract:

Addressing the spread of cooperatives in the early 20th-century US economy, this study analyzes the role of anti-corporate movements in the diffusion of politically contested organizational innovations. It finds that institutional change can rest fundamentally on the combination of standard diffusion processes and collective mobilization in support of new practices. Specifically, it finds that the Grange, a leading anti-corporate social movement, was a political condition for the diffusion of cooperative alternatives to corporations in American capitalism. Cooperatives evoked fierce opposition by corporate forces, suppressing the diffusion of cooperative forms. When the Grange was weak or absent, cooperative organization in states or sectors had weak or no effects on cooperative organization in other states or sectors. But when the Grange was present and increased in strength, it amplified and even made possible the diffusion of cooperatives across states and industries. These findings shed new light on the contentious transactions between movements, corporations, and non-governmental organizations, expanding existing work on the trajectories, tactics, and organizational effects of anti-corporate movements.

Schoeneborn, D. (2013):

The Pervasive Power of PowerPoint: How a Genre of Professional Communication Permeates Organizational Communication.

In: Organization Studies 34 (12), S. 1777–1801.

DOI:10.1177/0170840613485843

Abstract:

This study sought to explain the puzzle of firm noncompliance under conditions of highly salient and coercive institutional pressures from stakeholders. Based on a qualitative study of the Canadian banking industry's responses to institutional pressures from government, clients, and the media for higher-quality banking service to small and medium-size enterprises (SMEs), results revealed that oligopoly power could not account exclusively for firms' dismissiveness of salient stakeholder expectations. We introduce the concept of industry identity to explain how market power interacted with industry identity to predict firms' nonconformity to institutional pressures and their willingness to maintain identity-image misalignment. Our study contributes new insights into theories of institutional conformity, identity, and oligopoly behavior.

Scholz, M.; Reydon, T. A. C. (2013):

On the Explanatory Power of Generalized Darwinism: Missing Items on the Research Agenda.

In: Organization Studies 34 (7), S. 993–999.

DOI:10.1177/0170840613485861

Abstract:

In a recent article in this journal, Geoffrey Hodgson points out that the notion of 'evolution' is widely used in organization science without authors being sufficiently clear on what exactly they mean by this term. In his article, Hodgson cleans up the terminological and conceptual confusion on evolution in organization science and positions so-called 'generalized Darwinism' as the only well-elaborated evolutionary framework available in social science. We doubt, however, whether in its present form generalized Darwinism itself constitutes a viable approach. In this article we argue that Hodgson and collaborators so far have failed to show that generalized Darwinism is actually capable of serving as a basis for the construction of evolutionary explanations of social and organizational phenomena. We suggest a few items that should be put on generalized Darwinism's research agenda in order to develop it towards a viable option.

Scholz, M.; Reydon, T. A. C. (2013):

On the Explanatory Power of Generalized Darwinism: Missing Items on the Research Agenda.

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In a recent article in this journal, Geoffrey Hodgson points out that the notion of 'evolution' is widely used in organization science without authors being sufficiently clear on what exactly they mean by this term. In his article, Hodgson cleans up the terminological and conceptual confusion on evolution in organization science and positions so-called 'generalized Darwinism' as the only well-elaborated evolutionary framework available in social science. We doubt, however, whether in its present form generalized Darwinism itself constitutes a viable approach. In this article we argue that Hodgson and collaborators so far have failed to show that generalized Darwinism is actually capable of serving as a basis for the construction of evolutionary explanations of social and organizational phenomena. We suggest a few items that should be put on generalized Darwinism's research agenda in order to develop it towards a viable option.

Schuessler, E. (2013):

Chris Rojek: *Event Power: How Global Events Manage and Manipulate*, London: SAGE, 2013. 216 pp. ISBN: 978-0745857025180 (pbk) / Brian Moeran and Jesper Strandgaard Pedersen (Eds.): *Negotiating Values in the Creative Industries: Fairs, Festivals and Competitive Events*, New York: Cambridge University Press, 2011. 376 pp. ISBN: 978-1107004504 (hbk)

[Review]. *In: Organization Studies 34 (12), S. 1905–1911.*

DOI:10.1177/0170840613505615

Sikavica, K.; Pozner, J.-E (2013):

Paradise Sold: Resource Partitioning and the Organic Movement in the US Farming Industry.

In: Organization Studies 34 (5-6), S. 623–651.

DOI:10.1177/0170840613479225

Abstract:

Resource partitioning theory maintains that in markets in which anti-mass-production cultural sentiments make producer identity relevant, there should be no direct competition between generalists and specialists. Nevertheless, anecdotal evidence suggests that after initial partitioning, such competition, and hence de-partitioning, is in some cases possible. We refine received insights of resource partitioning theory regarding the stability of niche markets, particularly those driven by identity movements, by introducing the notion that partitioning is a dynamic and even reversible process. Previous research has offered an answer to the question of why identity movements create partitioning: because they increase the dimensionality of the resource space and engender sanctioning of visible violations of the specialists' organizational form identity. In contrast, we offer an answer to the question of how and when markets may partition in a stable way: by generating sharply defined specialist form identities whose definitional code includes limits to organizational growth. Identity movements are underpinned with mechanisms that can facilitate or inhibit market partitioning, depending on their ability to generate sharp specialist form identities. We illustrate our argument through the case of organic farming in the United States, with reference to prior work on micro-brews and micro-radio, and discuss implications for resource partitioning theory.

Sloan, P.; Oliver, D. (2013):

Building Trust in Multi-stakeholder Partnerships: Critical Emotional Incidents and Practices of Engagement.

In: Organization Studies 34 (12), S. 1835–1868.

DOI:10.1177/0170840613495018

Abstract:

This paper explores trust-building in multi-stakeholder partnerships. Through an analysis of the development of one multi-stakeholder partnership between a multinational corporation, two levels of government, and local indigenous peoples, we found that trust-building is a dynamic process in which emotionality plays a key role. Critical emotional incidents can unexpectedly punctuate the partnership process, serving as turning points in the development of trust. We also found that the practices used by the partners to navigate these incidents transformed negative emotions into positive ones. We theorize on the role that critical emotional incidents and emotional engagement practices play in multi-stakeholder partnerships.

Srinivas, N. (2013):

Could a Subaltern Manage? Identity Work and Habitus in a Colonial Workplace.

In: Organization Studies 34 (11), S. 1655–1674.

DOI:10.1177/0170840612467151

Abstract:

How did historically marginalized groups learn to become professional managers? This paper studies the identity work of a manager in a colonial work setting, focusing specifically on the aspirational quality of professional identity, and on the forms of subordination enmeshed in organizational work, through a close reading of an autobiography. Beyond Punjab describes the career of Prakash Tandon in the multinational Lever Brothers India. He eventually became its first Indian Chief Executive and a respected public figure. Studies of such colonial work settings can seem indebted to existing research within postcolonial studies in management. But I argue that the dominant attention of postcolonial studies in management has not been on identity work and practices, but the historical enduring force of representations. Therefore this paper offers a complementary engagement, developing Bourdieu's concept of the habitus for a fuller understanding of how managerial identity was constituted in colonial work settings. Implications for contemporary organizations and professional identity in postcolonial societies such as India are discussed.

Stacey, R. (2013):

Ikujiro Nonaka and Zhichang Zhu: *Pragmatic Strategy: Eastern Wisdom, Global Success*, Cambridge: Cambridge University Press, 2012. 540 pp. ISBN: 978-0-521-17314-8. £25.99 (pbk).

[Review]. In: Organization Studies 34 (4), S. 559–561.

DOI:10.1177/0170840613483961

Suddaby, R. (2013):

Ann Westenholz (Ed.): *The Janus Face of Commercial Open Source Software Communities: An Investigation into the Institutional (Non)work by Interacting Institutional Actors*, Copenhagen: Copenhagen Business School Press, 2012. 202 pp.

[Review]. In: Organization Studies 34 (7), S. 1009–1011.

DOI:10.1177/0170840613484676

Tippmann, E.; Mangematin, V.; Scott, P. S. (2013):

The Two Faces of Knowledge Search: New Solutions and Capability Development.

In: Organization Studies 34 (12), S. 1869–1901.

DOI:10.1177/0170840613485846

Abstract:

Searching for knowledge to solve non-routine problems allows middle managers not only to design new solutions but also to develop organizational capabilities. We focus on knowledge search to develop our understanding of how individuals engage with organizational knowledge in practice, how they acquire and use knowledge, and the implications for organizational knowledge development. Investigating middle managers' knowledge search practices in response to non-routine events, we uncover four practices: isolating; overcoming knowledge distribution challenges; socializing; and mastering solution development. From these, we identify two aspects of knowledge search: not only can it produce new solutions but it can also have different effects in terms of developing organizational capabilities, either modifying existing routines or creating new ones. We argue that organizations with a knowledge use advantage, namely, an ability to mobilize accessible knowledge by organizing for knowledge circulation and a socialized search that deals with the organization's challenges of knowledge distribution in order to master solution development – especially at mid-level – can pursue capability development. We discuss the implications of our findings for the literature on organizational knowledge and middle managers' roles in organizational knowledge processes.

Vad Baunsgaard, V.; Clegg, S. (2013):

'Walls or Boxes': The Effects of Professional Identity, Power and Rationality on Strategies for Cross-Functional Integration.

In: Organization Studies 34 (9), S. 1299–1325.

DOI:10.1177/0170840612464756

Abstract:

Small- to medium-sized enterprises (SMEs) are recognized as drivers of economic growth, yet commonly face low innovation and organizational success due to insufficient cross-functional integration. We pose the simple question: what factors hinder cross-functional integration from occurring? We analyse cross-functional integration at management level by developing the framework of dominant ideological modes of rationality, composing professional identity, power relations and rationalities and through the construct of 'members' categorization devices' (MCDs). The article builds theory from a longitudinal in-depth empirical investigation of 'everyday' micro-political processes involved in cross-functional integration by drawing on political and ethnomethodological perspectives. It provides novel findings on the dynamics between power relations and cross-functional integration, the influence of 'thought worlds' of different functions involved in the innovation process, and contributes empirical evidence that professional identity produces power relations and rationality. Implications for theory, method and practice are considered.

Vurdubakis, T. (2013):

The Textual Life of Airports: Reading the Culture of Flight by Christopher Schaberg, New York: Continuum International Publishing Group, 2012. 177 pp. ISBN: 978 1 411 8968 4 (pbk), \$24.95

[Review]. In: Organization Studies 34 (10), S. 1570–1571.

DOI:10.1177/0170840613493710

Weiskopf, R.; Willmott, H. (2013):

Ethics as Critical Practice: The "Pentagon Papers", Deciding Responsibly, Truth-telling, and the Unsettling of Organizational Morality.

In: Organization Studies 34 (4), S. 469–493.

DOI:10.1177/0170840612470256

Abstract:

This paper contributes to the development of a practice-based understanding of ethics. Ethics is here conceived as a critical practice of questioning and problematizing moral orders and moral rules-in-use in which subjects (re)define their relations to self and others. Situating this conception of ethics in the context of practice theory, we draw upon ideas of responsible decision-making (Derrida) and truth-telling (Foucault) to examine Daniel Ellsberg's leaking of the "Pentagon Papers" as illustrative of ethics as critical practice.

Wood, G. (2013):

Capitalisms and Capitalism in the Twenty-First Century ed. by Glenn Morgan and Richard Whitley, Oxford: Oxford University Press, 2012. xvii + 381 pp.

[Review]. In: Organization Studies 34 (12), S. 1903–1905.

DOI:10.1177/0170840613495342

Yaziji, M.; Doh, J. P. (2013):

The Role of Ideological Radicalism and Resource Homogeneity in Social Movement Organization Campaigns against Corporations.

In: Organization Studies 34 (5-6), S. 755–780.

DOI:10.1177/0170840613479235

Abstract:

There is growing interest in the interactions among different sectors of civil society and the distinct organizational forms—both formal and informal—that occupy and transcend them. At the same time, the complementary nature of social movement theory and institutionalism is increasingly recognized by scholars seeking to understand these interactions, particularly the relational exchanges between social movements and organizations, including business corporations. In this study, we seek to contribute to this emergent literature by proposing a more complete theoretical and practical understanding of how the radicalism of social movement organizations influences the nature of the resource providers upon which they depend and, as a consequence, their overall strategy and tactics. Specifically, we draw on a survey of social movement organizations to explore the notion that ideological radicalism leads to more homogenous resource providers for SMOs in their campaigns against corporations, and that this, in turn, influences their selection of corporate targets and the tactics they use to influence these targets. We find evidence for our intuitions and describe how they may augment existing understanding of the strategies and continued existence of unconventional SMOs.

Yu, K.-H (2013):

Institutionalization in the Context of Institutional Pluralism: Politics as a Generative Process.

In: Organization Studies 34 (1), S. 105–131.

DOI:10.1177/0170840612464755

Abstract:

Institutionalizing a new organizational template in a pluralistic environment where multiple institutional logics coexist entails unique challenges where actors must negotiate conflict and carry out integrative and adaptive work. This paper examines how organizational actors in a large service sector trade union managed to craft integrative processes out of contentious processes in institutionalizing a new organizational template.

Recently, renewed attention has focused on politics as a means through which integration is achieved in organizations under multiple institutional pressures. However, we know relatively little about how politics achieves organizational integration in pluralistic contexts. This paper sheds light on how successful institutionalization processes actually unfold in organizations. While extant literature on intra-organizational political processes has depicted politics mainly as a zero-sum game, findings in this study suggest that politics can be a generative process through which organizations adapt to changing conditions.

Zhao, E. Y.; Ishihara, M.; Lounsbury, M. (2013):

Overcoming the Illegitimacy Discount: Cultural Entrepreneurship in the US Feature Film Industry.

In: Organization Studies 34 (12), S. 1747–1776.

DOI:10.1177/0170840613485844

Abstract:

How can organizations spanning institutionalized categories mitigate against the possibility of reduced attention by audiences? While there has been a good deal of research on the illegitimacy discount of category spanning, scant attention has been paid to how organizations might strategically address this potential problem. In this paper, we explore how the strategic naming of products might enhance audience attention despite the liabilities associated with category spanning. Drawing on a sample of films released in the United States market between 1982 and 2007, we analyze different naming strategies and show that names that simply signal familiarity are not potent enough to offset the illegitimacy discount, while names imbued with known reputations serve as a symbolic device that enhances audience attention to genre-spanning films.

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<http://www.tandfonline.com/loi/tpsp20#.VSPvMOHj8pQ>

[licence required | restricted access via Nationallizenz DFG (1) 1997 – (4) 2000]

Brown, Roger (2013):

Evidence-based policy or policy-based evidence? Higher education policies and policymaking 1987-2012.

In: Perspectives 17 (4), S. 118–123.

DOI: 10.1080/13603108.2013.830158

Abstract:

The article discusses higher education policies and policy making during the period of the author's direct involvement between the mid-80s and the present. The author points to an increasingly ideological form of policy making which has emphasised the economic role of higher education and created a higher education 'market'. As the scope of government has widened, the role of the Civil Service as a check on Ministers has reduced. Whilst the sector's influence on policies has also lessened, there is still more the universities could do to protect themselves as the case of quality assurance demonstrates. However this would require a willingness to act on the basis of research evidence, of which the author still sees little sign.

Clarke, Hugh (2013):

Context, communication and commiseration. Psychological and practical considerations in change management.

In: Perspectives 17 (1), S. 30–36.

DOI: 10.1080/13603108.2012.713873

Abstract:

This paper draws upon my interest, as a psychotherapist, in working with change at a psychological and individual level, and on my experience of the radical changes currently taking place in higher education, specifically the University where I manage several services, including a Counselling Service. Through leading and facilitating workshops, I have had many opportunities to speak to those at the heart of change, and to observe and think about the variety of responses to organisational change. My focus is on change within higher education, though the principle I discuss - what I refer to as the 3Cs (Context, Communication and Commiseration; figure 1) - have a much wider application. [...]

Curtis, Shaun (2013):

Implementing internationalisation.

In: Perspectives 17 (2), S. 42–47.

DOI: 10.1080/13603108.2012.679751

Abstract:

This paper focuses on the changing nature of internationalisation, how both the role and place of the International Office have evolved within university hierarchies, and what techniques may be deployed by senior managers to deliver the lofty ambitions typically found within accompanying strategies. The University of Exeter's recent Internationalisation Strategy (2010) is used as a case study. [...]

Elena, Susana; Sánchez, M. Paloma (2013):

Autonomy and governance models. Emerging paradoxes in Spanish universities.

In: Perspectives 17 (2), S. 48–56.

DOI: 10.1080/13603108.2012.716089

Abstract: N.N.

Fielden, John (2013):

Diversity of provision in higher education.

[Commentary]. In: Perspectives 17 (1), S. 4–8.

DOI: 10.1080/13603108.2012.707626

Abstract:

What is the UK private sector?

This paper assesses the growing UK private sector in education and questions whether it is, as its supporters suggest, a valuable addition to an already diverse national system. An earlier Perspectives paper (Woodfield et al 2011) explored the emerging partnerships between public and private sectors. This follow-up explores the roles that the private sector providers are now playing. To understand this fully it is essential to analyse the range and type of private providers, since their different characteristics and functions mean that only some are relevant to this debate. [...]

Gander, Michelle (2013):

What mentoring can do for you. The effect of a formal career mentoring scheme on women administrators.

In: Perspectives 17 (2), S. 71–75.

DOI: 10.1080/13603108.2012.687699

Abstract:

My previous paper in this journal (Gander 2010) discussed the dearth of female senior administrators in the UK higher education (HE) sector and offered some explanation using the theoretical concepts of gendered organisations and individuals' practising of gender. This paper moves on from there to report on a small-scale qualitative research project looking at the effect of a career mentoring scheme on women administrators in an English HEI. Much of what I report on below will of course be applicable to men as well as women and indeed much of the literature suggests that the quantitative outcome of career mentoring is more significant for men than for women. [...]

Graham, Carroll (2013):

Changing technologies, changing identities. A case study of professional staff and their contributions to learning and teaching.

In: Perspectives 17 (2).

DOI: 10.1080/13603108.2012.716376

Abstract:

Although much has been written about the impact of information technologies on the working lives of academics (see, for example, Bennett and Lockyer 2004; McShane 2004; Applebee et al. 2005; McShane 2006; Snyder, Marginson, and Lewis 2007), little is known about the effect of these technologies on the work and identities of professional staff. Moreover, while research has been completed on the contributions of professional staff to research activities in universities, both in Australia and the UK (Allen-Collinson 2004, 2006, 2007, 2009; Sebalj and Holbrook 2006, 2009), there has been little research into the contributions of professional staff to learning and teaching. [...]

Hogan, John (2013):

The fall of the faculty: the rise of the all-administrative university and why it matters by B. Ginsberg, Oxford University Press, 2011, 264 pp., ISBN 978-0-19-978244-4 (hbk.), GBP 32.50.

[Review]. In: *Perspectives* 17 (3).

DOI: 10.1080/13603108.2013.789089

Knight, Jane (2013):

The changing landscape of higher education internationalisation – for better or worse?

In: *Perspectives* 17 (3), S. 84–90.

DOI: 10.1080/13603108.2012.753957

Abstract:

Internationalisation has transformed the higher education landscape around the world and has dramatically changed itself. Some question whether the change is for better or worse given some of the unintended consequences of internationalisation such as commercialisation, diploma and accreditation mills, international rankings and the great brain race. The importance of internationalisation is recognised but are the benefits, risks and processes fully understood? This article takes a hard look at new developments and challenges related to the international dimension of higher education. It argues for focusing on the collaborative, mutual benefit, capacity building, and exchange aspects of internationalisation to optimise the benefit for individuals (students and staff), for higher education institutions (learning, research, service) and for the country and region as well.

Lane, Laura; Birds, Rachel (2013):

Contextual admissions and affirmative action: developments in higher education policy in England.

In: *Perspectives* 17 (4), S. 135–140.

DOI: 10.1080/13603108.2013.830154

Abstract:

This paper explores the value of explaining contextual admissions policy directives through the conceptual lenses of meritocracy and social reproduction. It is suggested that examining these concepts can assist in highlighting some of the ideological and practical complexities associated with contextual admissions whilst providing opportunities to engage with wider debates concerning affirmative action in higher education policy.

Law, David (2013):

Educational values and the value of higher education.

[Editorial]. In: *Perspectives* 17 (3), S. 81–83.

DOI: 10.1080/13603108.2013.856355

Law, David (2013):

One, two, three – jump! (... into the Third Space?).

[Editorial]. In: *Perspectives* 17 (1), S. 1–3.

DOI: 10.1080/13603108.2012.761164

Law, David (2013):

Waving or Drowning?

[Editorial]. In: Perspectives 17 (4), S. 115–117.

DOI: 10.1080/13603108.2013.866991

Moyes, Heather (2013):

Theory and practice of NLP coaching by Bruce Gimley, Sage, London, 2013, 217 pp., 1-4462-1072-5 (pbk.), GBP 24.99.

[Review]. In: Perspectives 17 (4), S. 148–149.

DOI: 10.1080/13603108.2013.794172

Palfreyman, David (2013):

Can it really be as good as it seems? The financial health of the UK HE sector.

[Commentary]. In: Perspectives 17 (1), S. 9–10.

DOI: 10.1080/13603108.2012.714414

Palfreyman, David (2013):

Consuming Higher Education: Why Learning Can't Be Bought by Joanna Williams, Bloomsbury, 2013, 175 pp., GBP 24.99 (pbk), ISBN 978-1-44118-360-6.

[Review]. In: Perspectives 17 (2), S. 78–80.

DOI: 10.1080/13603108.2013.794171

Palfreyman, David (2013):

Cultivating Inquiry-Driven Learners: A College Education for the 21st Century by Clifton Conrad and Laura Dunck, Johns Hopkins University Press, 2012, 125 pp., GBP 13 (pbk.), ISBN 978-1-4214-0599-5.

[Review]. In: Perspectives 17 (4), S. 149–150.

DOI: 10.1080/13603108.2013.830155

Palfreyman, David (2013):

Improving Measurement of Productivity in Higher Education by T.A. Sullivan et al., The National Academies Press, Washington, DC, 2012, 200 pp., GBP 30/\$50 (pbk.), ISBN 978-0-309-25774-9.

[Review]. In: Perspectives 17 (4), S. 150–151.

DOI: 10.1080/13603108.2013.830156

Palfreyman, David (2013):

Quality & consumerism in higher education.

[In my view]. In: Perspectives 17 (3), S. 107–111.

DOI: 10.1080/13603108.2013.794167

Palfreyman, David (2013):

The Innovative University by Clayton M. Christensen and Henry J Eyring, Jossey-Bass, 2011, 475 pp., GBP 21.99 (pbk), ISBN 978-1-118-06348-4.

[Review]. In: Perspectives 17 (2), S. 76–77.

DOI: 10.1080/13603108.2013.794169

Raffe, David (2013):

Was devolution the beginning of the end of the UK higher education system?

[Perspective]. In: Perspectives 17 (1), S. 11–16.

DOI: 10.1080/13603108.2012.707625

Shah, Mahsood (2013):

Renewing strategic planning in universities at a time of uncertainty.

In: Perspectives 17 (1), S. 24–29.

DOI: 10.1080/13603108.2012.679753

Abstract: N.N.

Shaha, Mahsood; Jarzabkowski, Lucy (2013):

The Australian higher education quality assurance framework. From improvement-led to compliance-driven.

In: Perspectives 17 (3), S. 96–106.

DOI: 10.1080/13603108.2013.794168

Abstract:

The Australian government initiated a review of higher education in 2008. One of the outcomes of the review was the formation of a national regulator, the Tertiary Education Quality and Standards Agency (TEQSA), with responsibilities to: register all higher education providers, accredit the courses of the non self-accrediting providers, assure quality against externally set standards and reduce risk by monitoring institutional performance on various measures. One of the key changes in Australian higher education quality assurance is the shift from a 'fitness-for-purpose' approach to quality assurance to a compliance-driven approach using an externally developed set of standards monitored by the national regulator, which has legislated powers to place sanctions on universities and other providers for non-compliance. This article outlines the new framework introduced by the government and analyses its limitations in assuring and improving quality in core and support areas. It cautions universities against being dominated by TEQSA's compliance agenda. Rather, it encourages the development and maintenance of shared governance principles and strong internal quality improvement processes along with the establishment of an outcomes focus, which will stand the test of external compliance auditing while allowing the institution to pursue its own educational objectives. The article is based on the authors' experience and reflection on external, improvement-led quality audits in Australia over the past decade compared with the present compliance-oriented audits now required for institutional registration and ongoing accreditation.

Tapper, E. M. (2013):

Making Policy in British Higher Education 1945–2011 by Michael Shattock, Open University Press/McGraw-Hill Education, Maidenhead, 2012, 280 pp. GBP 37.99 (pbk.), ISBN 978-0-335-24186-6.

[Review]. In: Perspectives 17 (1), S. 37–38.

DOI: 10.1080/13603108.2012.761165

Taylor, John (2013):

Learning from the Private Sector: Institutional approaches to curriculum leadership and delivery.

[Perspective]. In: Perspectives 17 (4), S. 129–134.

DOI: 10.1080/13603108.2013.841302

Taylor, Mark P. (2013):

What is good university financial management?

In: Perspectives 17 (4), S. 141–147.

DOI: 10.1080/13603108.2013.835289

Abstract:

In the current and foreseeable harsh UK higher education environment, aspiring to best- practice financial management will be key to ensuring the prosperity – and indeed the survival – of any university. In this article I argue that good university financial management should provide stability to the institution, allow for investment as well as renewal and the exploitation of opportunity, be transparent enough to facilitate accountability and good governance, and ensure that the institution allocates resources efficiently in the context of its strategic plan. I explore in detail the issues relating to this fundamental definition of good financial management, including the role of financial management in inducing stability, short-term solvency and reserves, managing financial risk, capital expenditure and long-range planning, developing a diversified funding base, embedding good financial management in university culture, the relationship between financial planning and strategic planning, and financial accounting and control.

Tomlinson, Michael (2013):

End games? Consumer-based learning in higher education and its implications for lifelong learning.

In: Perspectives 17 (4), S. 124–128.

DOI: 10.1080/13603108.2013.832710

Abstract:

This paper outlines core features of what it terms consumer-based learning and relates this to the context of increasing utilitarian goals and values of higher education. It argues that this presents challenges broader than the immediate teaching and learning environment and student experience, which also potentially impacts the future lives of graduates leaving university.

Trowler, Vicki (2013):

Leadership practices for student engagement in challenging conditions.

In: Perspectives 17 (3), S. 91–95.

DOI: 10.1080/13603108.2013.789455

Abstract:

Student Engagement is the investment of time, effort and other relevant resources by both students and their institutions intended to optimise the student experience and enhance the learning outcomes and development of students, and the performance and reputation of the institution. As such, it has affective, behavioural and cognitive dimensions, which may manifest congruently or oppositionally. The current popularity of the concept derives from a large body of evidence suggesting that student engagement improves a range of desirable outcomes. A study funded by the Leadership Foundation to uncover leadership practices that enhanced student engagement revealed the importance of climate, resourcing, communication and values. The article concludes with some suggestions of how the findings might usefully be applied in a higher education setting.

Vardaman, Donald Lee; Vardaman, Shellye A.; Findley, Henry; Warren, Isabelle (2013):

Do's and don'ts in the search for faculty talent.

[Perspective]. In: Perspectives 17 (2), S. 57–61.

DOI: 10.1080/13603108.2012.674983

Abstract:

The maximisation of recruiting efforts is often inexact and cloaked in mystery. In order to demystify this process and use scarce resources wisely, universities must become more creative and open to new recruiting methods. Through an examination of various recruitings methods and a study of recruiting techniques used by Alabama public university, recommendations are offered to search committees for finding the best candidate for their next faculty search. [...]

Wit, Hans de; Ferencz, Irina; Rumbley, Laura E. (2013):

International student mobility. European and US perspectives.

[Perspective]. In: Perspectives 17 (1), S. 17–23.

DOI: 10.1080/13603108.2012.679752

Quality in Higher Education (19) 2013

<http://www.tandfonline.com/loi/cqhe20#.VSPsuuHj8pQ>

[licence required | restricted access via Nationallizenz DFG: (1) 1995 – (6) 2000]

Abualrub, Iyad; Karseth, Berit; Stensaker, Bjørn (2013):

The various understandings of learning environment in higher education and its quality implications.

In: Quality in Higher Education 19 (1), S. 90–110.

DOI: 10.1080/13538322.2013.772464

Abstract:

This article aims to provide a critical examination of the concept of 'learning environment' following the increased attention to the concept among educational researchers and policy makers. Based on a review of the literature, the current article identifies how the concept of learning environment is being researched and how the research conducted can be categorised through three different analytical lenses. The review of research in the area shows a close link between: (1) research on learning environments and the development and dynamics of higher education, especially related to the impact of massification, internationalisation and globalisation including quality challenges; and (2) the idea of learning environments as a concept almost exclusively linked to student perceptions. In the conclusion, the article argues for a more multifaceted research agenda, not least including more organisational perspectives.

Alperin, Juan Pablo (2013):

Brazil's exception to the world-class university movement.

In: Quality in Higher Education 19 (2), S. 158–172.

DOI: 10.1080/13538322.2013.802573

Abstract:

The continued importance of university rankings has only served to fuel the growth of the 'world-class' university movement. There is a growing impression that, in a globalised and interconnected world, no country can do without a world-class university. No country, that is, except Brazil. While Brazil has the resources necessary to create a world-class university, evidence suggests there has been no attempt to create one. This paper draws on data from various sources to show that the government has instead focused on improving the quality of higher education in Brazil but has done so with a focus on national outcomes. Through government policies, Brazil has incentivised research, increased the number of doctoral degrees awarded and improved the quality of doctoral programmes. While these are the types of improvements needed for a world-class university, there is no evidence to indicate an interest in joining the world-class university movement.

Blanco Ramírez, Gerardo (2013):

Studying quality beyond technical rationality: political and symbolic perspectives.

In: Quality in Higher Education 19 (2), S. 126–141.

DOI: 10.1080/13538322.2013.774804

Abstract:

The underlying paradigms that influence research on quality have remained alarmingly under-researched; this article analyses the constraints that a technical-rational approach for the study of quality in higher education imposes. Technical rationality has been the dominant paradigm that shapes research on quality in higher education. Alternatively, political and symbolic perspectives are discussed in order to conceptualise and frame future research in the study of higher education quality. This article concludes with a discussion of the implications of different approaches. It is argued that the study of quality in higher education needs to be revitalised by new conceptual perspectives that go beyond technical-rational assumptions.

Borgos, Jill E. (2013):

Using principal-agent theory as a framework for analysis in evaluating the multiple stakeholders involved in the accreditation and quality assurance of international medical branch campuses.

In: Quality in Higher Education 19 (2), S. 173–190.

DOI: 10.1080/13538322.2013.805068

Abstract:

This article applies the theoretical framework of principal-agent theory in order to better understand the complex organisational relationships emerging between entities invested in the establishment and monitoring of cross-border international branch campus medical schools. Using the key constructs of principal-agent theory, information asymmetry and goal conflict, the article explores the multiple information asymmetries and potential goal conflicts that exist in the establishment of branch campus medical programmes. A review of the literature on international medical programme oversights revealed several considerations for organisations to contemplate in the physical movement of their institutions across borders. Using examples drawn from Weill Medical College in Qatar and Newcastle University Medicine Malaysia, the article illustrates how multiple overlapping agencies can provoke information asymmetry regarding quality standards and conflict of goals between the branch campus and the accrediting agencies. In the cases of international branch campuses, differentiating the principal and the agent is often difficult.

Costley, Carol (2013):

Evaluation of the current status and knowledge contributions of professional doctorates.

In: Quality in Higher Education 19 (1), S. 7–27.

DOI: 10.1080/13538322.2013.772465

Abstract:

The article examines the status and knowledge contributions of professional doctorates (PDs) undertaken by practising professionals who in most cases are not intending to join the academic community. The purpose of these doctorates is usually to research and develop an original contribution to practice through practitioner-research. Giving greater primacy to practice knowledge has caused new developments in doctoral education. The discussion is based upon a research project and an extensive literature review. Internationally, quality assurance agencies have generally embraced more work-related and practice-oriented criteria in doctoral learning. Doctoral learning that seeks to enhance practice and develop benefit to communities and organisations in professional contexts leads to different pedagogic protocols for higher education, for example a differently ordered approach to ethical issues of research, assessment and peer review. More curriculum development and understanding of the wider knowledge contributions of doctorates is needed across higher education and professional communities.

Drowley, Melinda; Marshall, Helen (2013):

National qualifications frameworks: local learning from global experience.

In: Quality in Higher Education 19 (1), S. 73–89.

DOI: 10.1080/13538322.2013.772466

Abstract:

Countries developing national qualifications frameworks (NQFs) would be ill-advised simply to import models from other countries but could benefit from their experiences. This article elucidates principles underpinning successful practice and distils lessons learned from setbacks. General purposes of NQFs are identified, noting implicit preconditions for success. Evaluative studies illustrate tensions arising when pedagogical and socio-political assumptions embedded in the very idea of NQFs are brought to bear on socio-cultural values and traditions of learning and teaching predicated on different sets of assumptions. Questions are raised about the tendency of NQFs to perpetuate barriers to student and workforce mobility that they were supposed to

dismantle. Finally, the article examines how various countries have addressed such tensions, either by adapting their NQF to suit local practice or by attempting better to align local practice with general requirements of NQFs.

El-Khawas, Elaine (2013):

Quality assurance as a policy instrument: what's ahead?

In: Quality in Higher Education 19 (2), S. 248–257.

DOI: 10.1080/13538322.2013.806740

Abstract:

This article considers the overall success of the quality movement in the context of questions about the political status and role of quality assurance agencies. These agencies have gained a significant degree of legitimacy and respect among major stakeholders but the political reality is that their long-term sustainability depends on whether policy makers remain committed to quality assurance as an oversight mechanism for higher education. Agencies can address this vulnerability and continue to serve the public interest by drawing on their current strengths, including effective operations and networks for international collaboration.

Hägg, Ingemund; Wedlin, Linda (2013):

Standards for quality? A critical appraisal of the Berlin Principles for international rankings of universities.

In: Quality in Higher Education 19 (3), S. 326–342.

DOI: 10.1080/13538322.2013.852708

Abstract:

This article discusses the principles developed to assure the quality of international ranking practices for higher education, the so-called Berlin Principles, and the role given to them in the higher education community. While the principles are generally regarded as proper quality assurance principles, they are problematic both in their content and form. This study examines the process leading up to the principles as well as their use, thereby highlighting some legitimacy problems with these principles and the potential impact this may have on the further development of the higher education field. The study is based on official documents and published material.

Houston, Don; Paewai, Shelley (2013):

Knowledge, power and meanings shaping quality assurance in higher education: a systemic critique.

In: Quality in Higher Education 19 (3), S. 261–282.

DOI: 10.1080/13538322.2013.849786

Abstract:

Internationally, quality assurance schemes persist despite long-standing dissatisfaction and critique of their impact and outcomes. Adopting a critical systems perspective, the article explores the relationships between the knowledge, power and meanings that stakeholder groups bring to the design and implementation of quality assurance systems. The analysis shows that such systems are designed to serve the external accountability purposes of government and agencies outside the university who are responsible for designing the systems. Academics inside the university are affected by quality assurance systems but uninvolved in their design. The knowledge and power distance and differences of meaning between the system designers and academics result in quality assurance systems that are unable to contribute to the improvement of teaching and research in the university. The article proposes interconnected but clearly differentiated definitions of quality assurance and quality improvement that can inform systems design aimed at more than meeting external accountability demands.

Jibladze, Elene (2013):

Running around in circles: quality assurance reforms in Georgia.

In: Quality in Higher Education 19 (3), S. 343–357.

DOI: 10.1080/13538322.2013.850859

Abstract:

This article investigates the implementation of a quality assurance system in Georgia as a particular case of 'Bologna transplant' in a transitioning country. In particular, the article discusses to what extent new concepts, institutions and models framed as 'European' have been institutionalised in Georgia. Based on an outcome analysis, the study concludes that reforms related to quality assurance have only produced façade effects and have locked the system at its inception phase, where it perpetually redefines itself rather than engages in ongoing improvements. This result contradicts the largely positive international assessments of the Georgian case in the realm of Bologna-inspired reforms and may provide other late-coming members to the Bologna process, especially those with previously centralised higher education systems, with the insights to avoid the same pitfalls.

Jones, Elizabeth (2013):

Practice-based evidence of evidence-based practice: professional practice portfolios for the assessment of work-based learning.

In: Quality in Higher Education 19 (1), S. 56–71.

DOI: 10.1080/13538322.2013.772467

Abstract:

This article proposes that professional education programmes can help promote the development of professional judgment by the use of a well-designed professional practice portfolio as an assessment tool. An explanation of the portfolio process is followed by evidence from a four-year action research study, demonstrating how compiling a professional practice portfolio enhanced students' awareness of the relationship between their practice and the theoretical and research literature in the process of developing professional judgment. The study concludes that a well-designed professional practice portfolio is a powerful mechanism for connecting workplace learning and learning in the university. Through the promotion of a disposition for reflective practice the portfolio contributed to practitioners' evolving theory of practice.

Kettis, Åsa; Ring, Lena; Gustavsson, Maria; Wallman, Andy (2013):

Placements: an underused vehicle for quality enhancement in higher education?

In: Quality in Higher Education 19 (1), S. 28–40.

DOI: 10.1080/13538322.2013.772697

Abstract:

Placements have the potential to contribute more effectively to the quality of higher education. The aim of this article is to discuss how placements can be made more worthwhile for individual students, while also contributing to the overall quality of teaching and learning at HEIs as well as to the development of workplace cultures that are conducive to learning. Work experience opportunities help students to build substantive relationships and apply what they are learning. Students' overall view of their learning experience becomes more positive, their identification with their intended profession strengthens and academic performance improves, as do graduate employment rates. Introducing placements in the curriculum does not, however, guarantee these positive effects. Learning is likely to be greater if the experience is 'intentional and recognised' and tightly knit into the curriculum. Using evidence from research on workplace learning is one way to improve the quality of placements, as exemplified by a scholarly approach to the development of placements for pharmacy students at Uppsala University. HEIs' interaction with employers through placements enriches both parties.

Law, Dennis C.S (2013):

Shortening the Inventory of Learning Styles for quality assurance in a Hong Kong post-secondary education context.

In: Quality in Higher Education 19 (3), S. 300–325.

DOI: 10.1080/13538322.2013.852707

Abstract:

A Chinese translation of the 100-item Inventory of Learning Styles (ILS) is shortened as a 60-item instrument (which comprises 20 three-item scales) by removal of items that make the least contribution to the ILS scales from both alpha value and factor loading perspectives. The reliability and validation for administering the resultant 60-item ILS in the context of Hong Kong post-secondary education were assessed via analysis and re-analysis of results collected from two studies. The first study involved 1572 students enrolled in different kinds of post-secondary programmes in 2005; the second study involved 206 students enrolled in a special one-year, post-secondary programme in 2010. The internal consistency of most of the scales in the 60-item ILS was found to be good or satisfactory, except for three scales for which a need for further investigation or refinement is indicated. The exploratory factor analyses conducted in the two studies found factor patterns that closely resembled each other, with defining features comprising an active meaning-directed learning pattern that is mixed with reproduction-directed elements, an undirected learning pattern and different versions of a passive idealistic learning pattern. Overall, the current research provides qualified support for the reliability and validity of the shortened ILS for application in the context of Hong Kong post-secondary education.

Maguire, Kate; Gibbs, Paul (2013):

Exploring the notion of quality in quality higher education assessment in a collaborative future.

In: Quality in Higher Education 19 (1), S. 41–55.

DOI: 10.1080/13538322.2013.774220

Abstract:

The purpose of this article is to contribute to the debate on the notion of quality in higher education with particular focus on 'objectifying through articulation' the assessment of quality by professional experts. The article gives an overview of the differentiations of quality as used in higher education. It explores a substantial piece of evaluation research that was carried out between 2009 and 2011 by the authors at the Institute for Work Based Learning at Middlesex University.

Rowlands, Julie (2013):

The symbolic role of academic boards in university academic quality assurance.

In: Quality in Higher Education 19 (2), S. 142–157.

DOI: 10.1080/13538322.2013.802574

Abstract:

While much research on quality assurance in higher education has centred on issues related to the impact on teaching and learning and academic staff, there is a significant gap in the area of quality assurance and academic governance. Within Australia the roles of university academic boards (also known as academic senates or faculty senates) have been redefined in the past 20 years and now include a significant focus on quality assurance. This paper reports the results of a case study of three Australian university academic boards and shows that despite their written terms of reference, the role of these academic boards in academic quality assurance was largely symbolic and performative and that responsibility actually rested with senior management. It further argues that in taking this position the universities were responding to the demands of the risk society by using academic boards to protect their academic reputations and financial positions.

Rué, Joan; Font, Antoni; Cebrián, Gisela (2013):

Towards high-quality reflective learning amongst law undergraduate students: analysing students' reflective journals during a problem-based learning course.

In: Quality in Higher Education 19 (2), S. 191–209.

DOI: 10.1080/13538322.2013.802575

Abstract:

There is wide agreement that problem-based learning is a key strategy to promote individual abilities for 'learning how to learn'. This paper presents the main contributions that reflective journals and the problem-based learning approach can make to foster professional knowledge and quality learning in higher education. Thirty-six reflective journals and semi-structured interviews conducted with law undergraduate students participating in a problem-based learning course are analysed. The findings from this case study suggest that problem-based learning contributes to: improve professionalisation of vocational studies; develop general skills such as communication and teamwork; bridge the gap between theory and practice; and foster self-regulation and autonomous learning amongst students. Reflective journals, peers' cooperation and collaboration and the supportive role of educators are fundamental aspects of problem-based learning, which empower students in their own learning. Reflection nurtures the quality of learning and needs to be considered as an applicable learning strategy for professional and non-professional disciplines in higher education.

Shah, Mahsood (2013):

The effectiveness of external quality audits: a study of Australian universities.

In: Quality in Higher Education 19 (3), S. 358–375.

DOI: 10.1080/13538322.2013.852300

Abstract:

External quality audits have been introduced in many countries as part of higher education reforms. This article is based on research on 30 Australian universities to assess the extent to which audits by the Australian Universities Quality Agency (AUQA) have improved quality assurance in the core and support areas of the universities. The article analyses the views of 120 respondents including senior members of the universities and some AUQA auditors and evaluates university satisfaction with the external quality audit process. The study finds that the audit process used by AUQA in Australia is satisfactory due to its enhancement-led reviews. The findings indicate that external quality audits alone cannot be credited for improving quality assurance in universities. A combination of external quality audits together with the internal and external operating environment has significantly contributed to improving quality assurance in universities. While external audits have led to an improvement in systems and processes in Australian universities, this study finds that they have not improved education outcomes and the student experience.

Soh, Kaycheng (2013):

Times Higher Education 100 under 50 ranking: old wine in a new bottle?

In: Quality in Higher Education 19 (1), S. 111–121.

DOI: 10.1080/13538322.2013.774795

Abstract:

Times Higher Education 100 under 50 ranking is a new twist to the university ranking. It focuses on universities that have a history of 50 years or less with the purpose of offsetting the advantage of prestige of the older ones. This article re-analysed the data publicly available and looked into relevant conceptual and statistical issues. The much publicised minor modification made to citations by the ranker is found to produce no substantial effect on ranking. Gross inconsistencies between intended and attained indicator weights are found. Teaching, research and citations predicted 98% of the criterion variance. Implications for refinement and interpretation of ranking results are discussed.

Udam, Maiki; Heidmets, Mati (2013):

Conflicting views on quality: interpretations of 'a good university' by representatives of the state, the market and academia.

In: Quality in Higher Education 19 (2), S. 210–224.

DOI: 10.1080/13538322.2013.774805

Abstract:

This article presents the results of research conducted over the period 2010–2012 in Estonia with the aim of identifying the expectations for the quality of higher education by principal parties in higher education, the state, the market and academia, as well as describing the differences and similarities in their expectations. The findings show that the interpretations and expectations of different parties in higher education differ noticeably. It became evident that the market has the most balanced view valuing almost equally input, process and output characteristics, although the greatest emphasis is placed on inputs. The state and academia also emphasise processes and inputs but somewhat less outputs. Students focus on process and input characteristics only. The article details the approaches to 'a good university' by different stakeholders and discusses possibilities of considering the different expectations when further developing the external quality evaluation system.

van Zanten, Marta; Boulet, John R. (2013):

The association between medical education accreditation and examination performance of internationally educated physicians seeking certification in the United States.

In: Quality in Higher Education 19 (3), S. 283–299.

DOI: 10.1080/13538322.2013.849788

Abstract:

The purposes of this research were to examine medical education accreditation practices around the world, with special focus on the Caribbean, and to explore the association between medical school accreditation and graduates' examination performance. In addition to other requirements, graduates of international medical schools seeking to enter postgraduate training positions in the USA must pass the United States Medical Licensing Examination Step 2 Clinical Skills. First-attempt pass rates were calculated for all graduates of international medical schools (approximately 58,000) who took the examination from 2006 to 2010. After controlling for personal variables, better examination performance, on average, was achieved by individuals who attended an accredited institution. Because substantial resources are needed to successfully implement oversight processes, these results provide some positive evidence that accreditation of educational programmes is associated with the production of more highly skilled physicians.

Zaitseva, Elena; Milsom, Clare; Stewart, Martyn (2013):

Connecting the dots: using concept maps for interpreting student satisfaction.

In: Quality in Higher Education 19 (2), S. 225–247.

DOI: 10.1080/13538322.2013.802576

Abstract:

This study utilised concept mapping software to aid interpretation of the qualitative data from student satisfaction surveys. The analysis revealed differences in student priorities and attitudes across the three years of an undergraduate degree. First-year students were more concerned with social and academic integration and demonstrated an emotional response to their engagement with higher education. Comments from second-year students indicated an emphasis on academic progress and development, while final-year students were focused on achievement-oriented learning. Critical aspects of the student experience hidden between survey questions were also revealed. The paper discusses the implications of the findings for understanding the changing interaction between different aspects of student experience and satisfaction. It

concludes with suggestions on how this approach to analysis might benefit the work of quality assurance teams and academic developers in other institutions.

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Abramo, G.; D'Angelo, C. A.; Viel, F. (2013):

Selecting competent referees to assess research projects proposals: A study of referees' registers.

In: Research Evaluation 22 (1), S. 41–51.

DOI:10.1093/reseval/rvs031

Abstract:

The selection of referees for evaluation of research projects under competitive financing appears particularly critical: the greater the competence of the referee concerning the core topic, the more their judgment is trustworthy and the more the financing of the best proposals is probable. The current work analyses registers of experts used to select referees for the evaluation of research proposals in public programs with competitive funding. The work has the objective to present a methodology to verify the degree of 'coverage' of the register compared with the spectrum of competencies necessary for the evaluation of such wide-ranging national programs; and to evaluate the level of scientific performance of the register's referees in the hard sciences, compared with their national colleagues from the same fields.

Aksnes, D. W.; Rorstad, K.; Piro, F. N.; Sivertsen, G. (2013):

Are mobile researchers more productive and cited than non-mobile researchers? A large-scale study of Norwegian scientists.

In: Research Evaluation 22 (4), S. 215–223.

DOI:10.1093/reseval/rvt012

Abstract:

The scientific performance of mobile and non-mobile researchers is analysed using publication and citation indicators in a study of more than 11,000 Norwegian university researchers. Two types of mobility are investigated: change of workplace during the scientific career and mobility from an academic institution granting the highest degree to another work place for the scientific career. The study shows that mobile researchers tend to have slightly higher publication and citation rates than other researchers, but the results are not unambiguous. Regression analyses where demographic characteristics of the researchers were accounted for removed most of the independent effect that mobility may have on publication and citation measures. There is currently a strong science policy focus on the beneficence of research mobility. However, this study indicates that mobility has marginal effects on research performance measured bibliometrically.

Basner, J. E.; Theisz, K. I.; Jensen, U. S.; Jones, C. D.; Ponomarev, I.; Sulima, P. et al. (2013):

Measuring the evolution and output of cross-disciplinary collaborations within the NCI Physical Sciences-Oncology Centers Network.

In: Research Evaluation 22 (5), S. 285–297.

DOI:10.1093/reseval/rvt025

Abstract:

Development of effective quantitative indicators and methodologies to assess the outcomes of cross-disciplinary collaborative initiatives has the potential to improve scientific program management and scientific output. This article highlights an example of a prospective evaluation that has been developed to monitor and improve progress of the National Cancer Institute Physical Sciences—Oncology Centers (PS-OC) program. Study data, including collaboration information, was captured through progress reports and compiled using

the web-based analytic database: Interdisciplinary Team Reporting, Analysis, and Query Resource. Analysis of collaborations was further supported by data from the Thomson Reuters Web of Science database, MEDLINE database, and a web-based survey. Integration of novel and standard data sources was augmented by the development of automated methods to mine investigator pre-award publications, assign investigator disciplines, and distinguish cross-disciplinary publication content. The results highlight increases in cross-disciplinary authorship collaborations from pre- to post-award years among the primary investigators and confirm that a majority of cross-disciplinary collaborations have resulted in publications with cross-disciplinary content that rank in the top third of their field. With these evaluation data, PS-OC Program officials have provided ongoing feedback to participating investigators to improve center productivity and thereby facilitate a more successful initiative. Future analysis will continue to expand these methods and metrics to adapt to new advances in research evaluation and changes in the program.

Danell, R.; Hjerm, M. (2013):

The importance of early academic career opportunities and gender differences in promotion rates.

In: Research Evaluation 22 (4), S. 210–214.

DOI:10.1093/reseval/rvt011

Abstract:

Based on previous studies it has been found that women have a smaller chance than men of attaining professorships. It has also been found that gender differences in career development have been observed in many different countries. This study aims to contribute to these discussions by analyzing the extent to which gender differences in career development can be explained by early career opportunities, specifically the prestigious postdoctoral fellowship which is particular to the Swedish university system. This study concluded that women and men have the same probability to achieve a postdoctoral fellowship and that among men and women who have achieved this we observed that they had equal chances of becoming professors. However, it was also shown that women are substantially worse off than men for the study group of those who have not achieved a postdoctoral fellowship. This indicates that a meritocratic system does not seem to discriminate against women whereas a vacancy system seems to do so.

Dornbusch, F.; Schmoch, U.; Schulze, N.; Bethke, N. (2013):

Identification of university-based patents: A new large-scale approach.

In: Research Evaluation 22 (1), S. 52–63.

DOI:10.1093/reseval/rvs033

Abstract:

Recent political initiatives and changes in the intellectual property rights systems of European countries call for improved evaluation methods. The aim of this article is to present a new approach to the identification of academic patents and to test its applicability. The approach is based on the matching of author names from scientific publications with inventor names from patent filings and is demonstrated by university-based patents in Germany. Measuring academic patent activity remains a complex task, as there are many cases of university-based patents not being filed by the universities themselves. Previous approaches relying on official staff lists of universities or searches for keywords provided interesting new findings. But, they tend to be time-consuming and cost-intensive or are to a large extent based on estimations. In this article, we show that our suggested approach is a reliable, but less expensive alternative. Besides significant methodological contributions, the article also indicates promising future research avenues for country comparisons, comparisons over time, and analyses at the level of individual academic institutions.

Drew, C. H.; Pettibone, K. G.; Ruben, E. (2013):

Greatest 'HITS': A new tool for tracking impacts at the National Institute of Environmental Health Sciences.

In: Research Evaluation 22 (5), S. 307–315.

DOI:10.1093/reseval/rvt022

Abstract:

Evaluators of scientific research programs have several tools to document and analyze products of scientific research, but few tools exist for exploring and capturing the impacts of such research. Understanding impacts is beneficial because it fosters a greater sense of accountability and stewardship for federal research dollars. This article presents the High Impacts Tracking System (HITS), a new approach to documenting research impacts that is in development at the National Institute of Environmental Health Sciences (NIEHS). HITS is designed to help identify scientific advances in the NIEHS research portfolio as they emerge, and provide a robust data structure to capture those advances. We have downloaded previously un-searchable data from the central NIH grants database and developed a robust coding schema to help us track research products (going beyond publication counts to the content of publications) as well as research impacts. We describe the coding schema and key system features as well as several development challenges, including data integration, development of a final data structure from three separate ontologies, and ways to develop consensus about codes among program staff.

Engels, T. C. E.; Goos, P.; Dexters, N.; Spruyt, E. H. J. (2013):

Group size, h-index, and efficiency in publishing in top journals explain expert panel assessments of research group quality and productivity.

In: Research Evaluation 22 (4), S. 224–236.

DOI:10.1093/reseval/rvt013

Abstract:

Assessments of research groups by expert panels are commonplace. A conceptual distinction between nationwide evaluations, approaches fitting within a national framework, and approaches fulfilling a national, regional, or local regulatory requirement can be made. Few papers exploit the wealth of the data made available to panels: most analyses and discussions focus on the relation between assessments scores and bibliometric indicators. However, expert panels are expected to take other information such as funding and PhDs into account as well. Using a data set on 52 science research groups that have been evaluated in view of an on-going series of research assessments at the University of Antwerp (Belgium), we build cumulative logistic regression models that explain the assessments of research group quality and productivity. In addition to the discipline, the predictors in the models explaining quality and productivity are group size, h-index of the group leader, and efficiency in terms of publishing in top journals. Strikingly, the same predictors apply in the model for quality and in the model for productivity.

Garcia-Aracil, A. (2013):

Understanding productivity changes in public universities: Evidence from Spain.

In: Research Evaluation 22 (5), S. 351–368.

DOI:10.1093/reseval/rvt009

Abstract:

This study examines the productivity growth of Spanish universities over the period 1994–2008. The Malmquist index is used to illustrate the contribution of efficiency and technological change to changes in the universities' productivity. The results indicate that annual productivity growth is attributable largely to efficiency improvements rather than technological progress. Gains in scale efficiency appear to have played only a minor role in productivity gains. The results contribute to the knowledge of the university system in Spain, describing different university behaviours that could be useful for management at the institutional and national level.

Garner, J.; Porter, A. L.; Borrego, M.; Tran, E.; Teutonico, R. (2013):

Facilitating social and natural science cross-disciplinarity: Assessing the human and social dynamics program.

In: Research Evaluation 22 (2), S. 134-144.

DOI:10.1093/reseval/rvt001

Abstract:

Research that integrates the social and natural sciences is vital to address many societal challenges, yet is difficult to arrange, conduct, and disseminate. This article analyses the cross-disciplinary character of the research supported by a unique US National Science Foundation program on Human and Social Dynamics (HSD). It presents evidence that research publications deriving from this support chiefly pertain to the Social and Behavioral Sciences, but extend widely into the Bio and Medical Sciences, Environmental Sciences, and Physical Sciences and Engineering. Integration scores, based on the diversity of references cited, indicate that the HSD-derived publications are notably more interdisciplinary than those of comparable programs. Diffusion scores, together with science overlay maps, show that uptake of the HSD publications extends into the natural, as well as social, sciences. Research networking analyses, together with a new composite mapping approach, point toward successful catalysis of a new research community. The measures and maps of cross-disciplinary research activity that are advanced here may prove useful in other research assessments.

Groenvynck, H.; Vandeveld, K.; van Rossem, R. (2013):

The PhD track: Who succeeds, who drops out?

In: Research Evaluation 22 (4), S. 199–209.

DOI:10.1093/reseval/rvt010

Abstract:

Doctoral completion rates are an indicator of successful doctoral programmes and of a region's potential of highly skilled workforce. The Human Resources in Research – Flanders (HRRF) database contains data of all academic staff appointments, doctoral student registrations, and doctoral degrees of all Flemish universities from 1990 onwards. Previous research has identified the following factors as affecting successfully completing the PhD: cohort, scientific discipline, type of scholarship or appointment, gender, age, and nationality. We present a competing risk analysis of factors determining PhD completion and drop-out. This event history technique allows for determining the relative impact of each of these characteristics on the level of success/failure and time to degree. It predicts at what time periods the 'time to degree' and 'time till drop out' is most likely to occur, and why some individuals experience the event earlier than others. Our results show that scientific discipline and funding situation are the most important factors predicting success in obtaining the doctorate degree.

Heshmati, A.; Lenz-Cesar, F. (2013):

Agent-based simulation of cooperative innovation in R&D.

In: Research Evaluation 22 (1), S. 15–29.

DOI:10.1093/reseval/rvs032

Abstract:

This article introduces an agent-based simulation model representing the dynamic processes of cooperative R&D in the manufacturing sector of South Korea. Firms' behaviors were defined according to empirical findings on a data set from the internationally standardized Korean Innovation Survey in 2005. Simulation algorithms and parameters were defined based on the determinants of firms' likelihood to participate in cooperation with other firms when conducting innovation activities. The calibration process was conducted to the point where artificially generated scenarios were equivalent to the one observed in the real world. The aim of this simulation game was to create a basic implementation that could be extended to test different policies strategies in order to observe sector responses (including cross-sector spillovers) when promoting cooperative

innovation. Based on the evaluation of simulated research collaboration data, sector responses to strategies concerning government intervention in R&D of the firms can now be assessed.

Hsu, E. R.; Williams, D. E.; DiJoseph, L. G.; Schnell, J. D.; Finstad, S. L.; Lee, J. S. H. et al. (2013):

Piloting an approach to rapid and automated assessment of a new research initiative: Application to the National Cancer Institute's Provocative Questions initiative.

In: Research Evaluation 22 (5), S. 272–284.

DOI:10.1093/reseval/rvt024

Abstract:

Funders of biomedical research are often challenged to understand how a new funding initiative fits within the agency's portfolio and the larger research community. While traditional assessment relies on retrospective review by subject matter experts, it is now feasible to design portfolio assessment and gap analysis tools leveraging administrative and grant application data that can be used for early and continued analysis. We piloted such methods on the National Cancer Institute's Provocative Questions (PQ) initiative to address key questions regarding diversity of applicants; whether applicants were proposing new avenues of research; and whether grant applications were filling portfolio gaps. For the latter two questions, we defined measurements called focus shift and relevance, respectively, based on text similarity scoring. We demonstrate that two types of applicants were attracted by the PQs at rates greater than or on par with the general National Cancer Institute applicant pool: those with clinical degrees and new investigators. Focus shift scores tended to be relatively low, with applicants not straying far from previous research, but the majority of applications were found to be relevant to the PQ the application was addressing. Sensitivity to comparison text and inability to distinguish subtle scientific nuances are the primary limitations of our automated approaches based on text similarity, potentially biasing relevance and focus shift measurements. We also discuss potential uses of the relevance and focus shift measures including the design of outcome evaluations, though further experimentation and refinement are needed for a fuller understanding of these measures before broad application.

Hug, S. E.; Ochsner, M.; Daniel, H.-D (2013):

Criteria for assessing research quality in the humanities: a Delphi study among scholars of English literature, German literature and art history.

In: Research Evaluation 22 (5), S. 369–383.

DOI:10.1093/reseval/rvt008

Abstract:

How to assess research quality in the humanities is an intricate question. Despite the recent efforts of many initiatives, the measurement and assessment of research quality still faces strong opposition from humanities scholars, indicating that currently used evaluation schemes and tools are not tailored well enough to humanities disciplines. We have collected quality criteria from scholars in Switzerland and at League of European Research Universities (LERU) in the three disciplines, German literature studies, English literature studies and art history with a multi-round Delphi survey. The first Delphi round resulted in a comprehensive list of 19 criteria of good research specified by 70 aspects. Although 10 of these criteria are well known and commonly used in various evaluation schemes, nine criteria are not, or at least not frequently, employed in evaluation schemes. In the second Delphi round, consensual criteria and aspects (i.e. items that were clearly approved by a majority and disapproved by very few scholars) were identified in each discipline. Specifically, 11 criteria reached consensus in all three disciplines (shared criteria), six criteria were consensual in only one or two disciplines (discipline-specific criteria) and two criteria were not consensual in any discipline (i.e. 'productivity' and 'relation to and impact on society'). The results of this study corroborate previous findings that researchers have not yet adopted Mode 2-related assessment criteria. Implications for research assessment are being discussed. The focus lies in particular on the mismatch of criteria between evaluators and scholars as well as on an approach to bridge such a mismatch.

Khan, Z.; Ludlow, D.; Rix, J. (2013):

Applying the criteria indicators and metrics evaluation method on ICT research: The HUMBOLDT project.

In: Research Evaluation 22 (1), S. 30–40.

DOI:10.1093/reseval/rvs037

Abstract:

Evaluating an Information Technology (IT) based research and development project from an end-user's perspective is necessary in order to discover whether or not the outcomes of the project are successful. However, it is not straightforward to design and implement a generic user evaluation methodology that can be applied to a large-scale collaborative integrated research and development project. In this article, we share our experience based on the research evaluation carried out in a large-scale integrated ICT research project—The HUMBOLDT project. The project develops IT tools and services for cross-border geospatial data harmonization, which are applied to nine different application scenarios. A novel user-oriented evaluation methodology, namely—Criteria Indicators and Metrics (CIM)—is defined and utilized for the evaluation of the project research outcomes. The user evaluation results reveal the extent to which the research and development objectives of the project are achieved, and also demonstrate the benefits and limitations of the evaluation methodology. The results of this article can be usefully applied to other collaborative research projects in a variety of domains.

Kitagawa, F.; Lightowler, C. (2013):

Knowledge exchange: A comparison of policies, strategies, and funding incentives in English and Scottish higher education.

In: Research Evaluation 22 (1), S. 1–14.

DOI:10.1093/reseval/rvs035

Abstract:

Knowledge exchange (KE)/transfer is seen as priority areas for research and innovation policy development across many countries. What is distinctive over the past 30 years is the 'institutionalization' of KE between academic researchers within the higher education sector and knowledge users outside the sector, and more recently 'incentivization' of such activities at national and sub-national policy and at the institutional levels. Critically adopting the framework of Bozeman's 'Contingent Effectiveness Model' of technology transfer, this article develops analytical frameworks in order to examine the policy conditions and dynamics through which knowledge flows and interactions are promoted. Given the recent 'asymmetric' devolution processes of higher education, and the UK national research policy objectives and structures, a combination of different 'policy effectiveness models' are pursued in England and Scotland. We show that the two higher education funding councils, the Higher Education Funding Council for England (HEFCE) and the Scottish Funding Councils (SFC), act as 'policy transfer agent'—along with the set of relevant stakeholders, they have chosen different strategies for policy incentives and funding allocation mechanisms. One of the key challenges for each of the funding councils seems to be the establishment of criteria to distribute these funds across the sector. We discuss limits of supply side incentivization and suggest some alternative approaches by combining different policy effectiveness models and criteria.

Kodama, H.; Watatani, K.; Sengoku, S. (2013):

Competency-based assessment of academic interdisciplinary research and implication to university management.

In: Research Evaluation 22 (2), S. 93–104.

DOI:10.1093/reseval/rvs040

Abstract:

The objective of this study is to contribute to the development of a systematic management method for interdisciplinary research at an academic research institution level. Specifically, co-citation analysis that is a

bibliometric approach focusing on citing-cited relation of publications was applied based on established publication and analytical databases in order to express research competence and interdisciplinary characteristics. By using this method, we conducted case studies of stem cell-related research at four universities and identified research competence as synthesized clusters of publications. Then, we demonstrated a research assessment by proposing and introducing key performance indicators and found that a certain degree of interdisciplinarity and internal collaboration may bring about high research productivity. Furthermore, we applied an established portfolio management framework in a business field and clarified differences in the status of research activities among these universities, suggesting the adequateness of applying the management method to academic research. These results suggest that the proposed research assessment and management approaches can provide strong support to facilitating strategic management for academic interdisciplinary research at academic research institutions.

Martinez-Torres, M. R.; Diaz-Fernandez, M. C. (2013):

A study of global and local visibility as web indicators of research production.

In: Research Evaluation 22 (3), S. 157–168.

DOI:10.1093/reseval/rvt003

Abstract:

The concept of webpage visibility is usually linked to search engine optimization, and it is based on global in-link metric, that is, the number of received links from other websites, but without considering the sources of these links. The purpose of this article is to demonstrate that this global idea of visibility is only weakly correlated with web metrics measured over a network of related institutions or organizations (local visibility) and research production. As a case study, global and local visibility measurements have been obtained for a set of Spanish Universities, and they have been correlated with results provided by international rankings like the Webometrics Ranking of World's Universities and the Academic Ranking of World Universities by Shanghai Jiao Tung University. Obtained results suggest that the development of web indicators to be included as part of Universities evaluation programs should consider a local idea of visibility, considering a certain geographical context or similar related institutions.

Morris, M.; Herrmann, O. J. (2013):

Beyond surveys: The research frontier moves to the use of administrative data to evaluate R&D grants.

In: Research Evaluation 22 (5), S. 298–306.

DOI:10.1093/reseval/rvt020

Abstract:

Evaluation has relied on survey data sources. Different fields of social sciences (political science, sociology, and economics) were revolutionized using modern survey methods and techniques for analysing these data. However, the research frontier moves to the use of administrative data. Administrative data are highly preferable to survey data because (1) full population files are generally available and offer much larger sample sizes, (2) administrative data have a longitudinal structure that enables evaluators to follow individuals over time and address many critical policy questions, (3) administrative data do not suffer from high rates of non-response, attrition, and under-reporting. This article presents results from an evaluation of publicly funded R&D assistance provided to New Zealand firms. The grants are intended to lead to additional R&D undertaken by the firm, which in turn is expected to increase the economic performance of a firm. We use the Statistics New Zealand prototype Longitudinal Business Database (LBD), which contains high quality and comprehensive administrative firm-level data. The problem of evaluation is that while the programmes' impact can truly be assessed only by comparing actual and counterfactual outcomes, the counterfactual is not observed. So the challenge of an evaluation is to create a convincing and reasonable comparison group for assisted firms in light of this 'missing data'. Our methodology involves matching firms that received assistance to comparable unassisted firms based on firm characteristics. We then compare changes in performances of the assisted group with the group of matched unassisted firms.

Mutz, R.; Bornmann, L.; Daniel, H.-D (2012):

Types of research output profiles: A multilevel latent class analysis of the Austrian Science Fund's final project report data.

In: Research Evaluation 22 (2), S. 118-133.

DOI:10.1093/reseval/rvs038

Abstract:

Starting out from a broad concept of research output, this article looks at the question as to what research outputs can typically be expected from certain disciplines. Based on a secondary analysis of data from final project reports (ex post research evaluation) at the Austrian Science Fund (FWF), Austria's central funding organization for basic research, the goals are (1) to find, across all scientific disciplines, types of funded research projects with similar research output profiles; and (2) to classify the scientific disciplines in homogeneous segments bottom-up according to the frequency distribution of these research output profiles. The data comprised 1,742 completed, FWF-funded research projects across 22 scientific disciplines. The multilevel latent class (LC) analysis produced four LCs or types of research output profiles: 'Not Book', 'Book and Non-Reviewed Journal Article', 'Multiple Outputs', and 'Journal Article, Conference Contribution, and Career Development'. The class membership can be predicted by three covariates: project duration, requested grant sum, and project head's age. In addition, five segments of disciplines can be distinguished: 'Life Sciences and Medicine', 'Social Sciences/Arts and Humanities', 'Formal Sciences', 'Technical Sciences', and 'Physical Sciences'. In 'Social Sciences/Arts and Humanities' almost all projects are of the type 'Book and Non-Reviewed Journal Article', but, vice versa, not all projects of the 'Book and Non-reviewed Journal Article' type are in the 'Social Sciences/Arts and Humanities' segment. The research projects differ not only qualitatively in their output profile; they also differ quantitatively, so that projects can be ranked according to amount of output.

Neufeld, J.; Huber, N.; Wegner, A. (2013):

Peer review-based selection decisions in individual research funding, applicants' publication strategies and performance: The case of the ERC Starting Grants.

In: Research Evaluation 22 (4), S. 237-247.

DOI:10.1093/reseval/rvt014

Abstract:

This article investigates the dependence of funding decisions on past publication performance amongst applicants for the Starting Grants Programme, offered by the European Research Council. Publication data will be contrasted with individual publication strategies generated by an online survey. The empirical results will be discussed against the background of evaluation studies on similar funding schemes for young scientists (Boehringer Ingelheim Fonds; Bornmann and Daniel 2007, Individual Grant for the Advancement of Research Leaders: Melin and Danell 2006, and the Emmy Noether-Programme (ENP): Hornbostel et al. 2009, Neufeld and von Ins 2011]. Most of these studies focus on the respective peer review system by bibliometrically investigating its ability to select the 'best' applicants for funding, although they come to different results. However, an overview of the studies reveals that potential differences in the past publication performance between approved and rejected applicants depend not only on selection decisions (or the peer review) but also on further programme-specific factors such as finiteness/openness of the overall budget and the level of self- or 'pre-selection' amongst potential applicants. As the European Research Council Starting Grants is a highly prestigious international funding programme for young scientists with demanding eligibility requirements and low acceptance rates, it constitutes a unique case study for further investigating the relationship between peer review-based selection decisions and applicants' publication performance.

Ochsner, M.; Hug, S. E.; Daniel, H.-D (2013):

Four types of research in the humanities: Setting the stage for research quality criteria in the humanities.

In: Research Evaluation 22 (2), S. 79-92

DOI:10.1093/reseval/rvs039

Abstract:

This study presents humanities scholars' conceptions of research and subjective notions of quality in the three disciplines German literature studies, English literature studies, and art history, captured using 21 Repertory Grid interviews. We identified three dimensions that structure the scholars' conceptions of research: quality, time, and success. Further, the results revealed four types of research in the humanities: positively connoted 'traditional' research (characterized as individual, discipline-oriented, and ground-breaking research), positively connoted 'modern' research (cooperative, interdisciplinary, and socially relevant), negatively connoted 'traditional' research (isolated, reproductive, and conservative), and negatively connoted 'modern' research (career oriented, epigonal, calculated). In addition, 15 quality criteria for research in the three disciplines German literature studies, English literature studies, and art history were derived from the Repertory Grid interviews.

Rogers, J. D. (2013):

Introducing the Special Section Theme: Recent Developments in Data Sources and Analysis for R&D Evaluation.

In: Research Evaluation 22 (5), S. 269-271.

DOI:10.1093/reseval/rvt027

Abstract:

The papers in this special issue are very good representatives of recent efforts to overcome the serious limitations for R&D evaluation stemming from inadequate data resources. They address the data needs for several evaluation questions in different countries and include drawing on new sources of data and sophisticated uses of computer technology for real time tracking. Taken together they provide a good sense of the state of the art on data development for R&D evaluation.

Rosas, S. R.; Schouten, J. T.; Cope, M. T.; Kagan, J. M. (2013):

Modeling the dissemination and uptake of clinical trials results.

In: Research Evaluation 22 (3), S. 179-186.

DOI:10.1093/reseval/rvt005

Abstract:

A select set of highly cited publications from the National Institutes of Health (NIH) HIV/AIDS Clinical Trials Networks was used to illustrate the integration of time interval and citation data, modeling the progression, dissemination, and uptake of primary research findings. Following a process marker approach, the pace of initial utilization of this research was measured as the time from trial conceptualization, development and implementation, through results dissemination and uptake. Compared to earlier studies of clinical research, findings suggest that select HIV/AIDS trial results are disseminated and utilized relatively rapidly. Time-based modeling of publication results as they meet specific citation milestones enabled the observation of points at which study results were present in the literature summarizing the evidence in the field. Evaluating the pace of clinical research, results dissemination, and knowledge uptake in synthesized literature can help establish realistic expectations for the time course of clinical trials research and their relative impact toward influencing clinical practice.

Sa, C. M.; Kretz, A.; Sigurdson, K. (2013):

Accountability, performance assessment, and evaluation: Policy pressures and responses from research councils.

In: Research Evaluation 22 (2).

DOI:10.1093/reseval/rvs041

Abstract:

This study identifies contemporary government accountability requirements impacting research councils in North America and Europe and investigates how councils deal with such demands. This investigation is set against the background of rising policy frameworks stressing public sector accountability that have led many national governments to enact legislation requiring public agencies to collect more performance information and tie it to decision-making. Through documentary analysis and interviews with informants at several research councils we clarify how broader policy trends are reflected in the operation of public institutions that provide critical support for academic science. In addition to legislation cast broadly to regulate the activities of all government agencies, numerous regulations and guidelines have been targeted specifically at science and technology (S&T) activities. Regulations on S&T expenditures in general and on research councils more specifically include efforts to develop new metrics specific to science-based or innovation-based outcomes, to enhance the use of indicators in decision-making, to focus on tracing the broad impacts of programs, to increase the frequency of reporting, and to make agencies more responsive to business and public interests.

Scherngell, T.; Roche, I.; Horlesberger, M.; Besagni, D.; Zuger, M.-E; Holste, D. (2013):

Initial comparative analysis of model and peer review process for ERC starting grant proposals.

In: Research Evaluation 22 (4), S. 248–257.

DOI:10.1093/reseval/rvt015

Abstract:

This article discusses a statistical modelling approach for inferring attributes of ‘frontier research’ in peer-reviewed research proposals submitted to the European Research Council (ERC). The first step briefly revisits the underlying concept, approach, and the defined indicators to proxy aspects of frontier research, which are based on proposal texts as well as scientometric and bibliometric data of ERC grant applications. Based on the set of indicators, the second step models the decision probability of a proposal to be accepted. It compares outcomes between the model and peer review decision, with the goal to determine the influence of different frontier research aspects in the peer review process. In an initial attempt, we demonstrate and discuss in a proof-of-concept approach a data sample of about 10% of all proposals submitted to the ERC for starting grants in the year 2009. It shows the feasibility and usefulness of the modelling approach. Ultimately, the concept is aiming at testing new methods for monitoring the effectiveness of peer review processes, by taking a scientometric perspective of research proposals that reach beyond publication and citation statistics.

Sobey, A. J.; Townsend, N. C.; Metcalf, C. D.; Bruce, K. D.; Fazi, F. M. (2013):

Incorporation of Early Career Researchers within multidisciplinary research at academic institutions.

In: Research Evaluation 22 (3), S. 169–178.

DOI:10.1093/reseval/rvt004

Abstract:

Multidisciplinary research is becoming an increasingly popular approach by many international, national, and institutional organisations to address global grand challenges and provide innovative solutions. However, within an academic setting, Early Career Researchers (ECRs) are underutilised in this field. This underutilisation can come from many factors, arising from current performance metrics, fixed-term contracts, lack of opportunities, and institutional strategies. To address these issues and to aid the process of retaining talented ECRs, an initiative was launched to incorporate ECRs and to support the existing multidisciplinary strategies.

This article describes and shows some initial results of these new contributions to inform other academic institutions developing policies that incorporate ECRs within their multidisciplinary networks. The initiative represents one approach to educate and provide guidance to ECRs on the benefits and issues associated with multidisciplinary research.

Wagner, C. S.; Alexander, J. (2013):

Evaluating transformative research programmes: A case study of the NSF Small Grants for Exploratory Research programme.

In: Research Evaluation 22 (3), S. 187–197.

DOI:10.1093/reseval/rvt006

Abstract:

This article describes an evaluation of the National Science Foundation's Small Grants for Exploratory Research (SGER) programme conducted for NSF by SRI International (a non-profit research company). SGER was a 16-year programme sponsored by NSF and operating across the agency from 1990 until 2006 to encourage programme directors to invest in high-risk, high-reward research that might not pass the traditional peer review process. This article provides a detailed background of SGER; a description of the outcomes of the programme; details about the methodology used to evaluate the SGER programme; and the findings of the evaluation. The analysis shows that SGER was highly successful in supporting research projects that produced transformative results as measured by citations and as reported through expert interviews and a survey. However, the NSF programme directors as a whole underutilized the tool for most of the years it was in operation spending far less than the allowable funds allocated to exploratory research; this suggests that internal actions to take risks may not have been rewarded. Moreover, the programme itself was successful beyond expectations. A high-risk programme would be expected to have transformative results in just a few cases. SGER had transformative research results tied to more than 10% of projects. This suggests that programme managers remained risk averse and continued to support projects that were likely to produce positive outcomes.

Wang, J.; Hicks, D. (2013):

Detecting structural change in university research systems: A case study of British research policy.

In: Research Evaluation 22 (4), S. 258–268.

DOI:10.1093/reseval/rvt016

Abstract:

The university research environment has been undergoing profound change in recent decades. Aiming at international competitiveness and excellence, a variety of policies have been designed and implemented in many countries. However, evidence-based analysis of policy effects is scarce. This article develops methods for evaluating the effect of university research policy on university system research input–output dynamics. We assume stable dynamics between inputs and outputs and that effective policy change introduces external interventions and therefore structural changes into the system. Our proposed method involves three steps: modeling system dynamics, detecting structural change, and mapping policy change. Examining the case of the UK, we identified three structural changes in 1990, 1994, and 2001 respectively. The first change corresponds to the second round of the Research Selectivity Exercise and the latter two changes may be caused by the database effect. The British case is a provocative demonstration of this method, which could be further developed to provide evidence-based analysis for policy learning and a foundation for cross-case comparison.

Xu, F.; Li, X. X.; Meng, W.; Liu, W. B.; Mingers, J. (2013):

Ranking academic impact of world national research institutes--by the Chinese Academy of Sciences.

In: Research Evaluation 22 (5), S. 337–350.

DOI:10.1093/reseval/rvt007

Abstract:

In this work, we report on the aim, approach, design, outcomes, and issues of a major project ranking the academic impact of world national research institutes (NRIs), carried out by the Chinese Academy of Sciences (CAS). The evaluation of national research institutes has always been a controversial issue. Although related studies may be found in the World Competitiveness Yearbook (WCY), for example, no evaluation of the academic impact of national research institutes has been carried out before. In this project, we adopted the 3E theory and soft system methodology (SSM) to build a tailor-made indicator system with a desirable hierarchical structure for the academic impact evaluation of NRIs, and we carefully designed the sampling procedure. Furthermore, in this project the overall evaluation is based on separate evaluations of 21 academic subjects, which is another important feature of the project.

Yamashita, M.; Yurugi, Y.; Shishido, S.; Yoshida, T.; Takeshita, M. (2013):

Impact evaluation of Japanese public investment to overcome market failure review of the top 50 NEDO Inside Products.

In: Research Evaluation 22 (5), S. 316–336.

DOI:10.1093/reseval/rvt019

Abstract:

A NEDO Inside Product is a product and/or process created by applying the results of a project developed through Japan's New Energy and Industrial Technology Development Organization (NEDO). These are unique innovative products and processes that have become essential to use in our daily lives and industry, with core technologies essential to their development realized as a result of NEDO projects. To determine whether a product/process qualifies as a NEDO Inside Product, a selection committee conducts a sales analysis and evaluation of its impact, taking into account past sales revenues, recent sales revenues, and sales forecasts. Anticipated gross social benefits, such as employment, CO₂ reduction, as well as the potential for causing 'ripple effects' to other technologies/industries, also are considered. This information is gathered through questionnaire-type surveys and interviews with those participating in the NEDO project, as well as a review of press reports, journal articles, and other publications, such as industry annual reports. Of all the candidates considered, the 50 products with the highest sales revenues and greatest potential for gross social benefit are chosen as NEDO Inside Products. The most recent annual sales revenues of the 50 NEDO Inside Products totaled \$39.8 billion; sales forecasts from 2011 through 2020 are estimated at \$660 billion. From 2010 through 2020, these products are expected to create 107,000–177,000 jobs and reduce CO₂ by ~40 million tons per year, assuming that conventional products are replaced with NEDO Inside Products. For 30 years, solar power research and development has been the focus of a number of NEDO projects. The continuation of these projects, the scope of which ranges from fundamental research and development to practical application and demonstration testing, has contributed to society in many ways. Solar power is now a lucrative industry that generates enormous sales, and some of the technologies and discoveries resulting from these projects are now being used in a variety of other applications. Micro-electro-mechanical systems technology, also developed through an NEDO project after >30 years of research, is now being used in the production of functional parts and a variety of products.

Youtie, J.; Kay, L.; Melkers, J. (2013):

Bibliographic coupling and network analysis to assess knowledge coalescence in a research center environment.

In: Research Evaluation 22 (3), S. 145–156.

DOI:10.1093/reseval/rvt002

Abstract:

Science is increasingly organized in large-scale science centers. Expectations are that center-based research should yield qualitatively different research than single-investigator-produced research, but demonstrating the particular effects of a center is challenging. The notion of 'centerness' is that science centers can yield findings that reflect conceptual collisions across disciplinary or geographic boundaries between a center's scientific members. Collaborative research commonly is assessed using co-authorships of scientific publications. Co-authorship measures can be conveniently and unobtrusively operationalized, yet they can yield indicators (especially for a small center) showing little change in collaboration in a center-context, while richer findings of collaboration are evidenced in observing other aspects of center members' behavior. This article puts forth the use of social network analysis and bibliographic coupling as measures of 'centerness' and presents their characteristics in the context of an National Science Foundation (NSF) science center. Bibliographic coupling is characterized as a measure of centerness over the time period of the establishment of an NSF-funded science center. We also examine changes in bibliographic coupling indicators alongside changes in co-authorship networks and a social network survey of center participants. Bibliographic coupling is shown to make a distinctive contribution to measurement of centerness, demonstrating increasing coupling from the pre-center and since-center periods. This increase in centerness as represented in bibliographic coupling does not dramatically change when self-citations are removed. Overall, results show this to be a useful and consistent measure of centerness and knowledge coalescence within the research center environment.

Research in Higher Education (54) 2013

<http://link.springer.com/journal/11162>

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An, Brian P. (2013):

The Influence of Dual Enrollment on Academic Performance and College Readiness: Differences by Socioeconomic Status.

In: Res High Educ 54 (4), S. 407–432.

DOI: 10.1007/s11162-012-9278-z

Abstract:

I examine the influence of dual enrollment, a program that allows students to take college courses and earn college credits while in high school, on academic performance and college readiness. Advocates consider dual enrollment as a way to transition high school students into college, and they further claim that these programs benefit students from low socioeconomic status (SES). However, few researchers examine the impact of dual enrollment on academic performance and college readiness, in particular, whether SES differences exist in the impact of dual enrollment. Even fewer researchers consider the extent to which improved access to dual enrollment reduces SES gaps in academic performance and college readiness. I find that participation in dual enrollment increases first-year GPA and decreases the likelihood for remediation. I conduct sensitivity analysis and find that results are resilient to large unobserved confounders that could affect both selection to dual enrollment and the outcome. Moreover, I find that low-SES students benefit from dual enrollment as much as high-SES students. Finally, I find that differences in program participation account for little of the SES gap in GPA and remediation.

Arias Ortiz, Elena; Dehon, Catherine (2013):

Roads to Success in the Belgian French Community's Higher Education System: Predictors of Dropout and Degree Completion at the Université Libre de Bruxelles.

In: Res High Educ 54 (6), S. 693–723.

DOI: 10.1007/s11162-013-9290-y

Abstract:

In this paper we study the factors that influence both dropout and (4-year) degree completion throughout university by applying the set of discrete-time methods for competing risks in event history analysis, as described in Scott and Kennedy (2005). In the French-speaking Belgian community, participation rates are very high given that higher education is largely financed through public funds, but at the same time, the system performs very poorly in terms of degree completion. In this particular context, we explore two main questions. First, to what extent is socioeconomic background still a determinant of success for academic careers in a system that, by construction, aims to eliminate economic barriers to higher education? Second, given the high proportion of students who fail their first year and are unable to move to their second year, can authorities promote degree completion and decrease dropout among students who have already experienced a failure? Using the competing risks model, we show that in spite of low entry barriers, students coming from lower socioeconomic background are more vulnerable to dropout along the whole academic path because of financial constraints that prevent them from re-enrolling. Also, our results reveal that, after a failed year, a significantly higher proportion of students who re-enroll in a different field obtain a degree compared to those that re-enroll in the same field, suggesting that universities should rethink the mechanisms available to manage failure and guide student choices.

Bahr, Peter Riley (2013):

Classifying Community Colleges Based on Students' Patterns of Use.

In: Res High Educ 54 (4), S. 433–460.

DOI: 10.1007/s11162-012-9272-5

Abstract:

In this study, I draw on Bahr's (Research in Higher Education 51:724–749, 2010; New Directions for Institutional Research S1:33–48, 2011) behavioral typology of first-time community college students to examine college-level variation in students' patterns of use of 105 community colleges in California. I find that students' patterns of use vary greatly across the colleges, and, further, these patterns tend to cluster in such a fashion that colleges may be classified based on dominant or disproportionate patterns of use. Using k-means cluster analysis, I identify five types of community colleges, including Community Education Intensive, Transfer Intensive, Workforce Development Intensive, High-Risk Intensive, and Mixed Use. I describe each of these community college types and then investigate whether the patterns of student use that characterize the identified types appear to be primarily a consequence of institutional policies and practices or, conversely, a product of localized community demand and the associated circumstances and choices of the students who attend a given college. The evidence, though limited, tends to support the latter: variation in patterns of student use across institutions appears to be primarily a product of localized community demand. Finally, I draw on established performance indicators to examine the implications of the identified patterns of student use for observed institutional performance. I find that institutions that differ in terms of dominant or disproportionate patterns of student use also differ significantly and systematically on a number of measures of institutional performance.

Bahr, Peter Riley (2013):

The Aftermath of Remedial Math: Investigating the Low Rate of Certificate Completion among Remedial Math Students.

In: Res High Educ 54 (2), S. 171–200.

DOI: 10.1007/s11162-012-9281-4

Abstract:

Nationally, a majority of community college students require remedial assistance with mathematics, but comparatively few students who begin the remedial math sequence ultimately complete it and achieve college-level math competency. The academic outcomes of students who begin the sequence but do not complete it are disproportionately unfavorable: most students depart from the community college without a credential and without transferring to a four-year institution. Interestingly, however, many of these students continue to attend the community college after they exit the remedial math sequence, sometimes for an extended period. One is led to ask why students who do not complete the sequence generally are not finding their way to an alternative credential objective that does not require college-level math competency, such as a career and technical education certificate, sometimes referred to as a vocational certificate. In this study, I explore three possible answers to this question, including difficulty navigating to the alternative credential, declining participation in the community college, and declining academic performance. I find that all three of these explanations contribute (to varying degrees) to explaining the low rate of certificate completion among remedial math students who do not achieve college-level math competency.

Belasco, Andrew S. (2013):

Creating College Opportunity: School Counselors and Their Influence on Postsecondary Enrollment.

In: Res High Educ 54 (7), S. 781–804.

DOI: 10.1007/s11162-013-9297-4

Abstract:

School counselors are the primary facilitators of college transition for many students, yet little is known about their influence on college-going behavior. Analyzing data from the Educational Longitudinal Study of 2002, this study employs coarsened exact matching and multilevel modeling to examine the effects of student-counselor visits on postsecondary enrollment, as well as determine whether the effects of such visits vary by socioeconomic background. Results suggest that visiting a counselor for college entrance information has a positive and significant influence on students' likelihood of postsecondary enrollment, and that counseling-related effects are greatest for students with low socioeconomic status.

Belfield, Clive R. (2013):

Student Loans and Repayment Rates: The Role of For-profit Colleges.

In: Res High Educ 54 (1), S. 1–29.

DOI: 10.1007/s11162-012-9268-1

Abstract:

This paper examines the institutional determinants of federal loan status for a recent cohort of college students. We first set out how institutions influence loan accumulations and repayment rates, with particular focus on for-profit colleges. We then test a set of hypotheses about loan status and repayment using national data on loans, defaults, and repayments merged with college-level data. For all measures of loan status there are significant raw gaps between for-profit colleges and public and not-for-profit colleges. After controlling for student characteristics, measures of college quality, and college practices, large gaps in loan balance per student remain: students in for-profit colleges, especially the 2-year colleges, borrow approximately four times as much as they would have at a 2-year public college. For a student attending the 'average' college, their repayment rate is predicted to be 5 [9] percentage points lower if that college is for-profit compared to public [non-profit]. Repayment rates are also lower for colleges with higher proportions of minority students and with lower graduation rates; contrary to some claims, single-program institutions appear to have higher repayment rates.

Bentley, Peter James; Kyvik, Svein (2013):

Individual Differences in Faculty Research Time Allocations Across 13 Countries.

In: Res High Educ 54 (3), S. 329–348.

DOI: 10.1007/s11162-012-9273-4

Abstract:

In research universities, research time is often too scarce to satiate the wishes of all faculty and must be allocated according to guidelines and principles. We examine self-reported research hours for full-time faculty at research universities in 13 countries (Argentina, Australia, Brazil, Canada, China, Finland, Germany, Italy, Malaysia, Norway, UK, USA, and Hong Kong, a semi-autonomous special administrative region of China). We examine the level of variation in individual faculty research time and the factors associated with individual differences, including differences in: (a) university policy regarding the allocation of working time for research between individual faculty members, (b) individual motivation towards research, and (c) family commitments. Our results suggest that the factors associated with additional research time vary across countries, but individual motivation towards research (relative to teaching) is a significant in all countries. University policies towards research and the research status of individual faculty, are relatively weak predictors of individual research time, though stronger effects are generally found in English-speaking countries. Research hours

typically decrease with age, but plateau or increase in the oldest cohorts. Family and gender are weak predictors of research time amongst full-time faculty.

Bowman, Nicholas A. (2013):

How Much Diversity is Enough? The Curvilinear Relationship Between College Diversity Interactions and First-Year Student Outcomes.

In: Res High Educ 54 (8), S. 874–894.

DOI: 10.1007/s11162-013-9300-0

Abstract:

Recent legal challenges to race-conscious college admissions processes have called into question what constitutes a sufficient level of diversity on college campuses. Previous research on the educational benefits of diversity has examined the linear relationship between diversity interactions and student outcomes, but multiple theoretical frameworks suggest that this relationship may be curvilinear. The present study investigated this possibility using a longitudinal sample of 8,615 first-year undergraduates at 49 colleges and universities. The results indicate that rare or moderate diversity interactions are associated with virtually no growth (and sometimes even slight declines) in leadership skills, psychological well-being, and intellectual engagement, whereas very frequent diversity interactions are associated with considerable growth. The results are similar regardless of students' race, institutional characteristics, and whether the interactions are interracial or across multiple forms of difference. Implications for institutional practice and future research are discussed.

Bozeman, Barry; Fay, Daniel; Gaughan, Monica (2013):

Power to Do...What? Department Heads' Decision Autonomy and Strategic Priorities.

In: Res High Educ 54 (3), S. 303–328.

DOI: 10.1007/s11162-012-9270-7

Abstract:

Using questionnaire data from the 2010 Survey of Academic Chairs, the study focuses on decision autonomy, a component of the power wielded by science, technology, engineering and mathematics (STEM) department chairs in U.S. research extensive universities. A "power index" is developed to measure chairs' decision autonomy, specifically their control of resources employed in negotiations with faculty job candidates. The study asks: What determines the degree of decision autonomy power possessed by department heads; and, what are the strategic implications of department heads' degree of this particular aspect of power? Results of an ordered logistic regression model show that having more power is associated with being hired from outside the current university, being male, and with department size. The power index is employed to predict departmental strategic priorities. Results show that the power index is positively associated with a strategic priority for research. The results show a negative relationship between degree of chair decision autonomy and a priority to increase faculty lines. A student-focused strategy is not predicted by the power index but is related to the size, with larger departments placing less emphasis on numbers or quality of students.

Butcher, Kristin F.; Kearns, Caitlin; McEwan, Patrick J. (2013):

Giving Till it Helps? Alumnae Giving and Children's College Options.

In: Res High Educ 54 (5), S. 499–513.

DOI: 10.1007/s11162-013-9284-9

Abstract:

This paper examines whether donations to colleges and universities are partly motivated by the desire of alumni to increase their children's admissions probabilities. The paper uses data from a single-sex college, so that only alums with a daughter would evince this motive. We find that alums with a teenage daughter, as opposed to a teenage son, are more likely to make donations of at least \$5,000. The same relationship is not

evident for smaller donations, or when children are older than 18. Further, we find evidence that this difference in the probability of a donation by alums with teenage daughters and teenage sons does not exist when acceptance rates are higher in an earlier period.

Cabrera, Nolan L.; Miner, Danielle D.; Milem, Jeffrey F. (2013):

Can a Summer Bridge Program Impact First-Year Persistence and Performance?: A Case Study of the New Start Summer Program.

In: Res High Educ 54 (5), S. 481–498.

DOI: 10.1007/s11162-013-9286-7

Abstract:

This longitudinal study assesses the impact of the University of Arizona's New Start Summer Program (NSSP) on participants' first year GPA and retention, controlling for incoming student characteristics. While programmatic participation significantly predicted first-year GPA and retention, this relationship became insignificant when controlling for first-year college experiences and student development. Programmatic efficacy is largely determined not only by how practitioners develop participants' cognitive abilities, but also how effectively they connect them to social and academic support networks during their first year of college. Within this context, programmatic impact is likely indirect which poses a number of methodological and resource allocation issues for student affairs administrators and professionals. In addition, it highlights the need to assess the impact of summer bridge programs longitudinally while also having a demographically similar group of students who did not participate for comparison: Two areas generally absent from research on summer bridge program literature. Finally, the study was made possible because of a strong collaboration between the NSSP administrators and the research team, where the goals and needs of each group were supported by the other.

Clotfelter, Charles T.; Ladd, Helen F.; Muschkin, Clara G.; Vigdor, Jacob L. (2013):

Success in Community College: Do Institutions Differ?

In: Res High Educ 54 (7), S. 805–824.

DOI: 10.1007/s11162-013-9295-6

Abstract:

Community colleges are complex organizations and assessing their performance, though important, is difficult. Compared to 4-year colleges and universities, community colleges serve a more diverse population and provide a wider variety of educational programs that include continuing education and technical training for adults, and diplomas, associates degrees, and transfer credits for recent high school graduates. Focusing solely on the latter programs of North Carolina's community colleges, we measure the success of each college along two dimensions: attainment of an applied diploma or degree; or completion of the coursework required to transfer to a 4-year college or university. We address three questions. First, how much variation is there across the institutions in these measures of student success? Second, how do these measures of success differ across institutions after we adjust for the characteristics of the enrolled students? Third, how do our measures compare to the measures of success used by the North Carolina Community College System? Although we find variation along both dimensions of success, we also find that part of this variation is attributable to differences in the kinds of students who attend various colleges. Once we correct for such differences, we find that it is not possible to distinguish most of the system's colleges from one another along either dimension. Top-performing institutions, however, can be distinguished from the most poorly performing ones. Finally, our adjusted rates of success show little correlation either to measurable aspects of the various colleges or to the metrics used by the state.

Diem, Andrea; Wolter, Stefan C. (2013):

The Use of Bibliometrics to Measure Research Performance in Education Sciences.

In: Res High Educ 54 (1), S. 86–114.

DOI: 10.1007/s11162-012-9264-5

Abstract:

This paper investigates the fitness-for-purpose and soundness of bibliometric parameters for measuring and elucidating the research performance of individual researchers in the field of education sciences in Switzerland. In order to take into account the specificities of publication practices of researchers in education sciences, the analyses are based on two separate databases: Web of Science and Google Scholar. Both databases show a very unequal distribution of the individual research output, and the indicators used to measure research performance (quantity of publications and citation impact) from the two data sources are highly positively correlated. However, individual characteristics of the researchers, such as age, gender and academic position, that serve to explain the great variance in research performance, can only be identified if the Web of Science is used as a benchmark of research performance. The results indicate that Google Scholar is so inclusive that it impedes a meaningful interpretation of the data. However, the Web of Science inclusion policy for journals is also associated with certain shortcomings that put some researchers at an unjustified disadvantage. Therefore, problems currently exist in regard to both citation databases when used to benchmark individual research performance.

Flashman, Jennifer (2013):

A Cohort Perspective on Gender Gaps in College Attendance and Completion.

In: Res High Educ 54 (5), S. 545–570.

DOI: 10.1007/s11162-013-9285-8

Abstract:

In the last 30 years, women experienced dramatic increases in college attendance and completion. Women now make up the majority of college attenders and completers, and their numbers continue to grow. Recent research shows that these gender differences are driven largely by changes among women in rates of college attendance. What is causing these dramatic increases in college attendance among women? Studying three distinct cohorts representing the high school graduating classes of 1972, 1982, and 1992, this article studies two possible mechanisms leading to women's changing patterns of college attendance: changing academic achievement, and changing pathways into and through college. Results show that changes in the effects of achievement on college attendance decisions are driving women's increasing college attendance. The expansion of higher education—particularly the route through 2-year college to 4-year college—increased opportunities for enrollment and women disproportionately took advantage of these opportunities. High-achieving women, who in the past did not attend college, are now attending and using these non-traditional paths to increase their rates of college attendance.

Gross, Jacob P. K.; Torres, Vasti; Zerquera, Desiree (2013):

Financial Aid and Attainment Among Students in a State with Changing Demographics.

In: Res High Educ 54 (4), S. 383–406.

DOI: 10.1007/s11162-012-9276-1

Abstract:

Using event history analysis, this study investigated to what extent differentiated forms of aid affected the educational attainment of various student populations with particular interest on the Latinos/as within this emerging settlement state: Indiana. Findings suggest that the effects of aid are moderated by race and ethnicity. State grants, primarily need-based, played a significant if not modest role in encouraging persistence

among Latino students, more so than peers from other racial/ethnic groups. No significant direct relationship was found between federal grants and loans for Latino students with respect to graduation.

Hillman, Nicholas W.; Orians, Erica Lee (2013):

Community Colleges and Labor Market Conditions: How Does Enrollment Demand Change Relative to Local Unemployment Rates?

In: Res High Educ 54 (7), S. 765–780.

DOI: 10.1007/s11162-013-9294-7

Abstract:

This study uses fixed-effects panel data techniques to estimate the elasticity of community college enrollment demand relative to local unemployment rates. The findings suggest that community college enrollment demand is counter-cyclical to changes in the labor market, as enrollments rise during periods of weak economic conditions. Using national data for the years 1990 through 2009, we find that a one percentage-point change in unemployment is associated with 1.1–3.3 % increases in enrollment demand. We disaggregate the analysis by total full-time and part-time enrollment, concluding that high levels of unemployment are also associated with greater demand for full-time attendance. Additionally, enrollments are slightly more responsive to unemployment in metropolitan (rather than micropolitan) areas. Informed by enrollment demand theory, our analysis provides an update to the “unemployment elasticity” literature and could aid in current enrollment planning, economic development, and public policy efforts to educate students on the margin between college and work.

Jaquette, Ozan (2013):

Erratum to: Why Do Colleges Become Universities? Mission Drift and the Enrollment Economy.

In: Res High Educ 54 (5), S. 544.

DOI: 10.1007/s11162-013-9296-5

Abstract:

Erratum to: Res High Educ DOI 10.1007/s11162-013-9283-x

In the original publication of this article, the Eqs. (1), (2), and (3) were incorrectly specified in the text. The correct equations are:

1

$$\Pr[y_{it}=1|x_{it},z_i,\beta,v_i]=e^{v_i+x'_{it}\beta+z'_i\gamma}/(1+e^{v_i+x'_{it}\beta+z'_i\gamma})$$

2

$$E[\epsilon_{it}|v_i,z_i,x_{i1}\dots x_{iT}]=0, \text{ for all } t$$

3

$$E[v_i|x_{it},z_i]=E[v_i]=0, \text{ for all } t$$

Jaquette, Ozan (2013):

Why Do Colleges Become Universities? Mission Drift and the Enrollment Economy.

In: Res High Educ 54 (5), S. 514–543.

DOI: 10.1007/s11162-013-9283-x

Abstract:

This paper analyzes mission drift in baccalaureate colleges. “Becoming a university,” defined as a change in organizational name (e.g., Aurora College becomes Aurora University), symbolizes the transition from a liberal arts mission to a comprehensive university mission. Mission drift is conceptualized as a form of “divergent change,” which can be studied using institutional theory. This paper develops testable hypotheses about

becoming a university by integrating institutional theory literatures on market factors, institutional factors, and network factors. Hypotheses are tested by applying panel methods to a 1972–2010 panel dataset of all private organizations defined as “liberal arts colleges” by the 1973 Carnegie Classification. Results show that colleges became universities in response to declining freshmen enrollments, prior adoption of curricula associated with the comprehensive university model, and when network contacts previously became universities. Organizational age and strong market position lowered the probability of becoming a university. The findings contribute to literatures on organizational change and mission drift. Given that most postsecondary institutions—both public and private—are increasingly tuition reliant, future research should analyze the adoption and the effects of behavioral changes designed to increase enrollment-related revenue.

Jung, Jae Yup (2013):

Amotivation and Indecision in the Decision-Making Processes Associated with University Entry.

In: Res High Educ 54 (1), S. 115–136.

DOI: 10.1007/s11162-012-9267-2

Abstract:

This study developed and tested two models that examined the decisionmaking processes of adolescents relating to entry into university, in terms of the extent to which they may be amotivated and undecided. The models incorporated variables derived from self-determination theory, expectancy-value theory, and research on occupational indecision. A modified version of a psychometrically rigorous survey instrument was used to collect data from 349 senior high school students attending three high schools in Sydney, Australia. Data were analysed using confirmatory factor analysis and structural equation modeling procedures. The refined versions of both models had good fit. The superior model suggested that: (a) family influences negatively predict amotivation with university entry (b) amotivation with university entry negatively predicts the valuing of interest/enjoyment and income due to university study, a desire for a “good” occupation, and expectations for success, and (c) amotivation with university entry positively predicts indecision with university entry.

Kezar, Adrianna (2013):

Examining Non-Tenure Track Faculty Perceptions of How Departmental Policies and Practices Shape Their Performance and Ability to Create Student Learning at Four-Year Institutions.

In: Res High Educ 54 (5), S. 571–598.

DOI: 10.1007/s11162-013-9288-5

Abstract:

This study examines a major shift in the professoriate from tenure track to a non-tenure track faculty (NTTF), with two-thirds of the faculty now being off the tenure track. While some studies suggest negative outcomes as a result of students taking courses with NTTF, none of the studies examine the working conditions of the NTTFs. This qualitative case study fills that gap in our understanding through interviews with 107 faculty within 25 departments in 3 four year campuses examines and compares NTTF in departments that have supportive policies in place versus those that do not. The results presented in the findings clearly demonstrate that NTTF perceive that departmental policies shape their performance and ability to create quality learning experiences. Unsupportive policies impact preparation, advising possibilities, create poor curricular designs, result in missing key materials, among many other negative results. Findings identify a set of policies that negatively and positively shape performance and that can be the focus of changes among leaders on college campuses.

Knol, Mariska H.; in't Veld, Rachna; Vorst, Harrie C. M.; van Driel, Jan H.; Mellenbergh, Gideon J. (2013):

Experimental Effects of Student Evaluations Coupled with Collaborative Consultation on College Professors' Instructional Skills.

In: Res High Educ 54 (8), S. 825–850.

DOI: 10.1007/s11162-013-9298-3

Abstract:

This experimental study concerned the effects of repeated students' evaluations of teaching coupled with collaborative consultation on professors' instructional skills. Twenty-five psychology professors from a Dutch university were randomly assigned to either a control group or an experimental group. During their course, students evaluated them four times immediately after a lecture (class meeting in which lecturing was the teaching format) by completing the Instructional Skills Questionnaire (ISQ). Within 2 or 3 days after each rated lecture, the professors in the experimental group were informed of the ISQ-results and received consultation. Each consultation, three in total, resulted in a plan to improve their teaching for the next lectures. Controls received neither their ISQ-results nor consultation during their course. Multilevel regression analyses showed significant differences in ISQ-ratings in the experimental group compared to the control group, specifically on the instructional dimensions Explanation, Comprehension and Activation. In addition, the impact of each of the three consultations plus differences between targeted versus non targeted dimensions were analyzed. This study complements recent non-experimental research on a collaborative consultation approach with experimental results in order to provide evidence-based guidelines for faculty development practices.

Lott, Joe L.; Hernandez, Jose; King, Joe P.; Brown, Tiffany; Fajardo, Ismael (2013):

Public Versus Private Colleges: Political Participation of College Graduates.

In: Res High Educ 54 (8), S. 895–929.

DOI: 10.1007/s11162-013-9301-z

Abstract:

Using data from the Baccalaureate and Beyond Longitudinal Study (B&B:93/03) of College Graduates, we use structural equation modeling to model the relationships between college major, values held in college, collegiate community service participation, and the post-college political participation of college graduates by public versus private institutions. We use Holland's Theory of person-environment fit as lens to understand differences in political participation across majors and institutional contexts. Over a 10-year period immediately after receiving the baccalaureate, we find that choice of major and individual values are differentially associated with post-college political participation for private institution graduates when compared to the counterparts at public institutions. We relate our findings to extant literature that highlights the differences in institutional characteristics between public and private colleges and socialization patterns of undergraduates that may inform differences in post-college political participation. Implications for future research are also offered.

Lu, Yung-Hsiang; Chen, Ku-Hsieh (2013):

Appraising the Cost Efficiency of Higher Technological and Vocational Education Institutions in Taiwan Using the Metafrontier Cost-Function Model.

In: Res High Educ 54 (6), S. 627–663.

DOI: 10.1007/s11162-013-9292-9

Abstract:

This paper aims at appraising the cost efficiency and technology of institutions of higher technological and vocational education. Differing from conventional literature, it considers the potential influence of inherent discrepancies in output quality and characteristics of school systems for institutes of technology (ITs) and universities of technology (UTs). Moreover, to meet the purpose, this study conducted a seemingly unrelated regression—metafrontier cost-function model framework, which is extended from the classical metafrontier

production function model and tailor-made for the theme. The econometric analysis utilizes a set of micro-level panel data that spans 6 years inclusive of 60 ITs and 29 UTs in Taiwan. The empirical results clearly reveal that the UTs own a superior cost-exploiting and -controlling capability for the operation of educational institutions to ITs', given the quality dimension. Further, the estimated results of public and private schools for the UTs indeed do not vary by a wide margin, but this is not the case for the ITs. The statistical figures imply that the UTs are significantly more efficient than the ITs.

Mayhew, Matthew J.; Bryant, Alyssa N. (2013):

Achievement or Arrest? The Influence of the Collegiate Religious and Spiritual Climate on Students' Worldview Commitment.

In: Res High Educ 54 (1), S. 63–84.

DOI: 10.1007/s11162-012-9262-7

Abstract:

The purpose of this study was to elucidate the relationship between the collegiate religious, spiritual, and ideological climate and worldview commitment. As part of this process, 1,071 students responded to the Collegiate Religious and Spiritual Climate Survey, an empirically validated and reliable measure designed to assess dimensions of a campus' religious, spiritual, and ideological climate. Results indicated that aspects of the psychological and behavioral climate were related to worldview commitment and these relationships were often conditioned upon students' self-identified religious worldview. Implications for scholars and practitioners are discussed.

McDearmon, J. Travis (2013):

Hail to Thee, Our Alma Mater: Alumni Role Identity and the Relationship to Institutional Support Behaviors.

In: Res High Educ 54 (3), S. 283–302.

DOI: 10.1007/s11162-012-9271-6

Abstract:

With the decline in state and federal support for higher education continuing to plague colleges and universities across the U.S., many institutions are looking to increase the levels of support annually received from alumni and other constituencies. Research on alumni relations in American colleges and universities has historically focused on different factors related to charitable giving. Although this study has resulted in some valuable information for institutions to use for alumni involvement purposes, most of the research has not been able to produce a meaningful look into how alumni identify with their college or university after graduation. The purpose of this study is to assess how college and university alumni view their role with these institutions after graduation and how that perception relates to behaviors of support. An online survey was constructed to assess three dimensions of alumni role identity based upon previous research on the identification process of blood donation. This study took place through the alumni association at a large, public research university in the Midwest and found that those who displayed increased alumni role identity were more likely to support the university through joining the alumni association, attending university sponsored events and charitable giving. This study breaks ground for a new method of measuring the role of alumni within colleges and universities in efforts to increase support and ease the financial pressures of today's institutions.

Niu, Sunny X.; Tienda, Marta (2013):

High School Economic Composition and College Persistence.

In: Res High Educ 54 (1), S. 30–62.

DOI: 10.1007/s11162-012-9265-4

Abstract:

Using a longitudinal sample of Texas high school seniors of 2002 who enrolled in college within the calendar year of high school graduation, we examine variation in college persistence according to the economic composition of their high schools, which serves as a proxy for unmeasured high school attributes that are conducive to postsecondary success. Students who graduated from affluent high schools have the highest persistence rates and those who attended poor high schools have the lowest rates. Multivariate analyses indicate that the advantages in persistence and on-time graduation from 4-year colleges enjoyed by graduates of affluent high schools cannot be fully explained by high school college orientation and academic rigor, family background, pre-college academic preparedness or the institutional characteristics. High school college orientation, family background and pre-college academic preparation largely explain why graduates from affluent high schools who first enroll in 2-year colleges have higher transfer rates to 4-year institutions; however, these factors and college characteristics do not explain the lower transfer rates for students from poor high schools. The conclusion discusses the implications of the empirical findings in light of several recent studies that call attention to the policy importance of high schools as a lever to improve persistence and completion rates via better institutional matches.

Opdecam, Evelien; Everaert, Patricia; van Keer, Hilde; Buysschaert, Fanny (2013):

Preferences for Team Learning and Lecture-Based Learning Among First-Year Undergraduate Accounting Students.

In: Res High Educ 55 (4), S. 400–432.

DOI: 10.1007/s11162-013-9315-6

Abstract:

This study investigates students' preference for team learning and its effectiveness, compared to lecture-based learning. A quasi-experiment was set up in a financial accounting course in the first-year undergraduate of the Economics and Business Administration Program, where students had to choose between one of the two learning methods (team learning or lecture-based) and subsequently followed their preferred method of pedagogy. The quasi-experiment was administered for a first-year undergraduate class, with data for 291 students. The first objective of this study is to investigate students' preference in relation to their gender, ability, motivation, and learning strategy. The second objective is to explore whether a team-based approach is more effective than lecture-based learning, when students participate in their preferred method. The results show that female students had a higher preference for team learning than male students. Furthermore, students with a preference for team learning had a lower ability level, were more intrinsically motivated, had less control of their learning beliefs, were more help seeking, and were more willing to share their knowledge with peers. The team learning approach resulted in increased performance, compared to the lecture-based setting, while controlling for differences in gender and ability. This beneficial impact of team learning on performance was not found for other courses (in which team learning was not implemented), leading to the conclusion that team learning offers an appropriate learning method at the university level for a first-year course. Implications for student learning, faculty members, and institutional policy are discussed.

Park, Julie J.; Denson, Nida (2013):

When Race and Class Both Matter: The Relationship between Socioeconomic Diversity, Racial Diversity, and Student Reports of Cross–Class Interaction.

In: Res High Educ 54 (7), S. 725–745.

DOI: 10.1007/s11162-013-9289-4

Abstract:

This paper delves into a facet of socioeconomic diversity relatively unaddressed in the literature: student reports of cross–class interaction (“reported CCI”). Previous research has found that student interaction across social class is a significant predictor of cross–racial interaction, but it is unknown whether the actual socioeconomic heterogeneity of a student body is significantly related to reported CCI. We use hierarchical linear modeling to identify predictors of reported CCI in the 2003 Freshman/2007 College Student Survey from the UCLA Higher Education Research Institute. In the final model, students who attended more socioeconomically diverse institutions and more racially diverse institutions reported higher levels of CCI. Findings suggest that reported CCI is linked to the actual socioeconomic heterogeneity of a student body. Measures of racial diversity (percent of students of color and diversity engagement), both at the institutional and student level, also predicted reported CCI. Thus, reported CCI is likely influenced by the racial diversity of a student body and other aspects of the campus racial climate, in addition to socioeconomic diversity. Implications for campus climate, diversity, and equity research are discussed.

Pike, Gary R. (2013):

NSSE Benchmarks and Institutional Outcomes: A Note on the Importance of Considering the Intended Uses of a Measure in Validity Studies.

In: Res High Educ 54 (2), S. 149–170.

DOI: 10.1007/s11162-012-9279-y

Abstract:

Surveys play a prominent role in assessment and institutional research, and the NSSE College Student Report is one of the most popular surveys of enrolled undergraduates. Recent studies have raised questions about the validity of the NSSE survey. Although these studies have themselves been criticized, documenting the validity of an instrument requires an affirmative finding regarding the adequacy and appropriateness of score interpretation and use. Using national data from NSSE 2008, the present study found that the NSSE benchmarks provided dependable means for 50 or more students and were significantly related to important institutional outcomes such as retention and graduation rates.

Porter, Stephen R. (2013):

Self-Reported Learning Gains: A Theory and Test of College Student Survey Response.

In: Res High Educ 54 (2), S. 201–226.

DOI: 10.1007/s11162-012-9277-0

Abstract:

Recent studies have asserted that self-reported learning gains (SRLG) are valid measures of learning, because gains in specific content areas vary across academic disciplines as theoretically predicted. In contrast, other studies find no relationship between actual and self-reported gains in learning, calling into question the validity of SRLG. I reconcile these two divergent sets of literature by proposing a theory of college student survey response that relies on the belief-sampling model of attitude formation. This theoretical approach demonstrates how students can easily construct answers to SRLG questions that will result in theoretically consistent differences in gains across academic majors, while at the same time lacking the cognitive ability to accurately report their actual learning gains. Four predictions from the theory are tested, using data from the

2006–2009 Wabash National Study. Contrary to previous research, I find little evidence as to the construct and criterion validity of SRLG questions.

Ro, Hyun Kyoung; Terenzini, Patrick T.; Yin, Alexander C. (2013):

Between-College Effects on Students Reconsidered.

In: Res High Educ 54 (3), S. 253–282.

DOI: 10.1007/s11162-012-9269-0

Abstract:

Most of the research on the effects of college on students that examines the influences of institutional characteristics—what Pascarella and Terenzini (How college affects students: Findings and insights from twenty years of research. San Francisco: Jossey-Bass 1991) called “between-college” effects—indicate that the descriptors typically used (e.g., size, type of control, curricular mission, selectivity) are generally poor predictors of between-college differences in virtually any student outcome once students’ precollege characteristics are controlled (economic and occupational attainment are the sole exceptions). Researchers have speculated that the conventional descriptors are too distal from students’ experiences to have much effect on differences in outcomes. The between-college effects literature, moreover, concerns itself almost exclusively with the direct effects of institutional characteristics. Using data from a nationally representative study of engineering programs on 31 campuses, this study explores two propositions: (1) that the effects of institutional characteristics in the college effects process are indirect, shaping the kinds of experiences students have, and (2) that institutions’ internal “organizational context” features (e.g., programs, policies, and faculty culture) have more influence on students’ learning-related experiences than do institutions structural characteristics (e.g., type of control, size, wealth, or selectivity). Findings lend modest support to both propositions.

Rockenbach, Alyssa Bryant; Mayhew, Matthew J. (2013):

How the Collegiate Religious and Spiritual Climate Shapes Students’ Ecumenical Orientation.

In: Res High Educ 54 (4), S. 461–479.

DOI: 10.1007/s11162-013-9282-y

Abstract:

Using data from the collegiate religious and spiritual climate survey, this study examined the relationship between campus climate and ecumenical orientation. Space for spiritual support and expression, provocative encounters with worldview diversity, and challenging curricular experiences are associated with ecumenical orientations, but some effects are conditional on students’ worldview.

Szelényi, Katalin; Denson, Nida; Inkelas, Karen Kurotsuchi (2013):

Women in STEM Majors and Professional Outcome Expectations: The Role of Living-Learning Programs and Other College Environments.

In: Res High Educ 54 (8), S. 851–873.

DOI: 10.1007/s11162-013-9299-2

Abstract:

Using data from the 2004–2007 National Study of Living Learning Programs, the only national dataset offering longitudinal information on outcomes associated with living-learning (L/L) program participation, this study investigated the role of L/L programs and other college environments in the professional outcome expectations of women in science, technology, engineering, and mathematics (STEM) majors. Specifically, we examined an overall measure of professional outcome expectations, along with participants’ anticipation of the chances that they will “get a good job in their field,” “achieve success in their career,” and “combine a professional career with having a balanced personal life.” Findings indicated that attending a coeducational

STEM L/L program and discussing academic and career issues with peers were positively related with three of the outcome measures. Additional findings spoke to the importance of self-efficacy and interactions with diverse peers in the development of professional outcome expectations among women in STEM. Implications are presented for higher education institutions' efforts to support coeducational and women-only STEM-related L/L programs, peer and faculty interactions, and diverse peer interactions.

Terenzini, Patrick T. (2013):

"On the Nature of Institutional Research" Revisited: Plus ça Change... ?

In: Res High Educ 54 (2), S. 137–148.

DOI: 10.1007/s11162-012-9274-3

Abstract:

In reconsidering the three "tiers of institutional intelligence" needed for effective institutional research practice he first offered 20 years ago (Terenzini in Res Higher Educ 34:1–10, 1993), Terenzini suggests that those forms of intelligence retain their overall relevance today, but that they also require some important redefinition. The major changes deal with adapting to the dramatic transformations in information technologies and analytical power; greater awareness and responsiveness to the changing state, national, and international educational and political scenes; the need for more extensive familiarity with the research literature, and subtler and more savvy political skills.

Wang, Xueli (2013):

Modeling Entrance into STEM Fields of Study Among Students Beginning at Community Colleges and Four-Year Institutions.

In: Res High Educ 54 (6), S. 664–692.

DOI: 10.1007/s11162-013-9291-x

Abstract:

In this study, a theoretical model is tested to examine factors shaping the decision to pursue STEM fields of study among students entering community colleges and four-year institutions, based on a nationally representative sample of high school graduates from 2004. Applying the social cognitive career theory and multi-group structural equation modeling analysis, this research highlights a number of findings that may point to specific points of intervention along students' educational pathway into STEM. This study also reveals important heterogeneity in the effects of high school and postsecondary variables based on where students start their postsecondary education: community colleges or four-year institutions. For example, while high school exposure to math and science courses appears to be a strong influence on four-year beginners' STEM interest, its impact on community college beginners' STEM interest, albeit being positive, is much smaller. In addition, college academic integration and financial aid receipt exhibit differential effects on STEM entrance, accruing more to four-year college students and less to those starting at community colleges.

Webber, Karen L.; Nelson Laird, Thomas F.; BrckaLorenz, Allison M. (2013):

Student and Faculty Member Engagement in Undergraduate Research.

In: Res High Educ 54 (2), S. 227–249.

DOI: 10.1007/s11162-012-9280-5

Abstract:

Undergraduate research (UR) is a valued co-curricular activity that has involved an increasing number of students and faculty members in recent years. While there is a growing body of research on student participation in UR, there is less research available examining faculty perceptions of, participation in UR, and how those factors influence student participation in UR. This study examined approximately 110,000 responses to the National Survey of Student Engagement and 40,000 responses to the Faculty Survey of Student

Engagement at over 450 four-year institutions. Findings revealed that individual and institutional characteristics predicted student and faculty member involvement and that the majority of faculty members perceived UR to be of importance. Implications for fostering faculty involvement, student success, and viewing UR as an institutional asset are discussed.

Wells, Ryan S.; Seifert, Tricia A.; Saunders, Daniel B. (2013):

Gender and Realized Educational Expectations: The Roles of Social Origins and Significant Others.

In: Res High Educ 54 (6), S. 599–626.

DOI: 10.1007/s11162-013-9308-5

Abstract:

Gender gaps in educational expectations and postsecondary enrollment are well studied, but few scholars have investigated the extent to which students realize or fail to realize their expectations. Even fewer have examined how the likelihood of realizing one's expectations may differ for men and women. Using 35 years of data, this study examines the role race, social class, and significant others' influences have played in realizing educational expectations and how these relationships have differed for men and women. It also investigates how group gender differences in these characteristics have contributed to the gap between the proportion of men and proportion of women who have realized their educational expectations via college enrollment. Results show trends in realized expectations by gender over time. Group gender differences explain little of past gaps but returns on students' characteristics differ by gender, which has been a key explanatory factor for differences between men and women in realizing their expectations. Implications of these findings relative to policy and program initiatives are discussed.

Xu, Yonghong Jade (2013):

Career Outcomes of STEM and Non-STEM College Graduates: Persistence in Majored-Field and Influential Factors in Career Choices.

In: Res High Educ 54 (3), S. 349–382.

DOI: 10.1007/s11162-012-9275-2

Abstract:

Using data from a nationally representative, longitudinal survey of college graduates, this study examines student transition from college to their chosen career paths and identifies factors influencing college graduates' choosing an occupation related to ones' undergraduate major. Within the context of expanded econometric framework a wide range of variables are considered, including monetary and nonmonetary costs and benefits as well as cultural and social capital measures. Using multinomial logit regression analyses, the results suggest positive career outcomes associated with individuals who have an occupation closely related to their college major, such as a better income profile and greater job satisfaction. Major-based differences are also examined between STEM and non-STEM graduates, and patterns of changes are documented for 10 years after graduation. An important perspective offered by this study is to consider career outcome as an extended definition of institutional effectiveness and student success. Based on the empirical findings, policy implications are discussed with the hope of bringing attention and improvement to the relationship between the higher educational system and the labor market.

Zhang, Liang; Hu, Shouping; Sensenig, Victor (2013):

The Effect of Florida's Bright Futures Program on College Enrollment and Degree Production: An Aggregated-Level Analysis.

In: Res High Educ 54 (7), S. 746–764.

DOI: 10.1007/s11162-013-9293-8

Abstract:

In this study, we investigate the impact of the Bright Futures Scholarship Program on college enrollment and degree production in Florida by using IPEDS enrollment, migration, and completion data. Results suggest large and significant enrollment effects at Florida's public 4- and 2-year institutions, for both full-time and part-time enrollment. This large growth is at least in part due to reduced out-migration of Florida's resident students attending out-of-state institutions. Thus the net effect is lower than the enrollment growth in Florida. Finally, our results indicate that the effect of Bright Futures on degree production is lower than that on enrollment. This aggregated-level analysis provides an important baseline for our future research on the effect of Bright Futures on students' college attendance, choice, financial aid renewal, persistence, and graduation by using detailed individual-level data.

Review of Higher Education, The (36/37) 2013

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<http://search.proquest.com/publication/1821463>

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Alstete, Jeffrey (2013):

What the Best College Students Do by Ken Bain, Cambridge, MA: Belknap Press of Harvard University Press, 2012, 207 pp., \$24.95 (hbk), ISBN 978-06740666-19.

[Review]. In: *The Review of Higher Education* 36 (4), S. 552–553.

DOI: 10.1353/rhe.2013.0049

Amo, Laura C.; Lee, Jaekyung (2013):

SAT Wars: The Case for Test-Optional College Admissions ed. by Joseph A. Soares (2011).

[Review]. In: *The Review of Higher Education* 36 (3), S. 405–406.

DOI: 10.1353/rhe.2013.0031

Ampaw, Frim; Partlo, Margaret (2013):

Racial and Ethnic Minority Students' Success in STEM Education by Samuel D. Museus et al. (2011).

[Review]. In: *The Review of Higher Education* 36 (4), S. 551–552.

DOI: 10.1353/rhe.2013.0046

Báez, Diego (2013):

English after the Fall: From Literature to Textuality by Robert Scholes, Iowa City: University of Iowa, 2011. 176 pp. Paper: \$21.00. ISBN: 9781609380557.

[Review]. In: *The Review of Higher Education* 37 (1), S. 101–102.

DOI: 10.1353/rhe.2013.0077

Blackmon, Stephanie J. (2013):

Fracturing Opportunity: Mexican Migrant Students and College-Going Literacy by R. Evely Gildersleeve (2010).

[Review]. In: *The Review of Higher Education* 36 (2), S. 283–284.

DOI: 10.1353/rhe.2013.0008

Blanchard, Joy (2013):

Institutional Failures: Duke Lacrosse, Universities, the News Media, and the Legal System ed. by Howard M. Wasserman (2011).

[Review]. In: *The Review of Higher Education* 36 (4), S. 553–554.

DOI: 10.1353/rhe.2013.0052

Blanchard, Joy (2013):

The Supreme Court and the NCAA: The Case for Less Commercialism and More Due Process in College Sports by Brian L. Porto (2012).

[Review]. In: *The Review of Higher Education* 36 (3), S. 406–408.

DOI: 10.1353/rhe.2013.0034

Carducci, Rozana (2013):

New Realities in the Management of Student Affairs: Emerging Specialist Roles and Structures for Changing Times ed. by Ashley Tull and Linda Kuk (2012).

[Review]. In: *The Review of Higher Education* 36 (4), S. 555–556.

DOI: 10.1353/rhe.2013.0036

Chaleunphonh, Seuth (2013):

The Road to Academic Excellence: The Making of World-Class Research Universities ed. by Philip G. Altbach and Jamil Salmi (2011).

[Review]. In: *The Review of Higher Education* 37 (1), S. 104–106.

DOI: 10.1353/rhe.2013.0059

Chase, Susan E. (2013):

Opting Out: Losing the Potential of America's Young Black Elite by Maya A. Beasley (2011).

[Review]. In: *The Review of Higher Education* 36 (3), S. 408–409.

DOI: 10.1353/rhe.2013.0015

Cutright, Marc (2013):

University Rankings: Theoretical Basis, Methodology, and Impacts on Global Higher Education ed. by Jung Cheol Shin, Robert Toutkoushian, and Ulrich Teicher.

[Review]. In: *The Review of Higher Education* 37 (1), S. 103–104.

DOI: 10.1353/rhe.2013.0055

Cutright, Marc (2013):

Inking the Deal: A Guide for Successful Academic Publishing by Stanley E. Porter (2010).

[Review]. In: *The Review of Higher Education* 36 (2), S. 284–286.

DOI: 10.1353/rhe.2013.0010

Daun-Barnett, Nathan J. (2013):

The States and Public Higher Education Policy: Affordability, Access, and Accountability ed. by Donald E. Heller (2nd ed., 2011).

[Review]. In: *The Review of Higher Education* 36 (3), S. 411–413.

DOI: 10.1353/rhe.2013.0023

Davenport, Mona (2013):

Culture Centers in Higher Education: Perspectives on Identity; Theory and Practice by Lori B. Patton (2010).

[Review]. In: *The Review of Higher Education* 36 (3), S. 409–411.

DOI: 10.1353/rhe.2013.0019

Delmas, Peggy (2013):

Student Learning Abroad: What Our Students Are Learning, What They're Not, and What We Can Do About It ed. by Michael Vande Berg, R. Michael Paige, and Kris Hemming Lou (2012).

[Review]. In: *The Review of Higher Education* 36 (4), S. 556–557.

DOI: 10.1353/rhe.2013.0039

Downing, Christopher (2013):

Understanding Community Colleges ed. by John S. Levin and Susan Kater, New York: Taylor & Francis, 2012. 288 pp. Paper: \$49.95. ISBN 13: 978-0-415-88127-2.

[Review]. In: *The Review of Higher Education* 37 (1), S. 106–107.

DOI: 10.1353/rhe.2013.0063

Felder, Pamela Petrease (2013):

Creating Campus Cultures: Fostering Success among Racially Diverse Student Populations by Samuel D. Museus and Uma M. Jayakumar, New York: Taylor & Francis, 2011. 240 pp. Paper: \$44.95. ISBN: 978-0-4158-8820-2.

[Review]. In: *The Review of Higher Education* 37 (1), S. 107–109.

DOI: 10.1353/rhe.2013.0067

Felder, Pamela (2013):

Is Graduate School Really for You?: The Whos, Whats, Hows, and Whys of Pursuing a Master's or Ph.D by Amanda I. Seligman (2012).

[Review]. In: *The Review of Higher Education* 36 (3), S. 413–414.

DOI: 10.1353/rhe.2013.0027

Fenton, Stacey M. (2013):

Documenting Learning with ePortfolios: A Guide for College Instructors by Tracy Penny Light, Helen L. Chen, and John C. Ittelson, San Francisco: Jossey-Bass, 2012. 160 pp. Soft cover: \$40.00. ISBN: 9-780-4706-3620-6.

[Review]. In: *The Review of Higher Education* 37 (1), S. 109–111.

DOI: 10.1353/rhe.2013.0071

Franz, Paul (2013):

Planned Obsolescence: Publishing, Technology, and the Future of the Academy by Kathleen Fitzpatrick (2011).

[Review]. In: *The Review of Higher Education* 36 (2), S. 286–287.

DOI: 10.1353/rhe.2013.0013

Frioli, Amanda (2013):

Teaching College Students Communication Strategies for Effective Social Justice Advocacy by Robert J. Nash, Richard Gregory Johnson III, and Michele C. Murray, New York: Peter Lang Publishing, 2012. 186 pp. Paper: \$35.95. ISBN-13: 978-1-4331-1437-3.

[Review]. In: *The Review of Higher Education* 37 (1), S. 111–112.

DOI: 10.1353/rhe.2013.0075

Frolow, Miriam L. (2013):

Book Review. Misbehavior Online in Higher Education: Cutting-Edge Technologies in Higher Education ed. by Laura A. Wankel and Charles Wankel.

[Review]. In: *The Review of Higher Education* 37 (1), S. 112–114.

DOI: 10.1353/rhe.2013.0079

Frolow, Miriam L. (2013):

Coming In from the Margins: Faculty Development's Emerging Organizational Development Role in Institutional Change by Connie M. Schroeder and Associates (2011).

[Review]. In: *The Review of Higher Education* 36 (3), S. 415–416.

DOI: 10.1353/rhe.2013.0030

Gardner, Susan K. (2013):

Women Faculty Departures from a Striving Institution: Between a Rock and a Hard Place.

In: *The Review of Higher Education* 36 (3), S. 349–370.

DOI: 10.1353/rhe.2013.0025

Abstract:

The quest for institutional prestige in the academic hierarchy has become a common phenomenon among universities in the United States. At the same time, the institutions that choose to embark on such a journey (referred to as striving institutions) have not been closely examined to determine how such efforts influence the different constituencies in the institution. This study examines how one striving environment impacted the departure decisions of 11 women faculty members through the lens of gendered organizational theory. Findings demonstrated that issues related to gender discrimination, a lack of work-life balance, and reduced resources resulted in decisions to depart.

Gianoutsos, Dan (2013):

On Being Presidential: A Guide for College and University Leaders by Susan Resneck Pierce (2011).

[Review]. In: *The Review of Higher Education* 37 (1), S. 114–115.

DOI: 10.1353/rhe.2013.0057

Glover, Devon (2013):

Partnerships and Collaborations in Higher Education by Pamela L. Eddy (2010).

[Review]. In: *The Review of Higher Education* 36 (2), S. 287–288.

DOI: 10.1353/rhe.2013.0001

Gonzales, Erin E. (2013):

From Brain to Mind: Using Neuroscience to Guide Change in Education by James E. Zull (2011).

[Review]. In: *The Review of Higher Education* 36 (3), S. 417–418.

DOI: 10.1353/rhe.2013.0014

Gonzales, Leslie D. (2013):

Faculty Sensemaking and Mission Creep: Interrogating Institutionalized Ways of Knowing and Doing Legitimacy.

In: *The Review of Higher Education* 36 (2), S. 179–209.

DOI: 10.1353/rhe.2013.0000

Abstract:

Increasingly, regional and/or teaching colleges and universities are striving to assert themselves as national or international research universities. Although such shifts represent significant implications for faculty members, few works address the faculty perspective or experience with this change. In this qualitative, interpretive paper, I discuss how faculty members made sense of their university's attempt to achieve a more national, more research-focused mission. Using a critical neo-institutional lens, I outline the sources that faculty members relied upon as they defined their university's transition. From this analysis, I offer practical and theoretical implications.

Gonzalez, Cristina (2013):

Entrepreneurial President: Richard Atkinson and the University of California, 1995–2003 by Patricia A. Pelfrey (2012).

[Review]. In: *The Review of Higher Education* 36 (3), S. 416–417.

DOI: 10.1353/rhe.2013.0033

González, Cristina (2013):

Clark Kerr's World of Higher Education Reaches the 21st Century ed. by Sheldon Rothblatt, Dordrecht, The Netherlands: Springer, 2012. 249 pp. Hardcover: \$129.00. ISBN: 978-94-007-4257-4.

[Review]. In: *The Review of Higher Education* 37 (1), S. 116–117.

DOI: 10.1353/rhe.2013.0062

Griffin, Kimberly A.; Bennett, Jessica C.; Harris, Jessica (2013):

Marginalizing Merit?: Gender Differences in Black Faculty D/discourses on Tenure, Advancement, and Professional Success.

In: *The Review of Higher Education* 36 (4), S. 489–512.

DOI: 10.1353/rhe.2013.0040

Abstract:

Little work has addressed the ways in which race and gender intersect and shape Black professors' experiences as they seek professional advancement. Framed by critical race theory, this qualitative study uses discourse analysis to analyze the narratives of 28 Black professors employed at two research universities. Findings suggest that faculty perceive race and gender influencing their evaluations for academic advancement, with key gender distinctions in discourses about teaching and service in relation to professional success. Black women appear to experience demands in these domains as more emotionally and physically taxing than their male counterparts, adding strain to the tenure and advancement process.

Haley, Karen J. (2013):

Cautionary Tales: Strategy Lessons from Struggling Colleges by Alice W. Brown and Contributors (2012).

[Review]. In: *The Review of Higher Education* 36 (4), S. 557–559.

DOI: 10.1353/rhe.2013.0042

Harbour, Clifford P.; Wolgemuth, Jennifer R. (2013):

Giorgio Agamben and the Abandonment Paradigm: A New Form of Student Diversion in Public Higher Education.

In: *The Review of Higher Education* 36 (2), S. 235–254.

DOI: 10.1353/rhe.2013.0004

Abstract:

This article proposes a new paradigm to understand recent government policies that pose new barriers to student participation and divert students out of public higher education. We explain how the classic diversion paradigm, exemplified by Clark (1960) and Brint and Karabel (1989), is unable to account for this new form of student diversion. We also show how Agamben's conceptualization of the "state of exception" and "the camp" offers a foundation for a new "abandonment paradigm" that explains the significance of policies diverting students out of public higher education and onto a threshold where their lives are increasingly uncertain and precarious.

Hargrove, Demond T.; Kim, Eunyoung (2013):

Black Men in College: Implications for HBCUs and Beyond ed. by Robert T. Palmer, J. Luke Wood (2011).

[Review]. In: *The Review of Higher Education* 36 (3), S. 419–421.

DOI: 10.1353/rhe.2013.0018

Harper, Casandra E.; Yeung, Fanny (2013):

Perceptions of Institutional Commitment to Diversity as a Predictor of College Students' Openness to Diverse Perspectives.

In: *The Review of Higher Education* 37 (1), S. 25–44.

DOI: 10.1353/rhe.2013.0065

Abstract:

This study examined longitudinal data by multiple regression analyses to determine personal and institutional characteristics associated with students' openness to diverse perspectives. Students' openness was positively associated with (a) feeling that the university was committed to diversity issues, (b) taking diversity courses, and (c) interacting with students of a different racial or ethnic group. Among students of color, openness was significantly predicted by (a) the racial diversity of students' friendship group, (b) feeling that the university supported ethnic and religious support networks, and (c) taking diversity courses. Among White students, the unique predictor was interacting with students of a different race at informal social events.

Hatt, Beth (2013):

Unequal Fortunes: Snapshots from the South Bronx by Arthur Levine and Laura Scheiber (2010).

[Review]. In: *The Review of Higher Education* 36 (2), S. 289–290.

DOI: 10.1353/rhe.2013.0003

Hernandez, Susana; Gildersleeve, Ryan Evely (2013):

No Undocumented Child Left Behind: Plyler v. Doe and the Education of Undocumented Schoolchildren by Michael A. Olivas (2012).

[Review]. In: *The Review of Higher Education* 36 (3), S. 421–422.

DOI: 10.1353/rhe.2013.0022

Herrera, Felisha A.; Garibay, Juan C.; Garcia, Gina A.; Johnston, Marc P. (2013):

Documenting Attitudes toward Undocumented Immigrant Access to Public Education: A Multilevel Analysis.

In: *The Review of Higher Education* 36 (4), S. 513–549.

DOI: 10.1353/rhe.2013.0043

Abstract:

This study investigates how students' views toward undocumented immigrants' access to public education change during college. A multilevel analysis among a national sample of 12,388 undergraduates, drawn from the Cooperative Institutional Research Program's (CIRP) Freshman Survey and College Senior Survey, revealed that significant predictors of senior-year views include various student characteristics and predispositions, political contexts, college experiences, and institutional contexts. Given the often-hostile debates over undocumented immigrants' participation in American education, the findings have broad implications for college access, campus climate, and the way institutions of higher education think about their role in shaping students' understanding of this compelling issue.

Hossler, Don (2013):

Recognizing and Serving Low-Income Students in Higher Educations: An Examination of Institutional Policies, Practices, and Culture ed. by Adrianna Kezar, New York: Routledge, 2011. 266 pp. Paper: \$49.95. ISBN 13: 978-0-415-80322-9.

[Review]. In: *The Review of Higher Education* 37 (1), S. 117–119.

DOI: 10.1353/rhe.2013.0066

Hu, Shouping; Wolniak, Gregory C. (2013):

College Student Engagement and Early Career Earnings: Differences by Gender, Race/Ethnicity, and Academic Preparation.

In: *The Review of Higher Education* 36 (2), S. 211–233.

DOI: 10.1353/rhe.2013.0002

Abstract:

Using longitudinal data from the 2001 cohort of applicants to the Gates Millennium Scholars (GMS) program, the authors examined scaled measures of academic and social engagement in relation to labor market earnings to test whether the economic value of student engagement among high-achieving students of color differs by student characteristics. Results confirm that academic and social engagement during college had differential effects on early career earnings. Findings suggest conditional effects of student engagement on labor market outcomes, providing evidence for individual and institutional decisions and theory building related to the lasting influence of student engagement in college.

Jones, Sosanya (2013):

Completing College: Rethinking Institutional Action by Vincent Tinto (2012).

[Review]. In: *The Review of Higher Education* 36 (3), S. 422–423.

DOI: 10.1353/rhe.2013.0026

Kim, Eunyoung; Irwin, John P. (2013):

College Students' Sense of Belonging: A Key to Educational Success for All Students by Terrell L. Strayhorn, New York: Routledge, 2012. 142 pp. Paper: \$36.95. ISBN: 978-0-415-89504-0.

[Review]. In: *The Review of Higher Education* 37 (1), S. 119–122.

DOI: 10.1353/rhe.2013.0070

Lawrence, Janet; Ott, Molly (2013):

Faculty Perceptions of Organizational Politics.

In: *The Review of Higher Education* 36 (2), S. 145–178.

DOI: 10.1353/rhe.2013.0011

Abstract:

This study focuses on a contested area of shared governance, intercollegiate athletics. The researchers consider how faculty perceptions of organizational politics shape their orientations toward collaborative decision-making in this domain. The results provide insights into ways social cognitions about campus-level decision-making affect faculty satisfaction with their collective influence and their prioritization of governance issues. Several directions for further research on athletics oversight and shared governance are identified.

Lester, Jaime (2013):

Work-Life Balance and Cultural Change: A Narrative of Eligibility.

In: *The Review of Higher Education* 36 (4), S. 463–488.

DOI: 10.1353/rhe.2013.0037

Abstract:

Using Schein's (1992) framework of cultural change, this study examined two institutions of higher education that have achieved or attempted a cultural change to understand if and how to develop a culture of work-life balance for faculty and staff. The results identified a narrative of eligibility that arose from the discourse of faculty recruitment/retention, defining work-life for tenured and tenure-track faculty only. Moreover, situating work-life in campus traditions and histories revealed the espoused beliefs of work-life as a gender issue and perpetuated the socio-historical connection of women, pregnancy, and work-life.

Mandelbaum, Renee Sinow (2013):

Blended Learning: Across the Disciplines, across the Academy ed. by Francine S. Glazer (2011).

[Review]. In: *The Review of Higher Education* 36 (3), S. 424–425.

DOI: 10.1353/rhe.2013.0029

Markoulakis, Roula; Kirsh, Bonnie (2013):

Difficulties for University Students with Mental Health Problems: A Critical Interpretive Synthesis.

In: *The Review of Higher Education* 37 (1), S. 77–100.

DOI: 10.1353/rhe.2013.0073

Abstract:

Postsecondary institutions are witnessing an increase in the number and severity of student mental health problems, necessitating an understanding of the difficulties these students encounter in striving for higher education. The authors conducted a critical interpretive synthesis of 10 articles pertaining to difficulties experienced by students with mental health problems and found that three synthetic constructs captured the nature of these difficulties: internal difficulties (physical, psychological, and social), external difficulties (structural and stigma) and academic outcomes (difficulties with disclosure and academic impairment). Findings are discussed in light of a critical exploration of the construction of problematics and assumptions in the literature.

Metoyer, John H. (2013):

The Accidental Slaveowner: Revisiting a Myth of Race and Finding an American Family by Mark Auslander (2011).

[Review]. In: *The Review of Higher Education* 36 (4), S. 559–560.

DOI: 10.1353/rhe.2013.0045

Mueller, John A.; Miller, Scott E. (2013):

Diverse Millennial Students in College: Implications for Faculty and Student Affairs ed. by Fred Bonner II, Aretha F. Marbley, and Mary F. Howard-Hamilton, Sterling, VA: Stylus Publishing, 2011. 320 pp. Paper: \$29.95. ISBN: 978-1-57922-447-9.

[Review]. In: *The Review of Higher Education* 37 (1), S. 122–124.

DOI: 10.1353/rhe.2013.0074

Museus, Samuel D.; Vue, Rican (2013):

Socioeconomic Status and Asian American and Pacific Islander Students' Transition to College: A Structural Equation Modeling Analysis.

In: *The Review of Higher Education* 37 (1), S. 45–76.

DOI: 10.1353/rhe.2013.0069

Abstract:

The purpose of this study is to examine socioeconomic differences in the interpersonal factors that influence college access among Asian Americans and Pacific Islanders (AAPIs). Data on 1,460 AAPIs from the Education Longitudinal Study (ELS: 02/06) were analyzed using structural equation modeling techniques. Findings suggest that parental expectations, parental involvement, teacher quality, and peer academic orientation were associated with more positive transitions to college among AAPIs but that the nature of those relationships was complex and varied across socioeconomic statuses. The authors discuss the limitations of national databases in studying AAPIs and offer implications for higher education research, policy, and practice.

Núñez, Anne-Marie; Sansone, Vanessa (2013):

Americans by Heart: Undocumented Latino Students and the Promise of Higher Education by William Perez (2011).

[Review]. In: *The Review of Higher Education* 37 (1), S. 124–126.

DOI: 10.1353/rhe.2013.0078

O'Meara, KerryAnn; Knudsen, Katrina; Jones, Jill (2013):

The Role of Emotional Competencies in Faculty-Doctoral Student Relationships.

In: *The Review of Higher Education* 36 (3), S. 315–347.

DOI: 10.1353/rhe.2013.0021

Abstract:

The relationships between faculty and students in graduate school have been found to have a significant effect on most aspects of the doctoral experience. Yet we know little about the emotional landscape of these relationships and what makes them work. This study, which conducted qualitative interviews in one academic department, looks inside faculty-doctoral student relationships by examining the emotional competencies that both faculty and students display within them. Emotional competencies displayed by both students and faculty were influenced by the program structure and culture of the department, and facilitated positive student and faculty outcomes.

Olivas, Michael A. (2013):

Achieving Equity for Latino Students: Expanding the Pathway to Higher Education through Public Policy by Frances Contreras (2011).

[Review]. In: *The Review of Higher Education* 36 (4), S. 560–562.

DOI: 10.1353/rhe.2013.0048

Owens, Michael A. (2013):

"The Feeling's Mutual": Student Participation in Leadership as a Cooperative Effort.

In: The Review of Higher Education 36 (4), S. 435–462.

DOI: 10.1353/rhe.2013.0053

Abstract:

This article stems from a grounded theory study of leadership among urban youth. It reports the perspective of students in a college preparation program by examining how they participated in leadership. Data were collected from semi-structured interviews, focus groups, and field observations of 20 incoming college freshmen. Students conceptualized their participation in the program's leadership practice as a process of purpose-driven cooperative reciprocity. The findings suggested that all members of educational organizations make contributions to their organizations' total leadership capacity. The study concludes by encouraging further empirical work that explores leadership contributions by followers in urban educational organizations.

Papadimitriou, Antigoni (2013):

The Challenge of Bologna: What United States Higher Education Has to Learn from Europe, and Why It Matters That We Learn It by Paul L. Gaston (2010).

[Review]. In: The Review of Higher Education 36 (2), S. 292–293.

DOI: 10.1353/rhe.2013.0007

Park, Julie J.; Kim, Young K. (2013):

Interracial Friendship and Structural Diversity: Trends for Greek, Religious, and Ethnic Student Organizations.

In: The Review of Higher Education 37 (1), S. 1–24.

DOI: 10.1353/rhe.2013.0061

Abstract:

This article examines how peer interactions in college organizations (Greek, ethnic, and religious) affect interracial friendships, including whether peer interaction in student organizations mediates the relationship between structural diversity and interracial friendship. Involvement in ethnic student organizations was non-significant; involvement in Greek or religious student organizations was a negative predictor. Greek involvement mediated the relationship between structural diversity and interracial friendship; greater structural diversity decreased the likelihood of students interacting with peers from Greek organizations, which had a positive effect on interracial friendship. Findings suggest that structural diversity acts as a buffer against the negative influence of Greek organizations on interracial friendship.

Pasque, Penny; Simpson, Erin (2013):

Women's Status in Higher Education: Equity Matters by Elizabeth J. Allan (2011).

[Review]. In: The Review of Higher Education 36 (3), S. 426–427.

DOI: 10.1353/rhe.2013.0032

Pereira, Kimberley B. (2013):

Success on the Tenure Track: Five Keys to Faculty Job Satisfaction by Cathy Ann Trower, Baltimore, MD: Johns Hopkins University Press, 2012. 288 pp. Cloth: \$45.00. ISBN: 978-1-4214-0597-1.

[Review]. In: The Review of Higher Education 37 (1), S. 126–127.

DOI: 10.1353/rhe.2013.0056

Proper, Eve (2013):

Philanthropy and Fundraising in American Higher Education by Noah D. Drezner (2011).

[Review]. In: *The Review of Higher Education* 36 (4), S. 562–563.

DOI: 10.1353/rhe.2013.0051

Ramírez, Gerardo Blanco (2013):

Universities and the Public Sphere: Knowledge Creation and State Building in the Era of Globalization ed. by Brian Pusser, Ken Kempner, Simon Marginson, and Imanol Ordorika, New York: Routledge, 2012. 261 pp. Hardcover: \$170. ISBN: 978-0-415-87847-0.

[Review]. In: *The Review of Higher Education* 37 (1), S. 127–128.

DOI: 10.1353/rhe.2013.0060

Ream, Todd C. (2013):

Intellectual Culture in Medieval Paris: Theologians and the University, c. 1100–1330 by Ian P. Wei (2012).

[Review]. In: *The Review of Higher Education* 36 (2), S. 293–294.

DOI: 10.1353/rhe.2013.0009

Ream, Todd C. (2013):

What Is College For? The Public Purpose of Higher Education ed. by Ellen Conditte Lagemann, Harry Lewis (2012).

[Review]. In: *The Review of Higher Education* 36 (3), S. 427–429.

DOI: 10.1353/rhe.2013.0035

Rios-Aguilar, Cecilia (2013):

Undocumented Latino College Students: Their Socioemotional and Academic Experiences by William Pérez, Richard Douglas Cortés (2011).

[Review]. In: *The Review of Higher Education* 36 (3), S. 429–430.

DOI: 10.1353/rhe.2013.0016

Rios-Aguilar, Cecilia; Núñez, Raquel Mencia (2013):

Linguistic Minority Students Go to College: Preparation, Access, and Persistence ed. by Yasko Kanno and Linda Harklau (2012).

[Review]. In: *The Review of Higher Education* 36 (4), S. 563–565.

DOI: 10.1353/rhe.2013.0054

Rodriguez, Sarah (2013):

Navigating Multiple Identities: Race, Gender, Culture, Nationality, and Roles ed. by Ruthellen Josselson and Michele Harway (2012).

[Review]. In: *The Review of Higher Education* 36 (4), S. 565–566.

DOI: 10.1353/rhe.2013.0038

Sahaya, Josephine (2013):

Higher Education in a Global Society ed. by D. Bruce Johnstone et al. (2010).

[Review]. In: *The Review of Higher Education* 36 (2), S. 290–292.

DOI: 10.1353/rhe.2013.0005

Sallee, Margaret W. (2013):

The American Academic Profession: Transformation in Contemporary Higher Education ed. by Joseph C. Hermanowicz (2011).

[Review]. In: *The Review of Higher Education* 36 (4), S. 566–568.

DOI: 10.1353/rhe.2013.0041

Schroeder, Jared C. (2013):

Electronically Transmitted Threats and Higher Education: Oppression, Free Speech, and Jake Baker.

In: *The Review of Higher Education* 36 (3), S. 295–313.

DOI: 10.1353/rhe.2013.0017

Abstract:

When Jake Baker wrote a violent, sexually themed story about one of his classmates and emailed it to a friend, the case that ensued highlighted how new technologies have created fresh ways for students to harass, oppress, or be oppressed by others. This article examines concepts of violence and cultural imperialism oppression, primarily as defined by Iris Young. Using the Baker case, this article juxtaposes oppression concepts and freedom of speech protections. It concludes that universities must use network technologies to become proactively involved in the virtual communities that surround them.

Smerek, Ryan E. (2013):

Sensemaking and New College Presidents: A Conceptual Study of the Transition Process.

In: *The Review of Higher Education* 36 (3), S. 371–403.

DOI: 10.1353/rhe.2013.0028

Abstract:

This study examines the sensemaking processes of new college presidents to understand how they develop plausible, working descriptions of the campus and come to understand their role. Semi-structured interviews were completed with 18 presidents who were organizational outsiders and first-time presidents. As newcomers, presidents were found to act as "lay ethnographers," make different descriptions of sensemaking based on the organization's size and complexity, and rely on peers and mentors to reduce uncertainty. Several barriers to sensemaking also emerged. This study contributes to the understanding of administrative leadership and advances the theoretical perspective of sensemaking (Weick, 1995).

Smith, Brandy D. (2013):

Financing American Higher Education in an Era of Globalization by William Zumeta et al. (2012).

[Review]. In: *The Review of Higher Education* 36 (3), S. 430–432.

DOI: 10.1353/rhe.2013.0020

Smith, Brandy D. (2013):

Innovations in Higher Education: Igniting the Spark for Success ed. by Allan M. Hoffman and Stephen D. Spangehl, Lanham, MD: Rowman & Littlefield Publishers, 2012. 200 pp. Cloth: \$44.95. ISBN: 978-1-4422-0446-1.

[Review]. In: *The Review of Higher Education* 37 (1), S. 128–130.

DOI: 10.1353/rhe.2013.0064

Sullivan, Maigen; Sallee, Margaret W. (2013):

Empowering Women in Higher Education and Student Affairs: Theory, Research, Narratives, and Practice from Feminist Perspectives ed. by Penny A. Pasque and Shelly Errington Nicholson, Sterling, VA: Stylus Publishing, 2011. 348 pp. Paper: \$49.95. ISBN: 978-1579223502.

[Review]. In: *The Review of Higher Education* 37 (1), S. 130–132.

DOI: 10.1353/rhe.2013.0068

Tierney, William G. (2013):

Life History and Identity.

In: *The Review of Higher Education* 36 (2), S. 255–282.

DOI: 10.1353/rhe.2013.0006

Abstract:

This article uses the life history method to chronicle the challenges of a low-income, first-generation student en route to college. The paper addresses three questions: how Manuel navigates college and related topics such as roommates, family, and money; how he creates social networks; and how he works with adults such as teachers and administrators. These questions help demonstrate how a student's identity changes during the first year of college and how social capital functions in his life. The goal of the article is to further our understanding about social capital and the role it plays in the identity formation of an adolescent.

Truong, Kimberly A. (2013):

On Being Included: Racism and Diversity in Institutional Life by Sara Ahmed (2012).

[Review]. In: *The Review of Higher Education* 36 (3), S. 432–433.

DOI: 10.1353/rhe.2013.0024

Vacchi, David (2013):

Called to Serve: A Handbook on Student Veterans and Higher Education ed. by Florence Hamrick and Corey Rumann, San Francisco: Jossey-Bass, 2012. 334 pp. Hardcover: \$45.00. ISBN: 978-1-118-17676-4.

[Review]. In: *The Review of Higher Education* 37 (1), S. 132–135.

DOI: 10.1353/rhe.2013.0072

Vega, Blanca E. (2013):

Occupying the Academy: Just How Important Is Diversity Work in Higher Education? ed. by Christine Clark, Kenneth J. Fasching-Varner, and Mark Brimhall-Vargas (2012).

[Review]. In: *The Review of Higher Education* 36 (4), S. 568–569.

DOI: 10.1353/rhe.2013.0044

Willoughby, G. Case (2013):

Transformative Learning through Engagement: Student Affairs Practice as Experiential Pedagogy by Jane Fried and Associates, Sterling, VA: Stylus Publishing, 2012. 224 pp. Paper: \$29.95. ISBN-13: 978-1579-227-593.

[Review]. In: *The Review of Higher Education* 37 (1), S. 135–136.

DOI: 10.1353/rhe.2013.0076

Wilson, Timothy J.; Campbell, Dale F. (2013):

Community College Leadership: A Multidimensional Model for Leading Change by Pamela L. Eddy, Sterling, VA: Stylus Publishing, 2010. 238 pp. Paper: \$29.95. ISBN: 978-1-579-22416-5.

[Review]. In: *The Review of Higher Education* 37 (1), S. 136–137.

DOI: 10.1353/rhe.2013.0080

Wood, Diane (2013):

Reinventing Higher Education: The Promise of Innovation ed. by Ben Waldavsky, Andrew Kelly, and Kevin Carey, Cambridge, MA: Harvard Education Press, 2011. 288 pp. Cloth: \$29.95. ISBN-13: 978-1934-742-877.

In: *The Review of Higher Education* 37 (1), S. 137–140.

DOI: 10.1353/rhe.2013.0058

Wood, Diane (2013):

The Innovative University: Changing the DNA of Higher Education from the Inside Out by Clayton M. Christensen and Henry J. Eyring (2011).

[Review]. In: *The Review of Higher Education* 36 (4), S. 570–571.

DOI: 10.1353/rhe.2013.0047

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Adcroft, Andy; Taylor, David (2013):

Support for new career academics: an integrated model for research intensive university business and management schools.

In: Studies in Higher Education 38 (6), S. 827–840.

DOI:10.1080/03075079.2011.599378

Abstract:

The aim of this article is to examine the general and discipline-specific support needed by academics new to the profession. The article takes a social process approach to the examination of the experiences of new academics. The approach taken is, therefore, qualitative in nature and centres around a series of semi-structured interviews, carried out with new academics and senior managers in two research-intensive business schools in the UK. The research suggests that there are four crucial dimensions to successful career support for new academics: managing expectations, career management, mentoring and professional development. Whilst it is important to offer good practice in each of these dimensions, the article argues that it is the relationship between them which determines the quality of career support offered. The article offers a number of original insights into this issue, and contributes to both the literature on career support for new academics and to practice with a conceptual model which may have applicability across a number of different settings.

Aditomo, Anindito; Goodyear, Peter; Bliuc, Ana-Maria; Ellis, Robert A. (2013):

Inquiry-based learning in higher education: principal forms, educational objectives, and disciplinary variations.

In: Studies in Higher Education 38 (9), S. 1239–1258.

DOI:10.1080/03075079.2011.616584

Abstract:

Learning through inquiry is a widely advocated pedagogical approach. However, there is currently little systematic knowledge about the practice of inquiry-based learning (IBL) in higher education. This study examined descriptions of learning tasks that were put forward as examples of IBL by 224 university teachers from various disciplines in three Australian universities. Data analysis uncovered the principal forms of IBL, the features of each form, their characteristic educational objectives, and possible disciplinary variations. The findings show that underlying the diversity of language and tasks regarded as IBL there is a limited number of distinct task forms and a broad conception of inquiry that is shared by university teachers. The findings also indicate that IBL is practiced in a wide range of disciplines, in both undergraduate and postgraduate coursework programs, in smaller and larger classes, and in universities which are more and less research intensive.

Altbach, Philip G. (2013):

Advancing the national and global knowledge economy. the role of research universities in developing countries.

In: Studies in Higher Education 38 (3), S. 316–330.

DOI:10.1080/03075079.2013.773222

Abstract:

Research universities are a central part of all academic systems. They are the key points of international contact and involvement. Research is produced, disseminated and in many cases imported. For developing countries, the mechanisms for the involvement of research universities in the global knowledge economy is complex, and includes issues of mobility, the use of technology, collaboration, and other elements.

Arambewela, Rodney; Hall, John (2013):

The interactional effects of the internal and external university environment, and the influence of personal values, on satisfaction among international postgraduate students.

In: Studies in Higher Education 38 (7), S. 972–988.

DOI:10.1080/03075079.2011.615916

Abstract:

The article investigates the interactional effects of internal and external university learning environments, and the influence of personal values, in the satisfaction formation process of international postgraduate students from Asia. Past research on student satisfaction has been narrowly focused on certain aspects of the university internal environment such as teaching, learning and support services. While acknowledging the impact of the internal learning environment on student satisfaction, the article argues that the external community environment, where students spend most of their academic life, has a much stronger influence on their satisfaction. It is also argued that students' personal values have a mediating influence on the impact on student satisfaction of the internal and external learning environments. A sample of 411 international postgraduate business students from five Australian universities is used in the study. Structural equation modelling is used to analyse the data. Practical implications for universities are provided.

Bailey, Richard (2013):

Exploring the engagement of lecturers with learning and teaching agendas through a focus on their beliefs about, and experience with, student support.

In: Studies in Higher Education 38 (1), S. 143–155.

DOI:10.1080/03075079.2011.578246

Abstract:

This article reports on research which aimed to examine academic staff attitudes to, and beliefs regarding the role and efficacy of, support for students' broader learning needs once engaged in degree study. It is contended here that the perspective of teachers represents a gap in current pedagogical research. The study has two complementary aims: one is to explore the subjective experience of academic staff at the interpersonal and organisational levels of academic life. Second, to gauge their engagement with learning and teaching issues, current agendas and practices by assessing their effects on teachers' lived experience. The context of the study was a new university with a wide spectrum of academic programmes, and which actively embraced the widening participation agenda. The research was a qualitative, ethnographic style approach, in which 48 teachers from a cross-section of faculties and fields of study were interviewed. Data are presented in two sections with accompanying analysis and interpretative commentary. In reporting the findings there is a focus on the interplay between agency and structure in pedagogical interactions and practices. Discussion focuses on the main findings and identifies a number of factors which appear to subtly and obliquely impact on teaching staff at the operational level of lived experience. The article considers how this seems to affect their engagement with current practices at the pedagogical and organisational levels of academic life.

Brodhag, Christian (2013):

Research universities, technology transfer, and job creation. what infrastructure, for what training?

In: Studies in Higher Education 38 (3), S. 388–404.

DOI:10.1080/03075079.2013.777149

Abstract:

Technology transfer and innovation are considered major drivers of sustainable development; they place knowledge and its dissemination in society at the heart of the development process. This article considers the role of research universities, and how they can interact with key actors and institutions involved in 'innovation ecosystems'. Considering various approaches of innovation and institutional analysis design (IAD), it proposes an institutional model of innovation where different authorities produce rules and knowledge that can be mobilized and/or changed in their respective action arenas. On this conceptual basis, one initiative is described: integrated poles of excellence (IPEs) for renewable energy in West Africa, which were conceptualized as a resource and knowledge centre connected to project implementation.

Brown, Gavin T.L; Wang, Zhenlin (2013):

Illustrating assessment: how Hong Kong university students conceive of the purposes of assessment.

In: Studies in Higher Education 38 (7), S. 1037–1057.

DOI:10.1080/03075079.2011.616955

Abstract:

The beliefs, attitudes, experiences and responses that Hong Kong higher education students have about assessment are an important facet to developing our understanding of the 'Chinese learner'. Using six focus groups, 26 Hong Kong university students drew pictures of assessment. The visual elements of the pictures were content analysed into eight major categories (i.e. negative emotions, being monitored, competition, lifelong, pride and pleasure, marks, inaccuracy, and burden). The most frequent categories were negative emotions and being monitored. Associations between image categories and pre-university academic performance were statistically non-significant. In addition to the portrayal of the Chinese student as an effective, persistent learner, this study shows that Chinese students are very aware of the negative, controlling impact of assessment on their lives. This study contributes to our understanding of Chinese learners in Hong Kong.

Brown, Lorraine; Jones, Ian (2013):

Encounters with racism and the international student experience.

In: Studies in Higher Education 38 (7), S. 1004–1019.

DOI:10.1080/03075079.2011.614940

Abstract:

This article makes a contribution to the existing and extensive literature on the international student experience by reporting on the incidence of racism and religious incidents experienced by international students at a university in the south of England. Out of a survey of 153 international postgraduate students, 49 had experienced some form of abuse. In most cases, this took the form of verbal abuse, though racism manifested physically for nine students. Strong emotional reactions were reported, including sadness, disappointment, homesickness and anger. There was a consequent reluctance to return to the UK as a tourist, or to offer positive word-of-mouth recommendations to future students. This article offers a portrait of the reception offered to international students against a backdrop of increased racism in the UK. A link is thus made between the micro experience and macro forces. Implications for student satisfaction and future international student recruitment are drawn.

Bruce, Christine; Stoodley, Ian (2013):

Experiencing higher degree research supervision as teaching.

In: Studies in Higher Education 38 (2), S. 226–241.

DOI:10.1080/03075079.2011.576338

Abstract:

This article describes higher degree research supervisors' experiences of supervision as teaching. While research education is considered central to the higher degree research experience, comparatively little is known to date of the teaching lenses adopted by supervisors as they go about their supervision. We worked with 35 supervisors engaged in discipline-specific and interdisciplinary research across architectural design, science, engineering, computer science, information systems and librarianship. Several of these supervisors conducted projects which interfaced with the social sciences and humanities. Nine categories describing supervisors' experiences were constructed through the adoption of a phenomenographic approach. These offer a picture of supervisors' collective awareness of supervision as teaching. Supervision as teaching was experienced as: Promoting the supervisor's development, Imparting academic expertise, Upholding academic standards, Promoting learning to research, Drawing upon student expertise, Enabling student development, Venturing into unexplored territory, Forming productive communities, and Contributing to society.

Busse, Vera (2013):

Why do first-year students of German lose motivation during their first year at university?

In: Studies in Higher Education 38 (7), S. 951–971.

DOI:10.1080/03075079.2011.602667

Abstract:

This article explores motivational changes of first-year students enrolled on German degree courses at two major UK universities. It reports on the qualitative data obtained by a longitudinal mixed-methods study, and focuses on the interplay between students' motivation and the higher education learning environment. In particular, the article aims to shed light on the significant decrease in intrinsic motivation experienced by students over the course of the first year. The qualitative data illustrate the importance of the right level of challenge for maintaining students' intrinsic motivation. It is suggested that there are three areas in which the level of challenge in the respective German degree courses may not be geared to students' needs: reading German literature, writing essays in German and grammar tuition. The article explores the reasons why students are struggling in these areas, and concludes by outlining pedagogical suggestions for how to counteract decreasing motivation during the first year at university.

Carey, Philip (2013):

Student engagement: stakeholder perspectives on course representation in university governance.

In: Studies in Higher Education 38 (9), S. 1290–1304.

DOI:10.1080/03075079.2011.621022

Abstract:

Student engagement has become a key feature of UK higher education policy and analysis. At the core of this is a notion of engagement characterised by dialogue and joint venture. The article explores this by considering the role of student representation in university governance. It focuses on the system of course representation that is a feature of most British universities. Using a small-scale, exploratory study of key stakeholders within one UK institution, it examines the context within which such representation operates. Analysis suggests that a complex interaction between cultural, social, individual and structural factors shapes the nature of representation. It concludes that enhancing engagement requires institutions to resist managerialist impulses

to regulate and control course representation. Instead, they should respond flexibly and reflexively to create an environment for meaningful engagement between students and staff.

Cheol Shin, Jung; Jeung Lee, Soo; Kim, Yangson (2013):

Research collaboration across higher education systems. maturity, language use, and regional differences.

In: Studies in Higher Education 38 (3), S. 425–440.

DOI:10.1080/03075079.2013.774585

Abstract:

This study analyzed whether research collaboration patterns differ across higher education systems based on maturity of the systems, their language, and their geographical region. This study found that collaboration patterns differ across higher education systems: academics in developed systems are more collaborative than their colleagues in developing systems; academics in English-speaking countries are no more collaborative than their colleagues in non-English speaking countries; and academics in European countries are more collaborative internationally than their colleagues in non-European countries. In addition, it was found that publication is not associated with collaboration, either domestically or internationally. This finding implies that collaboration is a different dimension from publication. Finally, the article discusses implications of the findings for evaluation systems.

Chirikov, Igor (2013):

Research universities as knowledge networks. the role of institutional research.

In: Studies in Higher Education 38 (3), S. 456–469.

DOI:10.1080/03075079.2013.773778

Abstract:

This article focuses on the elaboration of institutional research practice, which is an important element of any research university. The study addresses three questions. First, how did institutional research arise, and what is its *raison d'être* in a research university? Second, how can institutional research contribute to the improvement of the research university? And third, what are the most viable alternatives regarding the structure, staffing, and responsibilities of the institutional research office? To answer these questions, the article will draw on the historical and current state of institutional research data from different countries derived from an extensive literature review and several case studies conducted while launching and running the institutional research office at a newly established research university, the Higher School of Economics in Moscow, Russia.

Christie, Hazel; Barron, Paul; D'Annunzio-Green, Norma (2013):

Direct entrants in transition. becoming independent learners.

In: Studies in Higher Education 38 (4), S. 623–637.

DOI:10.1080/03075079.2011.588326

Abstract:

This article investigates the dynamic transitions that college leavers make to university. It draws on qualitative research with a group of students who took direct entry to the second or third year of a degree programme at university, to show that successful transitions depend on the students becoming independent learners. It argues that the students who adapt best to the new learning environment are those who understand what independent learning entails, and who are good time managers. While the transitions experienced by direct entrants are comparable to those of students entering the first year of a degree more generally, the article recognises that there are differences. The difficulties experienced by many new students – including learning how the university works – may be exacerbated amongst direct entrants because they have less time in which to adapt to the new regime and their needs are often less visible at the institutional level.

Cotton, Debby R.E.; Alcock, Ian (2013):

Commitment to environmental sustainability in the UK student population.

In: Studies in Higher Education 38 (10), S. 1457–1471.

DOI:10.1080/03075079.2011.627423

Abstract:

Sustainability is an increasingly important issue in higher education, both in the UK and internationally. Although environmental sustainability is the most frequently identified of the three pillars of sustainability (social and economic sustainability being less widely understood), there has been little previous research which has quantitatively explored the relationship between university attendance and commitment to environmental sustainability. This article presents the results of an analysis of data from the British Household Panel Survey (BHPS), which compared young adults at UK universities with other respondents of a similar age in order to explore this relationship. Commitment to environmental sustainability was measured on a scale developed from seven questionnaire items used in BHPS Wave 18, and the relationship between university attendance and subsequent scale scores was examined. Results show that university attendance has a significant positive association with commitment to environmental sustainability over other adult transition pathways, including participation in other forms of full-time education, when gender and social class are taken into account and when prior educational attainment is held constant. Thus, we argue that UK universities may have a desirable impact on environmental commitment, and we explore possible explanations for our findings.

Cross, Russell; O'Loughlin, Kieran (2013):

Continuous assessment frameworks within university English Pathway Programs. realizing formative assessment within high-stakes contexts.

In: Studies in Higher Education 38 (4), S. 584–594.

DOI:10.1080/03075079.2011.588694

Abstract:

Universities have become increasingly reliant upon English Pathway Programs (EPPs) to expand enrolments of international students who otherwise fail to satisfy standard entry requirements, as determined by standardized tests of language proficiency such as IELTS and TOEFL. EPPs provide foundation programs for mainstream university courses, with particular attention to the language skills required for academic study. This article contributes to the work on alternative assessment within higher education by focusing on the use of classroom-based assessment within such programs, and the formative potential of continuous assessment frameworks in the context of higher education. We report on an Australian case study of teacher practice within one EPP, in which ongoing classroom-based assessment contributed towards 70% of the students' final score. We argue that there is significant value for using continuous, classroom-based assessment, but the high-stakes nature of higher education restricts how its formative potential is realized in practice. We identify implications for promoting more positive learning gains, including the need to re-balance assessment tasks within course structures and the value of greater teacher autonomy.

Curşeu, Petru L.; Pluut, Helen (2013):

Student groups as learning entities. The effect of group diversity and teamwork quality on groups' cognitive complexity.

In: Studies in Higher Education 38 (1), S. 87–103.

DOI:10.1080/03075079.2011.565122

Abstract:

Collaborative learning has important group-level benefits, yet most studies in higher education only focus on individual benefits of collaborative learning experiences. This study extends these insights by testing a model in which teamwork quality mediates the impact of several compositional differences (gender, nationality and teamwork expertise diversity, as well as need for cognition disparity) on groups' cognitive complexity in a

sample of 159 student groups. The results support the mediating role of teamwork quality, and have important practical implications for the design of student groups in higher education.

Daymon, Christine; Durkin, Kathy (2013):

The impact of marketisation on postgraduate career preparedness in a high skills economy.

In: Studies in Higher Education 38 (4), S. 595–612.

DOI:10.1080/03075079.2011.590896

Abstract:

This study focuses on the consequences for high skills development of the erosion of the once clear demarcation between higher education and business. It contributes to the broader debate about the relevance of higher education for the well-being of the society of the future. The research explores the effects of marketisation on the postgraduate curriculum and students' preparedness for careers in public relations and marketing communications. Interviews with lecturers and students in two universities in the UK and Australia indicate that a tension exists between academic rigour and corporate relevancy. The consequences are a diminution of academic attachment to critique and wider social/cultural engagement, with a resulting impoverishment of students' creative abilities and critical consciences. Subsequently, graduates of public relations and marketing communications, and to some extent those from other profession-related disciplines, are insufficiently prepared for careers as knowledge workers in a future high-skills economy.

den Outer, Birgit; Handley, Karen; Price, Margaret (2013):

Situational analysis and mapping for use in education research: a reflexive methodology?

In: Studies in Higher Education 38 (10), S. 1504–1521.

DOI:10.1080/03075079.2011.641527

Abstract:

In the quest for a better reflexive research practice and to respond to the challenge of expanding on an education research repertoire, the authors consider situational analysis, proposed as a post-modern approach to grounded theory using maps. Originally situating their research projects within a social constructivist theoretical frame, the authors apply situational analysis to a qualitative study on how new joiners to an academic community come to understand the local assessment processes and the meaning of associated criteria and standards in higher education. They conclude that, although situational analysis offers important research prompts which can lead to an enhanced reflexive research practice for the educational researcher, they struggle to reconcile its postmodern approach in some of its elements with a commitment to a reflexivity agenda in the way that they have come to understand it.

Denson, Nida; Bowman, Nicholas (2013):

University diversity and preparation for a global society. the role of diversity in shaping intergroup attitudes and civic outcomes.

In: Studies in Higher Education 38 (4), S. 555–570.

DOI:10.1080/03075079.2011.584971

Abstract:

Although there is growing research showing that students' views, attitudes, and university diversity experiences promote preparation for a global society, little research is available outside of American contexts. This study utilised data collected at one Australian university to examine whether students' views and attitudes towards diversity, and their university diversity experiences, stimulate the development of key attributes needed to function effectively in a global society, namely positive intergroup attitudes and civic engagement.

The findings demonstrate that high-quality engagement with curricular diversity activities (institutionally structured opportunities for students to engage with diversity) and with diverse peers (positive diversity interactions) are associated with improved intergroup attitudes and civic engagement outcomes. The findings also reveal that poor quality engagement with diverse peers (negative diversity interactions) are negatively associated with gains in these outcomes. These findings are consistent regardless of students' pre-university experience with diversity and their openness to diversity.

Devlin, Marcia (2013):

Bridging socio-cultural incongruity: conceptualising the success of students from low socio-economic status backgrounds in Australian higher education.

In: Studies in Higher Education 38 (6), S. 939–949.

DOI:10.1080/03075079.2011.613991

Abstract:

This article examines the conceptual frames that might be used to consider the success and achievement of students from low socio-economic status in Australian higher education. Based on an examination of key literature from Australia, New Zealand, the United Kingdom and North America, it is argued that Australia should avoid adopting either a deficit conception of students from low socio-economic backgrounds or a deficit conception of the institutions into which they will move. Further, rather than it being the primary responsibility of the student or of the institution to change to ensure the success of these students, it is argued that the adjustments necessary to ensure achievement for students from low socio-economic backgrounds in Australian higher education would be most usefully conceptualised as a 'joint venture' toward bridging socio-cultural incongruity.

Doiz, Aintzane; Lasagabaster, David; Sierra, Juan (2013):

Globalisation, internationalisation, multilingualism and linguistic strains in higher education.

In: Studies in Higher Education 38 (9), S. 1407–1421.

DOI:10.1080/03075079.2011.642349

Abstract:

One effect of the Bologna Declaration is that teaching staff and students are becoming more mobile, increasing linguistic diversity in the European Higher Education Area. This multilingual internationalisation is especially noticeable in bilingual universities such as the University of the Basque Country in Spain, where English-medium instruction is becoming more popular. In order to understand higher education multilingual contexts, it is essential to analyse the personal, social, cultural, political and economic struggles that surround the different languages in contact, while becoming critically aware of what this multilingualism implies. Through discussion groups in which different members of the community participated, we researched how the university community deals with the main issues surrounding the university's multilingual policy and practices. We shall address the concerns that different members of the community have expressed in this new context, and the interplay between Basque, a minority language, Spanish, the mainstream language and English.

Done, Elizabeth; Knowler, Helen (2013):

Features of a post-identitarian pedagogy (with reference to postgraduate student writing and the continuing professional development of teachers).

In: Studies in Higher Education 38 (9), S. 1319–1333.

DOI:10.1080/03075079.2011.621023

Abstract:

This article responds to Aitchison's observation that development of new pedagogic practices for teaching writing is inhibited by lack of research into how such pedagogies work in practice. The article refers to research into the introduction of a module, 'Writing as Professional Development', on a part-time master's-level programme for practising teachers at a UK university in 2009. The module was conceived as a post-identitarian pedagogic strategy with the potential for wider application. The post-structuralist rationale for this strategy is outlined, along with key features. Post-structuralist constructivism and expressionism challenges the separation of thought and affect in the positivistic and cognitive educational psychological frames that predominate in teacher education, continuing professional development and educational theory more generally. Relational post-identitarian pedagogic practices can generate empathic support for experimentation, and facilitate writing from experiential realities whilst simultaneously fostering critical engagement with theory.

Edgar, Fiona; Geare, Alan (2013):

Factors influencing university research performance.

In: Studies in Higher Education 38 (5), S. 774–792.

DOI:10.1080/03075079.2011.601811

Abstract:

This research extends our understanding of research productivity by examining features of managerial practice and culture within university departments. Adopting a robust comparative research design, capturing both interview and survey data sourced from multiple stakeholders from New Zealand universities, we seek to identify factors associated with superior research performance. The findings show that autonomy and egalitarianism, along with a strong cultural ethos supporting achievement and individualism are characteristics of high functioning departments. These comprise core features of commitment-oriented work settings, but we find them to be largely absent from the work environments of low performers. This disparity leads us to consider whether certain managerial practices, when coupled with a supporting set of cultural characteristics, are crucial to influencing research performance outcomes. Management and academics in higher education settings should consider these findings of interest and benefit, as universities in a number of countries approach further rounds of research performance assessment.

Ek, Anne-Charlotte; Ideland, Malin; Jönsson, Sandra; Malmberg, Claes (2013):

The tension between marketisation and academisation in higher education.

In: Studies in Higher Education 38 (9), S. 1305–1318.

DOI:10.1080/03075079.2011.619656

Abstract:

Contemporary changes in higher education in Sweden are characterised by two educational discourses: marketisation and academisation. Demands to meet market requirements, as well as to make education more scientific, have created tensions between and within institutional cultures. Using interviews with 16 heads of departments, the authors investigate how tensions between marketisation and academisation were handled in discipline-oriented and professional-oriented departments. The heads of discipline-oriented departments experienced marketisation as a threat to the university trademark, because it was seen to challenge academic autonomy. On the other hand, heads of professional-oriented departments felt that academisation was the main issue to be dealt with, as it shifted focus from practical skills towards academic meritocracy. Consequently, it is not possible to discuss these changes without considering that conditions differ substantially across the university. Responses to these changes can be countered by culturally sensitive strategies, rather than by adopting a 'one size fits all' approach.

Evans, Linda; Cosnefroy, Laurent (2013):

The dawn of a new professionalism in the French academy? Academics facing the challenges of change.

In: Studies in Higher Education 38 (8), S. 1201–1221.

DOI:10.1080/03075079.2013.833024

Abstract:

Using as an analytical framework Evans's conceptualisation of professionalism, this article examines the implications for academic professionalism in the French higher education sector of reforms and significant changes that have evolved over the last few decades, including: the Investissements d'Avenir programme, the Loi de programme pour la recherche, the loi relative aux libertés et responsabilités des universités, increasing massification, and the drive to boost undergraduate student retention. Drawing upon comparative cases of parallel changes to higher education in other national contexts, and identifying changes to academic professionalism in relation to Evans's three components (behavioural, attitudinal and intellectual), and 11 dimensions, of professionalism, the authors sketch out the 'shape' and outline the nature of a new academic professionalism that they believe has been set in motion and that they envisage evolving in France.

Fitzmaurice, Marian (2013):

Constructing professional identity as a new academic. a moral endeavour.

In: Studies in Higher Education 38 (4), S. 613–622.

DOI:10.1080/03075079.2011.594501

Abstract:

There is an emergent literature on the professional identities of academics working in higher education but little attention has been given to academics new to higher education. Yet, for new academic staff entering higher education, questions arise in relation to their identity and purpose, and the moral and value dimension of identity remains an important, but under explored, element of identity construction. This research draws on the literature on morality and ethics, and data from an interview study, in order to redress the absence of discussion and discourse about the role these latter two concepts play in the identity construction of new academics, in order to provide a fuller understanding of their identity construction. Attention is drawn to important aspects of morality evident in their experiences as they forge an identity. From the research it is clear that becoming an academic is experienced as a cognitive and emotive process, and is a moral endeavour grounded in virtues of honesty, care and compassion.

Gallo, Maria L. (2013):

Higher education over a lifespan: a gown to grave assessment of a lifelong relationship between universities and their graduates.

In: Studies in Higher Education 38 (8), S. 1150–1161.

DOI:10.1080/03075079.2013.833029

Abstract:

Graduation day often includes an oration by a Vice-Chancellor or President reminding the newest cohort of alumni to 'keep in touch' with their alma mater. Often, graduates dismiss this invitation instead of embracing this lifelong opportunity. As the only constant – and constantly growing – stakeholder group of higher education institutions (HEIs), this research analyses the wide range of interactive opportunities offered to alumni over their lifetime. This research probes the common 'student as customer' rhetoric through the lens of a supposition of interactive participation in public systems: in this case graduates and their universities. These interactive opportunities are organised using an alumni relationship building cycle, allowing the alumni–university connection to evolve under the themes affiliation, affinity, engagement and support. A case study of an Irish university demonstrates some concrete examples of the interactions, and thus opportunities, available to alumni.

Gleeson, Jim (2013):

The European Credit Transfer System and curriculum design: product before process?

In: Studies in Higher Education 38 (6), S. 921–938.

DOI:10.1080/03075079.2011.610101

Abstract:

This article critically considers the European Credit Transfer System (ECTS) from the perspectives of outcomes-based education and the alternative process model of curriculum design. The uses of ECTS to ensure quality control and accountability and promote international student mobility are discussed. The article concludes with a discussion of the purposes of a university education, and calls for evidence-informed debate in relation to models of curriculum design for higher education.

Grace, Sandra; Trede, Franziska (2013):

Developing professionalism in physiotherapy and dietetics students in professional entry courses.

In: Studies in Higher Education 38 (6), S. 793–806.

DOI:10.1080/03075079.2011.603410

Abstract:

In a context of education focused on skill mastery and graduate-level competence in preparation for professional practice, the notion of professionalism could be reduced to measurable and rules-based concepts, and the values, ethical decision making and professional autonomy that underpin it could be overlooked. Using a blend of hermeneutic phenomenology and discourse analysis, this article explores how professionalism is understood, talked about and experienced by lecturers and students in physiotherapy and dietetics courses at an Australian university. The findings of the study highlight the complex and evolving nature of professionalism. Understandings of professionalism appeared to be influenced by opportunities to think about and discuss values that inform them. Moreover, issues like cultural competence and environmental sustainability were not part of participants' understandings of professionalism, suggesting a need to rethink philosophical approaches and pedagogical strategies to develop a notion of professionalism that adequately prepares students for the demands of contemporary professional practice.

Green, David A.; Little, Deandra (2013):

Academic development on the margins.

In: Studies in Higher Education 38 (4), S. 523–537.

DOI:10.1080/03075079.2011.583640

Abstract:

Academic developers have typically moved into development from another discipline, and have been described as 'academic migrants'. In this theoretical exploration, the authors examine how studies of marginality can add to our understanding of this process of migration, situating their work alongside studies that describe the academy with geo-political and topographical metaphors. They map the different types of marginality affecting academic developers, and draw on Stonequist's study of migration to explore ways that they, as academic developers, define their 'hybrid' academic identities, and how developers may find marginality a beneficial position when working with and around the power dynamics of institutions. Finally, they suggest a new way to conceptualize academic development work, and pose questions for future empirical studies investigating the ways in which a homeland on the margins is simultaneously peripheral and vital.

Guzmán-Valenzuela, Carolina; Barnett, Ronald (2013):

Marketing time: evolving timescapes in academia.

In: Studies in Higher Education 38 (8), S. 1120–1134.

DOI:10.1080/03075079.2013.833032

Abstract:

In countries such as Chile in which a neoliberal economic approach is predominant, higher education systems are characterized by productivity, competition for resources and income generation, all of which have impact on academics' experiences of time. Through a qualitative approach in which 20 interviews and two focus groups were conducted, this study focuses on a public university in Chile and examines ways in which academics experience time. The results reveal a felt expansion and contraction of time and timeframes to which academics accord different levels of investment. A patterning of narratives of time can be glimpsed in which academics are trading slots of time: they surrender part of their time to service institutional demands in return for time spaces in which they can pursue their own academic interests. Accordingly, the concept of time-markets may be helpful in understanding the evolution of higher education systems in neoliberal environments more generally.

Herbert, Anne; Tienari, Janne (2013):

Transplanting tenure and the (re)construction of academic freedoms.

In: Studies in Higher Education 38 (2), S. 157–173.

DOI:10.1080/03075079.2011.569707

Abstract:

In a radical change to modes of academic employment in Finland, a newly merged university is introducing a tenure track system based on examples from the United States. Analyzing texts produced by university strategists, on the one hand, and interviews with staff affected by the system, on the other, we explore how notions of academic freedom are (re)constructed when tenure is transplanted into a new context. Our exploratory study builds on Marginson's work, and seeks to understand, first, how tenure becomes a tool for realizing senior management strategic intent in universities and, second, how it affects academics' understandings of freedoms. It is argued that tenure and its effects need to be considered vis-à-vis the local context where it is adopted and adapted.

Holmes, Leonard (2013):

Competing perspectives on graduate employability. possession, position or process?

In: Studies in Higher Education 38 (4), S. 538–554.

DOI: 10.1080/03075079.2011.587140

Abstract:

Employability has become, and is likely to continue to be, a major issue for a variety of stakeholders in higher education. The article examines three competing perspectives on employability, termed here as the 'possessive', 'positioning' and 'processual' approaches. The first of these, based on notions of skills and attributes, dominates the policy and practice discourse but, it is argued, is deeply flawed in theoretical terms. The second perspective, based on social positioning theory, is shown to be more in accord with the evidence of employment outcomes, but tends, arguably, to lead to a 'counsel of despair'. The processual perspective is then presented, particularly focusing on the concept of graduate identity. The article argues that this is theoretically robust, is supported by empirical evidence, and provides a sound basis for curriculum and other forms of intervention to enhance graduate employability.

Jacob, Merle; Meek, V. Lynn (2013):

Scientific mobility and international research networks. trends and policy tools for promoting research excellence and capacity building.

In: Studies in Higher Education 38 (3), S. 331–344.

DOI:10.1080/03075079.2013.773789

Abstract:

One of the ways in which globalization is manifesting itself in higher education and research is through the increasing importance and emphasis on scientific mobility. This article seeks to provide an overview and analysis of current trends and policy tools for promoting mobility. The article argues that the mobility of scientific labour is an indispensable prerequisite for building capacity and world-class excellence. Many of the newly emerging economies have been able to leverage themselves to advantageous positions in the global scientific economy through the skilful deployment of international research networks. Mobility is still a mixed blessing since scientific labour, like other scarce resources, has a tendency to cluster towards the centre. However, given advances in communication technology and the presence of good research infrastructure, a core group of networked researchers can go a long way towards helping a country with modest scientific resources achieve world-class excellence.

Jaldemark, Jimmy; Lindberg, J. Ola (2013):

Technology-mediated supervision of undergraduate students' dissertations.

In: Studies in Higher Education 38 (9), S. 1382–1392.

DOI:10.1080/03075079.2011.626851

Abstract:

In Sweden, technology-mediated participation has increased in tertiary education, which has led to changing conditions for its delivery. However, one part has proven more resistant to change, technology-mediated or not: the supervision of students' undergraduate dissertation work. This article presents a study that analyses technological applications to mediate supervision of students' undergraduate dissertation work. It is shown that students in general find such mediated participation helpful for supervision, both one-to-one and collaboratively. Mediation by technologies and collaborative forms for the supervision of students' undergraduate dissertation are, therefore, suggested as productive ways to enhance students' learning.

Jungert, Tomas (2013):

Social identities among engineering students and through their transition to work. a longitudinal study.

In: Studies in Higher Education 38 (1), S. 39–52.

DOI:10.1080/03075079.2011.560934

Abstract:

This article draws on a longitudinal and qualitative study of students in a master's program in engineering. Interpretative phenomenological analysis was used to analyze annual, semi-structured interviews with ten students, from the first semester until one year after graduation. The program enjoys a high status and has a reputation of being highly demanding. The results show how the students categorize themselves in relation to outgroups, and partly supports earlier research. The longitudinal design made it possible to study how students' social identities changed throughout their program, and when they went through a transition process to work. The graduated students developed an identity change, which involved a restructuring of the ways in which they understood their position in the social world.

Kahu, Ella R. (2013):

Framing student engagement in higher education.

In: Studies in Higher Education 38 (5), S. 758–773.

DOI:10.1080/03075079.2011.598505

Abstract:

Student engagement is widely recognised as an important influence on achievement and learning in higher education and as such is being widely theorised and researched. This article firstly reviews and critiques the four dominant research perspectives on student engagement: the behavioural perspective, which foregrounds student behaviour and institutional practice; the psychological perspective, which clearly defines engagement as an individual psycho-social process; the socio-cultural perspective, which highlights the critical role of the socio-political context; and, finally, the holistic perspective, which takes a broader view of engagement. Key problems are identified, in particular poor definitions and a lack of distinction between the state of engagement, factors that influence student engagement, and the immediate and longer term consequences of engagement. The second part of the article presents a conceptual framework that overcomes these problems, incorporating valuable elements from each of the perspectives, to enable a better shared understanding of student engagement to frame future research and improve student outcomes.

Kalafatis, Stavros; Ledden, Lesley (2013):

Carry-over effects in perceptions of educational value.

In: Studies in Higher Education 38 (10), S. 1540–1561.

DOI:10.1080/03075079.2011.643862

Abstract:

The marketisation of higher education has led to the need for universities to apply marketing concepts normally associated with commercial markets to the educational context. Consumer value, which considers how consumers perceive the outcomes of their consumption experiences, is one such concept. This study examines the impact that students' perceptions of educational value at a specific point in time have on subsequent evaluations of value during a one-year programme of study. Data were collected from a matched sample of 45 postgraduate students at three time points, and the resultant data were analysed using partial least squares. The results confirm the presence of carry-over effects in perceptions of value and indicate that, during the consumption experience, there is re-formulation, modification and adjustment in students' perceptions of value. The findings demonstrate the temporal nature of perceptions of educational value, and offer new insights for education managers in understanding the student consumption experience.

Kearney, Mary-Louise; Lincoln, Daniel (2013):

Research universities. networking the knowledge economy.

[Editorial]. In: Studies in Higher Education 38 (3), S. 313–315.

DOI:10.1080/03075079.2013.778682

Kearney, Mary-Louise; Lincoln, Daniel (2013):

The purposes of higher education: responses from a globalized world.

[Foreword]. In: Studies in Higher Education 38 (8), S. 1103–1104.

DOI:10.1080/03075079.2013.838094

Khosa, Deep K.; Volet, Simone E. (2013):

Promoting effective collaborative case-based learning at university: a metacognitive intervention.

In: Studies in Higher Education 38 (6), S. 870–889.

DOI:10.1080/03075079.2011.604409

Abstract:

The use of student-led collaborative learning activities at university level has increased dramatically in recent decades. However, whether such activities foster engagement in self-regulated, deep-learning practices remains contentious, with evidence that desirable learning outcomes are often not achieved. A metacognitive intervention was designed to induce groups of students to engage in productive learning from each other, while working on a clinical case-based group assignment. The intervention introduced students to a twofold metacognitive strategy aimed at enhancing learning through meaning making in group interactions and high-level questioning. The research involved a semi-experimental design, with a previous student cohort providing control data. Observation and self-report data converged to show that the intervention led to increased time spent on case content-discussion, but not at the desired deep level. The intervention's positive impact was also evident in self-reports of personal goals, perceived difficulty of the assignment, group and task challenges, and evaluations of learning.

Kilgore, Deborah; Sattler, Brook; Turns, Jennifer (2013):

From fragmentation to continuity: engineering students making sense of experience through the development of a professional portfolio.

In: Studies in Higher Education 38 (6), S. 807–826.

DOI:10.1080/03075079.2011.610501

Abstract:

Experience is commonly held to be essential for learning, especially in a professional discipline like engineering. However experiences, if unexamined, are not necessarily educative. This article explores the potential to fully claim prior experience as educative through the development of a professional portfolio. Eleven students developed portfolios and participated in qualitative interviews. The findings revealed that these students added educative value to their prior experiences in this process.

Knobel, Marcelo; Patricia Simões, Tania; Henrique de Brito Cruz, Carlos (2013):

International collaborations between research universities. experiences and best practices.

In: Studies in Higher Education 38 (3), S. 405–424.

DOI:10.1080/03075079.2013.773793

Abstract:

The world science scenario has observed, in recent years, an important transformation. With the advent of fairly complete publication databases and the improvement of the Internet a number of world university rankings were created, with a clear bias towards research universities. Also, a new field of scientometrics has been developed, and recent studies have clearly demonstrated that the impact of a publication increases if it is written by authors of more than one country. A general overview of the research collaboration landscape is presented, considering the advantages and problems of international cooperation and the role of research universities. In particular, the case of Ibero-America is explained, with a detailed focus on Brazil. Some interesting practices that have been introduced to improve the degree of internationalization of Brazilian science are shown and discussed.

Koljatic, Mladen; Silva, Monica (2013):

Opening a side-gate: engaging the excluded in Chilean higher education through test-blind admission.

In: Studies in Higher Education 38 (10), S. 1427–1441.

DOI:10.1080/03075079.2011.623299

Abstract:

The article describes a test-blind admission initiative in a Chilean research university aimed at expanding the inclusion of talented, albeit educationally and socially disadvantaged, students. The outcomes of the test-blind admission cohort were compared with those of students admitted via the regular admission procedure to the same academic program. The outcomes of interest were first-term college grade point average, dropout rates, graduation rates and the quality of the first-year university experience. Given the extremely adverse entry conditions of the test-blind cohort, the results of their academic performance are encouraging. In terms of graduation rates within a time lag of one calendar year, no significant difference was observed between the regular admission and the test-blind admission.

Koskina, Aikaterini (2013):

What does the student psychological contract mean? Evidence from a UK business school.

In: Studies in Higher Education 38 (7), S. 1020–1036.

DOI:10.1080/03075079.2011.618945

Abstract:

Much has been written about psychological contracts in organisational contexts but very little in educational settings, especially within higher education. Using an exploratory single case study this article provides qualitative empirical evidence about the ways in which the psychological contract is perceived by a group of postgraduate students and academics in one English business school. The study explores the concepts and relationships that students attach to the psychological contract. The findings show that the student psychological contract differs in important ways from the employment psychological contract. An amalgam of transactional, relational and ideological expectations was found to form the basis of the perceived reciprocal exchange between students, their tutors and their learning institution.

Kreber, Carolin (2013):

Empowering the scholarship of teaching: an Arendtian and critical perspective.

In: Studies in Higher Education 38 (6), S. 857–869.

DOI:10.1080/03075079.2011.602396

Abstract:

This conceptual study challenges narrow interpretations of the scholarship of teaching as an 'evidence-based practice', employing as analytical tools Habermas's validity claims and Arendt's tripartite categorisation of human activity. Distinctive features of scholarship, 'making public' and 'peer review', are re-interpreted through the lens of these tools. It is argued, first, that the scholarship of teaching is observed not only in the instrumental but also the communicative and emancipatory learning that professional engagement with teaching demand; and, second, that 'making public' goes beyond sharing one's work through conferences, journals or web-postings, to include subjecting one's views to the critical scrutiny of others, and making intentional efforts towards renewing the world in which we learn, teach and live. Enquiries into 'what works', 'what is to be done' and 'why do it' hold the greatest promise to empower the scholarship of teaching, and to address issues of justice and equality in and through higher education.

Kwan, Becky Siu Chu (2013):

Facilitating novice researchers in project publishing during the doctoral years and beyond. a Hong Kong-based study.

In: Studies in Higher Education 38 (2), S. 207–225.

DOI:10.1080/03075079.2011.576755

Abstract:

This article examines the existing training that a group of supervisors in Hong Kong provide for their PhD students in helping them publish during their doctoral studies, and preparing them for the publishing demands in the early phase of their academic careers. The supervisors were interviewed about the types of training they provided for their students in handling project publishing. The types of training they described were examined in terms of five domains of competence: (1) in conceiving publishable projects, (2) in project/output management, (3) in research communication, (4) in handling reviewers' comments, and (5) in thesis-publication alignment/transfers. Findings reveal that training was heavily weighted towards research communication and mostly directed at manuscripts-in-progress. Advice on how to handle reviewers' comments was also reported in some of the interviews, making it the second most frequent type of coaching described. Pedagogical implications for the universities in the context under investigation will be discussed.

Leathwood, Carole; Read, Barbara (2013):

Research policy and academic performativity: compliance, contestation and complicity.

In: Studies in Higher Education 38 (8), S. 1162–1174.

DOI:10.1080/03075079.2013.833025

Abstract:

Research, a major purpose of higher education, has become increasingly important in a context of global economic competitiveness. In this paper, we draw on data from email interviews with academics in Britain to explore responses to current research policy trends. Although the majority of academics expressed opposition to current policy developments, most were nevertheless complying with research imperatives. Informed by a Foucauldian conceptualisation of audit, feminist research on gendered performativity, and sociological and psycho-social theoretical resources on the affective, we discuss compliance, contestation and complicity in relation both to the data and to our own location as academics in this field.

Lin, Hung-Ming; Tsai, Chin-Chung (2013):

The development of the Conceptions of Learning Management inventory.

In: Studies in Higher Education 38 (5), S. 741–757.

DOI:10.1080/03075079.2011.593621

Abstract:

The purpose of this study was to develop a questionnaire (called the Conceptions of Learning Management [COLM] inventory) to assess students' six categories of learning management (i.e. the learning of management), including learning management as 'memorizing,' 'testing,' 'applying,' 'gaining higher status,' 'understanding' and 'seeing in a new way.' Testing the scales with 428 students confirmed a six-factor structure through confirmatory factor analysis, and indicated an acceptable reliability and validity. The results also revealed gender and grade level differences in students' conceptions of learning management. Moreover, the 'testing' conception was negatively correlated with the conceptions of 'applying,' 'gaining higher status,' 'understanding' and 'seeing in a new way.' Possible reasons were discussed through a follow-up interview study, showing that students who agreed more with the 'testing' conception regarded tests as a motivation for studying, while students agreeing less focused more on applying and understanding knowledge than on preparing for tests in learning management.

Lindén, Jitka; Ohlin, Mats; Brodin, Eva M. (2013):

Mentorship, supervision and learning experience in PhD education.

In: Studies in Higher Education 38 (5), S. 639–662.

DOI:10.1080/03075079.2011.596526

Abstract:

The learning that ensued from the mentorship relationship on a mentorship program for doctoral students at a Swedish university was studied in three cases (two in social science and one in technology). The aim was: (a) to explore how doctoral students, their formal mentors and their supervisors describe their own learning, and how they perceive learning of the other individuals who are part of the developmental relationship; (b) to explore the doctoral students' learning outcomes. A total of nine semi-structured interviews were conducted. The results show variations in reciprocal learning among the participants, both within and across the cases. The students' perceived formal and/or personal aims at the outset of the mentorship program were partly achieved. However, doctoral students' task/role learning was generally emphasized, rather than personal learning. Finally, the students perceived a lack of role model learning.

Lucas, Ursula; Tan, Phaik Leng (2013):

Developing a capacity to engage in critical reflection. students' 'ways of knowing' within an undergraduate business and accounting programme.

In: Studies in Higher Education 38 (1), S. 104–123.

DOI: 10.1080/03075079.2011.569706

Abstract:

The development of a capacity to engage in critical reflection is central to higher education. However, students vary in this capacity and its development requires students to move from an absolute towards a contextual way of knowing. Using 32 semi-structured interviews, this study identifies the ways of knowing of 17 business and accounting students at a large new United Kingdom (UK) university. In this study, absolute and transitional ways of knowing were found to be predominant. This appears to be significantly related to: (1) an extrinsic motivation for studying for a UK business or accounting degree and the desire to obtain a 'good degree'; (2) a strong focus on the organisation of learning, rather than on what is learnt; and (3) a strong focus on, and an unquestioning attitude to, assessment. The implications of these findings for further research and pedagogy within higher education are discussed.

Luescher-Mamashela, Thierry M. (2013):

Student representation in university decision making: good reasons, a new lens?

In: Studies in Higher Education 38 (10), S. 1442–1456.

DOI:10.1080/03075079.2011.625496

Abstract:

This article outlines the main cases for and related objections against student representation in university governance found in the relevant literature, and proposes a way in which variations in student representation within institutions may be understood and justified. It contextualises the modern origins of student representation in the experience of university democratisation of the 1960s and early 1970s. By means of a review of scholarship, it outlines the various 'good reasons' for and against student representation in relation to the most prevalent justifications: i.e. the politically-realist, consumerist, communitarian and democratic and consequentialist cases for student representation. The article then outlines how these complementary and contradictory positions may serve as a complex set of criteria or 'lens' for analysing and justifying the representation of students in various domains of university decision making.

Macaskill, Ann; Denovan, Andrew (2013):

Developing autonomous learning in first year university students using perspectives from positive psychology.

In: Studies in Higher Education 38 (1), S. 124–142.

DOI:10.1080/03075079.2011.566325

Abstract:

Autonomous learning is a commonly occurring learning outcome from university study, and it is argued that students require confidence in their own abilities to achieve this. Using approaches from positive psychology, this study aimed to develop confidence in first-year university students to facilitate autonomous learning. Psychological character strengths were assessed in 214 students on day one at university. Two weeks later their top three strengths were given to them in study skills modules as part of a psycho-educational intervention designed to increase their self-efficacy and self-esteem. The impact of the intervention was assessed against a control group of 40 students who had not received the intervention. The results suggested that students were more confident after the intervention, and that levels of autonomous learning increased significantly compared to the controls. Character strengths were found to be associated with self-efficacy, self-esteem and autonomous learning in ways that were theoretically meaningful.

McCarthy, Dianne; Rands, Marc (2013):

Learned societies. a bridge between research, policy making and funding.

In: Studies in Higher Education 38 (3), S. 470–483.

DOI:10.1080/03075079.2013.773216

Abstract:

Learned societies play a number of roles in countries around the world, including national representation of the research community; recognising and rewarding research achievement; and as funding agents for fellowships, research grants or research institutes. They have a networking role both within national research communities and in linking with international networks, and can provide a national and neutral forum for academia, government and industry. The roles learned societies play reflect their national context and history, and this article outlines the context, history and approach of the Royal Society of New Zealand, as a multidisciplinary national academy, encompassing science, social science, technology and the humanities.

Mewburn, Inger; Thomson, Pat (2013):

Why do academics blog? An analysis of audiences, purposes and challenges.

In: Studies in Higher Education 38 (8), S. 1105–1119.

DOI:10.1080/03075079.2013.835624

Abstract:

Academics are increasingly being urged to blog in order to expand their audiences, create networks and to learn to write in more reader friendly style. This paper holds this advocacy up to empirical scrutiny. A content analysis of 100 academic blogs suggests that academics most commonly write about academic work conditions and policy contexts, share information and provide advice; the intended audience for this work is other higher education staff. We contend that academic blogging may constitute a community of practice in which a hybrid public/private academic operates in a 'gift economy'. We note however that academic blogging is increasingly of interest to institutions and this may challenge some of the current practices we have recorded. We conclude that there is still much to learn about academic blogging practices.

Mikkonen, Johanna; Ruohoniemi, Mirja; Lindblom-Ylänne, Sari (2013):

The role of individual interest and future goals during the first years of university studies.

In: Studies in Higher Education 38 (1), S. 71–86.

DOI:10.1080/03075079.2011.564608

Abstract:

In this study, 28 university students from two different fields – the humanities and veterinary medicine – were interviewed. The aim was to explore the role of individual interest and future goals during the first two years of university study through retrospective interviews. The results showed that, while support from the learning environment was necessary, in most cases study had to some degree been based on individual interest. A heavy workload was found to hinder interest-based studying in veterinary medicine, whereas clear future goals helped these students to remain committed. Even though individual interest played an important role in the humanities, a lack of future goals diminished students' commitment to their studies.

Moore, Tim (2013):

Critical thinking. seven definitions in search of a concept.

In: Studies in Higher Education 38 (4), S. 506–522.

DOI:10.1080/03075079.2011.586995

Abstract:

The article reports a study that investigated ideas about critical thinking as held by academics working in three disciplines: history, philosophy and cultural studies. At least seven definitional strands were identified in the informants' commentaries, namely critical thinking: (i) as judgement; (ii) as skepticism; (iii) as a simple originality; (iv) as sensitive readings; (v) as rationality; (vi) as an activist engagement with knowledge; and (vii) as self-reflexivity. This multiplicity of meanings is thought to have important implications for university teaching and learning. The design of the study and the conclusions drawn from it draw heavily on Wittgenstein's idea of meaning as use.

Murakami-Ramalho, Elizabeth; Militello, Matthew; Piert, Joyce (2013):

A view from within. how doctoral students in educational administration develop research knowledge and identity.

In: Studies in Higher Education 38 (2), S. 256–271.

DOI:10.1080/03075079.2011.578738

Abstract:

This study reports on experiences of doctoral students in educational administration at a time when the effectiveness of programs preparing practitioners and academics in this field are being questioned. Concerns related to how students in educational administration developed knowledge about research and identity as researchers were closely examined in a research-intensive university in the United States. Through participant interviews and personal narratives, findings revealed the challenges encountered at the nexus of the effectiveness of the educational program intersecting with the experiences of the doctoral students. Participants shared the importance of proximity to campus, self-advocacy, student status (full-time versus part-time) and personal and professional goals as influencing their development of research knowledge and identity. There were indicators that communities of practice, relationships with faculty, thematic pedagogy, public practice and action-oriented research were equally important in acquiring research knowledge and in developing a research identity.

Murray, Neil (2013):

Widening participation and English language proficiency. a convergence with implications for assessment practices in higher education.

In: *Studies in Higher Education* 38 (2), S. 299–311.

DOI: 10.1080/03075079.2011.580838

Abstract:

The widening participation agenda has important implications for those in English-medium higher education institutions responsible for the provision of English language support. Importantly, given the diverse nature of the 'non-traditional' student cohort that is the focus of this agenda, that section of the student population potentially requiring English language development extends beyond those students of non-English speaking backgrounds – traditionally the focus of such provision – to include native speakers of English whose language exhibits forms (dialectal characteristics) not necessarily in keeping with the expectations of the academy, or indeed the workplace post-graduation. In order to ensure that these students have access to language support resources that are squeezed by ever-present funding pressures, there needs to be a mechanism for identifying those most at risk due to weak language. This article considers some of the issues around the implementation of a post-enrolment English language assessment regime.

Ng, Lai Ling; Pemberton, Jon (2013):

Research-based communities of practice in UK higher education.

In: *Studies in Higher Education* 38 (10), S. 1522–1539.

DOI:10.1080/03075079.2011.642348

Abstract:

Research is an integral element of the work of higher education institutions, underpinning not only academics' responsibilities in developing intellectual skills and personal reputations, but contributing to the status of an organisation. Whilst formalised approaches are adopted for developing research, there is a growing trend towards informal groupings or communities of practice. This research, based on interviews with members of five research-based communities of practice, examines the values and motivation of individuals involved in developing research within these higher education communities. The findings reveal that 20 such values are apparent with 12 of these observed in past research; the other eight have emerged from this research and centre on a number of issues, including the need to overcome intellectual isolation, generation of tangible research outcomes, increased synergy and leverage, and creation of collaborative research.

Nicholson, Laura; Putwain, David; Connors, Liz; Hornby-Atkinson, Pat (2013):

The key to successful achievement as an undergraduate student. confidence and realistic expectations?

In: *Studies in Higher Education* 38 (2), S. 285–298.

DOI:10.1080/03075079.2011.585710

Abstract:

This study examined how expectations of independent study and academic behavioural confidence predicted end-of-semester marks in a sample of undergraduate students. Students' expectations and academic behavioural confidence were measured near the beginning of the semester, and academic performance was taken from aggregated end-of-semester marks. Results suggested that a realistic expectation of undergraduate study, where the student took responsibility for their own learning, predicted higher end-of-semester marks. Students who were confident in their ability to attain high grades and attend taught sessions also performed better in their end-of-semester marks. Confidence in attending taught sessions also buffered against the negative impact of holding an unrealistic expectation of undergraduate study. These findings suggest that measures taken to encourage a realistic expectation of the nature of undergraduate study and boost academic behavioural confidence may benefit students' performance at university.

Oleksiyenko, Anatoly; Cheng, Kai-Ming; Yip, Hak-Kwong (2013):

International student mobility in Hong Kong: private good, public good, or trade in services?

In: Studies in Higher Education 38 (7), S. 1079–1101.

DOI:10.1080/03075079.2011.630726

Abstract:

International student mobility has emerged as a key source of societal and educational transformations in the booming economies of East Asia. International competencies are increasingly valued by employees and employers alike. Given the uneven distribution of international student flows, and the inequitable levels of benefit that they bring to various locales and institutions, some jurisdictions are seeking the optimal policy instruments for leveraging public and private interests in the mobility of human resources and knowledge. This case study of Hong Kong looks at the outbound–inbound student flows and explains how the government facilitates cross-border education balances. The researchers utilized the four modes of the General Agreement on Trades in Services framework, and found it to be a helpful tool in analyzing the government's balancing act, despite the challenges associated with the conceptualization of international student mobility as a commodity or trade in services.

Orsmond, Paul; Merry, Stephen; Callaghan, Arthur (2013):

Communities of practice and ways to learning: charting the progress of biology undergraduates.

In: Studies in Higher Education 38 (6), S. 890–906.

DOI:10.1080/03075079.2011.606364

Abstract:

This article discusses social learning outside of the overt curriculum. A thematic approach was used to analyse data from semi-structured interviews with 30 biological sciences students from a post-1992 university in the UK. The results indicate that: (1) students form communities of practice which function outside the formal curriculum, (2) there is a changing profile to community practice over three years of study as undergraduates revise their sense of academic identity, and (3) students' communities of practice seem to be influenced by external social networks which remain constant in their nature over three years of study. Findings are discussed in terms of Wenger's framework for the development of communities of practice, the role of distributed cognition in student social learning, and the importance of social capital within student social learning networks. Implications for the taught curriculum and how it is delivered are considered.

Palmer, Mark; Simmons, Geoff; Hall, Matthew (2013):

Textbook (non-) adoption motives, legitimizing strategies and academic field configuration.

In: Studies in Higher Education 38 (4), S. 485–505.

DOI:10.1080/03075079.2011.583983

Abstract:

Textbooks are an integral part of structured syllabus coverage in higher education. The argument advanced in this article is that textbooks are not simply products of inscription and embodied scholarly labour for pedagogical purposes, but embedded institutional artefacts that configure entire academic subject fields. Empirically, this article shows the various ways that motives of the (non-) adoption of textbooks have field institutional configuration effects. The research contribution of our study is threefold. First, we re-theorise the textbook as an artefact that is part of the institutional work and epistemic culture of academia. Second, we empirically show that the vocabularies of motive of textbook (non-) adoption and rhetorical strategies form the basis for social action and configuration across micro, meso and macro field levels. Our final contribution is

a conceptualization of the ways that textbook (non-) adoption motives ascribe meaning to the legitimating processes in the configuration of whole subject fields.

Papagiannidis, Savvas (2013):

Adopting online taster courses in postgraduate recruitment: the case of a British business school.

In: Studies in Higher Education 38 (7), S. 1058–1078.

DOI:10.1080/03075079.2011.619006

Abstract:

Given the increasing competition faced by higher education institutions when it comes to attracting postgraduate students, and the implications of the global financial crisis, technology can play a critical role in not only promoting courses, but also enhancing the student recruitment experience, especially for international students. This article examines a case in which online taster courses were set up and run in a British business school. Its main research objectives were to examine the practicalities and implications of setting up a system for supporting online taster courses, and to assess the potential effectiveness of online taster courses as a recruitment tool. An action research approach was adopted, with the author undertaking the infrastructure set-up, course development and delivery. Six courses were delivered, with quantitative and qualitative data collected in the process. These were analysed and interpreted in the context of the project's objectives, leading to recommendations for marketing practice.

Pilbeam, Colin; Lloyd-Jones, Gaynor; Denyer, David (2013):

Leveraging value in doctoral student networks through social capital.

In: Studies in Higher Education 38 (10), S. 1472–1489.

DOI:10.1080/03075079.2011.636800

Abstract:

UK higher education policy relating to doctoral-level education assumes that student networks provide the basis for informal learning and the acquisition of necessary skills and information. Through semi-structured interviews with 17 doctoral students from a UK management school, this study investigated the value of these networks to students, the facilitators and barriers to network formation, and the causes of network formation and demise. Networks provided three opportunities: academic discussion, benchmarking progress and personal support. Networking was perceived to be most valuable when conducted face to face. Loss of formal structures and increasing independence of research projects over time contributed to network fragmentation. Network cohesion was enabled by 'physical presence', 'shared experience' and a sense of 'common purpose'. Suggestions for the development of structures to support cohesive doctoral networks are made.

Planas, Anna; Soler, Pere; Fullana, Judit; Pallisera, Maria; Vilà, Montserrat (2013):

Student participation in university governance: the opinions of professors and students.

In: Studies in Higher Education 38 (4), S. 571–583.

DOI:10.1080/03075079.2011.586996

Abstract:

This article focuses on analysing student participation in university governance, with the specific aims of identifying the main obstacles to student participation and offering proposals of how to better facilitate student involvement in the functioning of the university. From student questionnaires, teaching staff interviews and student discussion groups we obtained information regarding the major obstacles to student participation. The methodology employed in this research allows us to compare and contrast the opinions and perceptions of students and teaching staff. Significant differences are identified that highlight the main ways

for facilitating change in student participation in the university. The required changes should not only relate to improving the means by which students are informed about ways of participating, but also influence how universities structure participatory processes, the role of the teaching staff and, specifically, the role of coordinators of those managing bodies closest to the students.

Postiglione, Gerard A. (2013):

Anchoring globalization in Hong Kong's research universities. network agents, institutional arrangements, and brain circulation.

In: Studies in Higher Education 38 (3), S. 345–366.

DOI:10.1080/03075079.2013.773605

Abstract:

International competition drives research universities to find ways to anchor globalization for academic productivity and innovation through cross-border collaboration. This article examines the case of pre- and post-colonial Hong Kong and how its universities transited from undergraduate institutions to highly ranked research universities within 30 years. While this is attributed to an enabling environment of institutional autonomy, open borders and cross-cultural capacity, a case study of one research university points to the role played in all of Hong Kong's universities by network agents, institutional arrangements, and brain circulation to recruit and retain international scholars and scientists. While this has strengthened capacity, it cannot be sustained without indigenous academic leadership to ensure that globalization is anchored in local culture. The article makes the case that the Hong Kong model already studied by research universities on the Chinese mainland, is generalizable as a cosmopolitan model for developing countries.

Pym, June; Kapp, Rochelle (2013):

Harnessing agency. towards a learning model for undergraduate students.

In: Studies in Higher Education 38 (2), S. 272–284.

DOI:10.1080/03075079.2011.582096

Abstract:

This article describes a successful academic development programme in a Commerce faculty at a relatively elite, historically white university in South Africa. The writers argue that the programme has managed to achieve good results in recent years by moving away from deficit models of academic development for students from disadvantaged backgrounds. The article draws on five years of data to illustrate how students' home discourses have influenced their negotiations of institutional discourses. It is argued that many of the students have shown considerable agency in gaining admission to university despite their social backgrounds, but experience a crisis of confidence and self-esteem in the new environment. The article describes how the new model of academic development has responded to this context by providing a more flexible approach to the curriculum, which attempts to harness students' agency as well as foster a sense of belonging to a learning community. Also described are the range of interventions that have been put in place specifically to develop a culture of learning and to promote social connectedness, identity and agency.

Redpath, Jennifer; Kearney, Patricia; Nicholl, Peter; Mulvenna, Maurice; Wallace, Jonathan; Martin, Suzanne (2013):

A qualitative study of the lived experiences of disabled post-transition students in higher education institutions in Northern Ireland.

In: Studies in Higher Education 38 (9), S. 1334–1350.

DOI:10.1080/03075079.2011.622746

Abstract:

This article provides a systematic analysis of 13 in-depth interviews of disabled students from universities in Northern Ireland. Undertaken as part of the Uni4U initiative, the findings presented describe barriers experienced by students with disabilities to participation in higher education. The students provided comments concerning their current service provisions, barriers they have experienced and suggestions for improvements to the service. Examination of the findings leads us to three recommendations: first, that a network of communication should exist that encourages dialogue between all parties with an interest in the well-being of the student, with the student at the heart of these discussions and involved in all decisions; second, that attention must be paid to staff development especially with regard to mental health issues; and, finally, that in the long term, the aim of institutions should be to move away from individual 'reasonable adjustments' to inclusive education for all.

Rowlands, Julie (2013):

Academic boards: less intellectual and more academic capital in higher education governance?

In: Studies in Higher Education 38 (9), S. 1274–1289.

DOI:10.1080/03075079.2011.619655

Abstract:

A historically informed analysis of the academic board or senate in Australian universities, and in the wider higher education environment, particularly the UK, indicates that the role and function of academic boards has fundamentally changed in the past 30 years. Within the context of universities being repositioned to serve global knowledge economies, a comparison between contemporary university governance structures and those from the 1960s and the 1990s provides evidence of a significant diminution of the power and status of boards relative to executive management, and a heightened focus on the functions of academic quality assurance. As Bourdieu would suggest, academic boards continue to hold more symbolic than real power, due to the rise of academic rather than intellectual capital. Consequently, academic boards have become a key site of struggle over the role and function of the multinational corporate university and academic work.

Ryan, Suzanne; Neumann, Ruth (2013):

Interdisciplinarity in an era of new public management. a case study of graduate business schools.

In: Studies in Higher Education 38 (2), S. 192–206.

DOI:10.1080/03075079.2011.571669

Abstract:

In an era of rapid knowledge transmission and creation spurred on by advances in technology and globalisation, calls for interdisciplinarity to solve 'wicked' problems are common. In the same era, universities are increasingly adopting new public management practices. The extent to which these practices affect knowledge production is an underexplored area. Results from a longitudinal study of Australian graduate business school academics are used to examine the impact of government policy and institutional change on engagement in interdisciplinary teaching and research. While disciplinary identity is a common barrier to interdisciplinarity, the nature and culture of graduate business schools were potentially able to overcome this barrier. However, the introduction of a national research measurement exercise and a concomitant strengthening of new public management practices, with subsequent institutional restructuring, revived disciplinary silos. The case study has particular relevance to universities in other countries where new public management is established.

Salazar, Jose; Leihy, Peodair (2013):

Keeping up with coordination. from Clark's triangle to microcosmographia.

In: Studies in Higher Education 38 (1), S. 53–70.

DOI:10.1080/03075079.2011.564609

Abstract:

In 1986 (first published 1983) Clark's triangle of coordination compared national higher education systems according to the dimensions of state authority, market and academic oligarchy. The picture was of a particular time, one in which those three factors could be ably used to illustrate major differences in how coordination took place. Subsequent sweeping changes in higher education coordination have led to the alteration of the triangle's features and assumptions as it has been adapted over time. This article argues that the vertices of any such triangle must themselves be alterable in order to indicate changes in the constitution of salient forces that have been observed, and can be expected. A new, less time-bound heuristic – microcosmographia – facilitates such comparisons, with a recast, unified triangle as its kernel.

Salter, Daniel W. (2013):

One university's approach to defining and supporting professional doctorates.

In: Studies in Higher Education 38 (8), S. 1175–1184.

DOI:10.1080/03075079.2013.833030

Abstract:

The changing market for doctorally prepared workers led one institution to examine its overall approach to defining and supporting professional doctorates. After a review of existing scholarship and internal practices, a white paper was created to capture the various ways that these degrees can be distinguished from the academic doctorate (PhD) at this university. This article summarizes its key conclusions in areas such as relationship to the masters, program goals and foci, research training, the doctoral capstone, and faculty selection. Ways that these recommendations have begun to effect policies and practices at this particular institution are also highlighted, especially program development and evaluation.

Seeber, Marco (2013):

Efficacy and limitations of research steering in different disciplines.

In: Studies in Higher Education 38 (1), S. 20–38.

DOI:10.1080/03075079.2011.561308

Abstract:

Higher education reforms informed by the managerial paradigm aim at increasing the capability of the university leadership to steer research activity, with no substantial variation across the disciplines. However, literature points out the limitations of universities to act as strategic actors, as well as the differences between the disciplines that may influence the efficacy of steering. Evidence from the Dutch and Italian systems shows that reforms improve the steering potential. Overall, steering is more effective in new sciences, while other disciplines remain hardly steerable; thus, the discipline mix appears to influence steering strategy and practice.

Shaw, Kylie; Holbrook, Allyson; Bourke, Sid (2013):

Student experience of final-year undergraduate research projects. an exploration of 'research preparedness'.

In: Studies in Higher Education 38 (5), S. 711–727.

DOI:10.1080/03075079.2011.592937

Abstract:

During this past decade the level of interest in building research capacity has intensified in Australia and internationally, with a particular emphasis on the development of postgraduate research students, but also

extending to undergraduate research experience. This study investigated the student experience across a diverse range of fourth-year undergraduate research programs in one Australian university, and explored how this prepared students for further research study. A construct of 'research preparedness' was developed from several factors, including research self-efficacy, motivation, research environment and orientation towards research. Overall, students were motivated to complete their research, and were confident in their ability to carry out the tasks involved in the research process regardless of the program they were undertaking. On the whole, students enrolled in a one-year research program had the strongest intent to continue on to further research studies, and were more likely to show evidence of research preparedness.

Shaw, Marta A.; Chapman, David W.; Romyantseva, Nataliya L. (2013):

Organizational culture in the adoption of the Bologna process: a study of academic staff at a Ukrainian university.

In: Studies in Higher Education 38 (7), S. 989–1003.

DOI:10.1080/03075079.2011.614336

Abstract:

The growing influence of the Bologna Process on higher education around the world has raised concerns about the applicability of this set of reforms in diverse cultural contexts. Ukraine provides an instructive case study highlighting the dynamics occurring at the convergence of the new framework with a state-centred model of higher education. The goal of this study was to examine the professional identity of faculty at one Ukrainian university and their perceptions regarding the implementation of Bologna at their institution. We found that instructional and institutional innovations were successfully implemented only to the extent that they were integrated with the existing pattern of values and beliefs held by faculty. These findings provide insight for how other countries may approach Bologna compatibility in the presence of social and cultural forces divergent from those in which the Bologna process originated.

Shephard, Kerry; Furnari, Mary (2013):

Exploring what university teachers think about education for sustainability.

In: Studies in Higher Education 38 (10), S. 1577–1590.

DOI:10.1080/03075079.2011.644784

Abstract:

The higher education literature reveals the highly subjective nature of thinking about the roles of higher education and its teachers with respect to 'education for sustainability'. We used Q methodology to help to clarify and categorise commonly held viewpoints about this complex issue held by teachers in one university in New Zealand. We developed 50 statements about the issue and asked 43 participants to rank them and to record their responses to written questions. Our analysis confirms four significantly and qualitatively different viewpoints, one of which advocates for sustainability and for education for sustainability. The other three viewpoints do not, and each has distinct characteristics that prevent those who own them from using their position within the university to encourage students to act sustainably. Our article interprets these viewpoints and discusses their implications to higher education.

Singh, Michael; Meng, Hui (2013):

Democratising western research using non-western theories: Rancière and mute Chinese theoretical tools.

In: Studies in Higher Education 38 (6), S. 907–920.

DOI:10.1080/03075079.2011.607493

Abstract:

Because of the growing presence of research students from China in western research education programs, their research might also make an original contribution to knowledge by engaging Chinese languages and theories. While drawing on Rancière's novel conceptualisations of mute speech and democracy, this article is directed at interrupting the tradition of importing French ideas into anglophone educational research, and instead feeds them into creating a dialogue that engages non-western theorising. This article analyses the excess of words used in Chinese research students' theses by the inclusion of Hanzi and/or Pinyin, and suggests a three-dimensional strategy for enhancing their potency as theoretical tools for analysing evidence.

Smit, Brigitte; Williamson, Charmaine; Padayachee, Anshumali (2013):

PhD capacity-building, from aid to innovation. the SANPAD-SANTRUST experience.

In: Studies in Higher Education 38 (3), S. 441–455.

DOI:10.1080/03075079.2013.773218

Abstract:

The article illustrates how the South Africa–Netherlands Research Programme on Alternatives in Development (SANPAD), a doctoral research preparation programme for candidates on the African continent, evolved from an aid programme to an exemplary model of innovation, namely SANTRUST, an ownership-driven partnership within the framework of internationalization. This model of innovation includes a programme with a novel approach to focus on redress in South Africa, particularly for Black women researchers. The research design for this inquiry used an intrinsic case study, with interviews, observations and document analysis as data collection strategies. The case study revealed how SANTRUST, the innovation model, which is now the fully-fledged South-owned programme, sustained the SANPAD aid programme. The key finding revealed that SANTRUST in its relationship with research universities has matured into an example of sustainable national and international cooperation within a knowledge network paradigm.

Smith, David N. (2013):

Academics, the 'cultural third mission' and the BBC. forgotten histories of knowledge creation, transformation and impact.

In: Studies in Higher Education 38 (5), S. 663–677.

DOI:10.1080/03075079.2011.594502

Abstract:

This article focuses on historical dimensions of knowledge creation and transformation by university academics. It explores their often overlooked role in the broadcast output of BBC radio in disseminating knowledge and ideas outside the educational environment, directly into the homes of the audience. Examples of this activity include the Open University, schools broadcasting, armed forces programmes and study circles. The concern here is the less didactic approach encapsulated in radio documentaries, talks and discussion programmes. The central argument is that the meeting between broadcaster, academic and listener via the medium of radio represents a significant, but often forgotten, example of the university's early engagement in a 'cultural third mission'. Using evidence from BBC radio archives during the two decades after the Second World War, the article considers how knowledge was conveyed by academics to radio audiences through different forms of programming devised to address the changing needs of nation and culture.

Stes, Ann; Maeyer, Sven de; Gijbels, David; van Petegem, Peter (2013):

Effects of teachers' instructional development on students' study approaches in higher education.

In: Studies in Higher Education 38 (1), S. 2–19.

DOI:10.1080/03075079.2011.562976

Abstract:

Evidence regarding the impact of teachers' instructional development on student learning in higher education is scarce. In this study the authors investigate the impact of an instructional development programme for beginning university teachers on students' approach to studying. They also explore whether this impact is dependent on class size and student level (first years versus non-first years). Quantitative data were gathered from more than 1000 students at pre-tests and post-tests, using a quasi-experimental design. A multilevel analysis was then conducted in which five models were estimated. The results show limited effects of teachers' instructional development. Several interpretations and perspectives for research into instructional development are discussed. (INCHER-Kassel/übern.)

Suspitsyna, Tatiana (2013):

Socialization as sensemaking: a semiotic analysis of international graduate students' narratives in the USA.

In: *Studies in Higher Education* 38 (9), S. 1351–1364.

DOI:10.1080/03075079.2011.629343

Abstract:

Drawing on the data from interviews with 32 international students, this qualitative study applies Weick's framework of organizational sensemaking to the analysis of international graduate students' socialization in the academic and student communities in a large US university. Methodologically, the analysis relies on a semiotic chain technique to uncover direct and connotative meanings of academic departments and student communities in the respondents' home and host universities, which in the interviews are presented as oppositions between 'we' and 'they'. Examining the 'we' versus 'they' dichotomies as conflicts between the students' old and new mental scripts, the author finds that international students are more accepting of the academic ethos of their host departments than of the American peer culture. International students' attitude toward diversity is especially ambivalent, because diversity may clash with their home-grown scripts about hierarchies of nationalities, ethnicities, religions and norms of heterosexuality.

Sutherland, Alexandra (2013):

The role of theatre and embodied knowledge in addressing race in South African higher education.

In: *Studies in Higher Education* 38 (5), S. 728–740.

DOI: 10.1080/03075079.2011.593620

Abstract:

This article examines the role of theatrical performance as a means of addressing the embodied and spatio-temporal manifestations of race and racism within South African higher education. As part of Jansen's proposal for a post-conflict pedagogy in South Africa, the article argues for the development and inclusion of embodied knowledges as an appropriate means of addressing issues of diversity and social transformation on South African campuses. Through a case study of one theatrical production aimed at tackling issues of diversity with incoming first year students at Rhodes University, it is argued that it was the embodied processes that the student performers in the production did that enabled them to interrogate the complexities of power and identity. The article suggests a move from intellectualised and abstracted engagements with race towards pedagogical methods that involve embodiment that, in this case, facilitated significant shifts in thinking about race and racial privilege amongst white students.

Sutrisno, Agustian; Pillay, Hitendra (2013):

Purposes of transnational higher education programs: lessons from two Indonesian universities.

In: Studies in Higher Education 38 (8), S. 1185–1200.

DOI:10.1080/03075079.2013.833031

Abstract:

While intended to facilitate knowledge transfer from international universities and develop Indonesian universities' capacity, transnational higher education programs (TEPs) in Indonesia have been criticised for operating merely as an international trade in education – implying discrepancy between the rhetoric and reality surrounding the key purposes for establishing TEPs among Indonesian universities. This case study seeks to ascertain what actually drives Indonesian universities to operate the TEPs. Interview and document data from two private Indonesian universities were thematically analysed to identify the key purposes for establishing TEPs in light of the conflicting global–national–local agendas and unequal power relations between TEP partners. The findings suggest the Indonesian universities actively advanced their particular institutional purposes within the Indonesian national agenda and negotiate mutually beneficial outcomes with their global partners. This study informs other universities to devise clear purposes and expectations in managing TEPs to avoid functioning merely as student recruitment pathways for international partners.

Tadaki, Marc; Tremewan, Christopher (2013):

Reimagining internationalization in higher education. international consortia as a transformative space?

In: Studies in Higher Education 38 (3), S. 367–387.

DOI:10.1080/03075079.2013.773219

Abstract:

From ongoing practices and rhetorics of globalization have emerged a new set of actors, logics and relations between and beyond institutions of higher education and research. As universities across the world continue to grapple with fundamental changes in resource structures and institutional missions, the 'rolling back' of state support and involvement in university governance has given way to more decentralized and market-oriented forms of organization, leading to new strategies for cooperation and competition. For a variety of reasons, universities are increasingly seeking to develop internationalization strategies and programmes as a part of their evolving institutional missions, and an increasingly important element of these strategies is engagements with and through international consortia. Despite the wealth of scholarship that has emerged exploring internationalization discourses as a predetermined institutional priority, there is a lack of scholarship on the politics and transformative potential of consortia as deliberative spaces capable of reframing internationalization agendas. This article attempts to sketch and interrogate the transformative potential of international consortia by developing a theoretical framework for agency in globalizing universities, and then exploring an empirical case from an international consortium of prestigious research universities in the Asia Pacific. By understanding the discourses and practices of internationalization as always 'in the making', we can draw our attention to where and how certain ideas, projects and norms of internationalization become established, and perhaps we can expand our ability to make them differently.

Teixeira, Pedro; Koryakina, Tatyana (2013):

Funding reforms and revenue diversification – patterns, challenges and rhetoric.

In: Studies in Higher Education 38 (2), S. 174–191.

DOI: 10.1080/03075079.2011.573844

Abstract:

In recent years, much has been written about the challenging financial context faced by many European higher education institutions, and the pressures towards funding diversification. However, the evidence available

indicates that funding diversification has seldom lived up to the rhetorical expectations of marketization and privatization that have often sprinkled policy reforms. We analyse a decade of funding changes in Portugal, looking at the emphasis on revenue diversification in legal changes, and comparing this with the observed trends in institutional funding structure. We also discuss what factors may be more significant in explaining the evolution of revenue diversification.

Timmerman, Briana Crotwell; Feldon, David; Maher, Michelle; Strickland, Denise; Gilmore, Joanna (2013):

Performance-based assessment of graduate student research skills. timing, trajectory, and potential thresholds.

In: Studies in Higher Education 38 (5), S. 693–710.

DOI:10.1080/03075079.2011.590971

Abstract:

The development of research skills and scientific reasoning underpins the mission of graduate education in science, technology, engineering and mathematics (STEM) fields, yet our understanding of this process is mainly drawn from self-report and faculty survey data. In this study, we empirically investigate the pattern of research skill development using STEM graduate students' written research proposals. Analyses of proposal performance data suggest a potential developmental trajectory of research skills, in which the ability to effectively situate work in context using primary literature, and to generate testable hypotheses, emerge early in students' careers, while other skills, such as data analysis and forming conclusions from data, appear to develop later. We discuss these findings in relation to threshold concepts theory, a framework which posits that intellectual growth occurs in transformative leaps rather than a gradual progression, especially as it applies to graduate student research skill development.

Torenbeek, Marjolein; Jansen, Ellen; Suhre, Cor (2013):

Predicting undergraduates' academic achievement: the role of the curriculum, time investment and self-regulated learning.

In: Studies in Higher Education 38 (9), S. 1393–1406.

DOI:10.1080/03075079.2011.640996

Abstract:

The time students invest in their studies and their resulting achievement is partly dependent on curriculum characteristics. Degree programmes differ greatly with respect to how the curriculum is organized, for example in the type (e.g. lectures, practicals) and the number of classes. The focus of this study is on the relationships between curriculum characteristics, self-regulated learning, time investment and achievement. Structural equation modelling was used to study the relations between these variables in a sample of 200 bachelor degree students in four degree programmes. Results show separate positive effects of the number of scheduled classes and class attendance on academic achievement. At the same time, more scheduled lectures and practicals lead to lower class attendance and time spent on self-study. Self-discipline and motivation predict achievement indirectly through class attendance.

Trullen, Jordi; Rodríguez, Sebastián (2013):

Faculty perceptions of instrumental and improvement reasons behind quality assessments in higher education. the roles of participation and identification.

In: Studies in Higher Education 38 (5), S. 678–692.

DOI:10.1080/03075079.2011.590587

Abstract:

While the stated aim of quality assessments is to improve the quality of the products and services offered by universities, some faculty view them as instrumental in justifying government budget cuts in education. By

means of a survey administered to more than 300 faculty from 20 academic programmes undergoing quality assessments, we studied perceptions of the reasons behind the assessments. The results of our analysis show that faculty participation in the assessment process significantly decreases the chances that faculty believe quality assessments are carried out for instrumental reasons. In addition, those who believe assessments are carried out for quality improvement reasons are more likely to rate the assessments as legitimate and to be more identified with the academic programme that is being assessed. This study emphasizes the significance of faculty attributions about quality assessments and shows that faculty participation is crucial in overcoming initial scepticism towards external interventions.

Tymon, Alex (2013):

The student perspective on employability.

In: Studies in Higher Education 38 (6), S. 841–856.

DOI:10.1080/03075079.2011.604408

Abstract:

Despite ongoing debate about whether they can and should, most higher education institutions include the development of employability skills within their curricula. However, employers continue to report that graduates are not ready for the world of work, and lack some of the most basic skills needed for successful employment. Research into why this might be abounds from the perspectives of multiple stakeholders, including government, employers, higher education institutions and graduates. Interestingly though, the views of undergraduates, the recipients of this employability development, are not well known. This could be important, because learning theory tells us that motivation and commitment of learners is an essential prerequisite for effective outcomes. So the question is raised as to whether undergraduate students are engaged with employability skills development. This article reports on a study exploring the views of over 400 business studies, marketing and human resource management undergraduate students about employability. Findings suggest there is only limited alignment between the views of students and other stakeholder groups. There are differences between first, second and final year students, which could explain an observed lack of engagement with employability-related development. Some suggestions for improving engagement are made, alongside ideas on what can, realistically, be done within higher education institutions.

Walsh, Elaine; Anders, Katie; Hancock, Sally; Elvidge, Liz (2013):

Reclaiming creativity in the era of impact: exploring ideas about creative research in science and engineering.

In: Studies in Higher Education 38 (9), S. 1259–1273.

DOI:10.1080/03075079.2011.620091

Abstract:

Creativity is necessary for doctoral students to gain their degrees and for postdoctoral researchers to distinguish themselves. It is, however, a contested concept – which is troubling given its current prominence within dominant discourses in higher education. On the one hand, universities are expected to populate a knowledge economy with creative researchers. On the other hand, there are concerns that the impact agenda is having a ‘deadening’ effect upon creativity. This research explores the broad range of definitions of creativity amongst science and engineering researchers, some of which are surprisingly restricted. It also discusses researchers' views on the role of creativity in their work. Finally, it poses timely questions, both about the impact of the dominant discourses, and the role of the academy in shaping and challenging them.

Waring, Teresa; Skoumpopoulou, Dimitra (2013):

Emergent cultural change: unintended consequences of a Strategic Information Technology Services implementation in a United Kingdom university.

In: Studies in Higher Education 38 (9), S. 1365–1381.

DOI:10.1080/03075079.2011.625495

Abstract:

Over the past 20 years, universities in the United Kingdom have been undergoing a dramatic period of transformation and change which can be attributed to the expansion of the higher education sector, the growth in student numbers and the development of an ideological approach to public service management referred to as 'new managerialism'. The growth in student numbers has provided a challenge for universities, and many have adopted enterprise-wide information systems such as Strategic Information Technology Services (SITS) to support the management of student data in all areas of the university. This article explores through a three-year case study in a UK university how the introduction of SITS, an enterprise-wide student administration system, intended to deliver better quality student information, has had some unintended consequences for organisational culture, which include the expansion of new managerialism and the further weakening of academic status within the university.

Wellington, Jerry (2013):

Searching for 'doctorateness'.

In: Studies in Higher Education 38 (10), S. 1490–1503.

DOI:10.1080/03075079.2011.634901

Abstract:

The question of what a doctorate is has been looked at before. The author argues that the issue of 'doctorateness' is a recurring debate which needs to be kept alive and revisited regularly. The aim of this article is to suggest five different areas or arenas in which the question can be addressed, forming a framework which can perhaps be used again. Having looked at each area, it is argued that we should not be seeking some essential meaning of the term but that we should look for 'family resemblances' across the wide range of doctorates now available to search for a better understanding of the nature of doctorateness.

Wilson, Anna; Åkerlind, Gerlese; Walsh, Barbara; Stevens, Bruce; Turner, Bethany; Shield, Alison (2013):

Making 'professionalism' meaningful to students in higher education.

In: Studies in Higher Education 38 (8), S. 1222–1238.

DOI:10.1080/03075079.2013.833035

Abstract:

With rising vocational expectations of higher education, universities are increasingly promoting themselves as preparing students for future professional lives. This makes it timely to ask what makes professionalism meaningful to students. In addressing this question, we first identify aspects of professionalism that might represent appropriate aspirations for higher education, in particular the development of professionalism as a transformational rather than acquisitional process. We then report on an empirical study aimed at examining current students' understandings of professionalism, and identifying what they commonly notice and do not notice about professionalism. Finally, we give examples of curriculum interventions designed by subject convenors in response to these findings.

Wilson, Anna; Howitt, Susan; Roberts, Pam; Åkerlind, Gerlese; Wilson, Kate (2013):

Connecting expectations and experiences of students in a research-immersive degree.

In: Studies in Higher Education 38 (10), S. 1562–1576.

DOI:10.1080/03075079.2011.633163

Abstract:

Recent studies of undergraduates engaged in authentic research have suggested that students may benefit in a range of different ways from such experiences. However, these same studies have also shown significant variation in the extent and universality of these benefits. This article investigates the impact of one potential source of variation in perceived benefits: students' prior expectations of what research experiences might offer. The authors' surveys of students enrolling in a research-immersive undergraduate science degree indicate a range of anticipated benefits from or opportunities within the degree, only some of which address preparation for research or the development of generic research skills. The benefits that students report gaining from their involvement in the program appear to be constrained by these prior expectations. The authors suggest that these constraints may be connected to students' understanding of the nature of science and scientific research.

Ylijoki, Oili-Helena (2013):

Boundary-work between work and life in the high-speed university.

In: Studies in Higher Education 38 (2), S. 242–255.

DOI:10.1080/03075079.2011.577524

Abstract:

Drawing upon the notion of acceleration of time in late capitalism, the article addresses the different forms and driving forces of the speeding up of the tempo and rhythm in research work in academia, and the impact of the temporal acceleration on how academics perceive their work and its connection to the private sphere of life. Based on 40 in-depth interviews with Finnish academics representing various disciplinary fields, organisational settings and university positions, three different constructions of the relationship between work and life are discerned: total commitment involving the work-life equation, boundary between time for real work and wasted time, and boundary between work and life. The article discusses the implications these temporal boundaries have on the moral grounding and basic meaning of academic work and the university as an institution. (INCHER-Kassel/übern.)

Ylijoki, Oili-Helena; Ursin, Jani (2013):

The construction of academic identity in the changes of Finnish higher education.

In: Studies in Higher Education 38 (8), S. 1135–1149.

DOI:10.1080/03075079.2013.833036

Abstract:

This article sets out to explore how academics make sense of the current transformations of higher education and what kinds of academic identities are thereby constructed. Based on a narrative analysis of 42 interviews with Finnish academics, nine narratives are discerned, each providing a different answer as to what it means to be an academic in the present-day university. Narratives of resistance, loss, administrative work overload and job insecurity are embedded in a regressive storyline, describing deterioration of academic work and one's standing. In a sharp contrast, narratives of success, mobility and change agency rely on a progressive storyline which sees the current changes in a positive light. Between these opposites, narratives of work-life balance and bystander follow stable storylines, involving a neutral stance toward university transformations. The paper concludes that academic identities have become increasingly diversified and polarized due to the managerial and structural changes in higher education.

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<http://www.tandfonline.com/loi/rtem20>

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Devlin, Marcia (2013):

Effective University Leadership and Management of Learning and Teaching in a Widening Participation Context: Findings from two national Australian studies.

In: Tertiary Education and Management 19 (3), S. 233–245.

DOI:10.1080/13583883.2013.793380

Abstract:

The widening participation agenda in Australian higher education heralds changes that demand fresh thinking in university leadership and management of learning and teaching. The findings from interviews, across two national studies in 16 Australian universities, with 50 staff and 89 successful students from low socio-economic backgrounds, provide the basis for new directions related to the leadership and management of university teaching and learning in the context of an increasingly diverse student body. These directions relate to: institutional strategic alignment; reward for and recognition of teachers; appropriate resourcing; and effective structure and organization of teaching and learning support.

Dowling-Hetherington, Linda (2013):

The Changing Shape of University Decision-Making Processes and the Consequences for Faculty Participation in Ireland.

In: Tertiary Education and Management 19 (3), S. 219–232.

DOI:10.1080/13583883.2013.790071

Abstract:

For faculty, the idea of collegial and participative decision-making has been one of the central values of academic life. Yet, despite evidence that universities in Ireland have experienced considerable institutional change in recent years, there remains a considerable dearth of research on its consequences for faculty participation in governance and decision-making processes. A case study of the School of Business at University College Dublin is used to illustrate how a programme of large-scale institutional change has transformed the school's decision-making processes, and the participation and influence of faculty in those processes. While the case study points to the reduced involvement of faculty in university governance, the most significant finding highlights the move towards a much more executive-style approach to management, and a substantial loss of influence and involvement by faculty in school decision-making.

Fassa, Farinaz; Kradolfer, Sabine (2013):

The Gendering of Excellence Through Quality Criteria: The case of the Swiss National Science Foundation Professorships in Switzerland.

In: Tertiary Education and Management 19 (3), S. 189–204.

DOI:10.1080/13583883.2013.793379

Abstract:

The Swiss National Science Foundation Professorships Programme is presented as a programme that aims to promote outstanding young scholars to professorial positions. Academic excellence is presented as the main selection criterion. The emphasis put on the research portfolio and on the age of the candidates means that the beneficiaries of these professorships put forward an image of excellence that is more embedded in data-

based sciences, than in the humanities and social sciences, thus strengthening the domination of a sector of scientific activity essentially occupied by men over the sector that has opened up more widely to women. This paper aims to deconstruct the criteria of academic excellence as they appear in this programme, and to show that what seem to be quality criteria are inspired by a specific model. These biases tend to undermine the gender equality aims of the programme.

Grebennikov, Leonid; Shah, Mahsood (2013):

Monitoring Trends in Student Satisfaction.

In: Tertiary Education and Management 19 (4), S. 301–322.

DOI:10.1080/13583883.2013.804114

Abstract:

Over the last decade, the assessment of student experience has gained significant prominence in Australian higher education. Universities conduct internal surveys in order to identify which of their services students rate higher or lower on importance and performance. Thus, institutions can promote highly performing areas and work on those needing improvement, while students are given an opportunity to influence decision-making in both academic and non-academic spheres of campus life. National student surveys conducted by the government aim to maintain quality assurance in the sector, benchmark outcomes, and, in some cases, reward better performing institutions. This paper outlines the findings of a study which monitored the entire student experience in a large metropolitan multi-campus university during 2005–2011. A specially designed biennial survey was repeated across the years, and completed over the period by 10,562 students from all key cohorts. This paper discusses the trends in perceived importance and performance of various university services and key issues the university has been addressing in order to enhance student experience. It concludes that: (a) the time series data provide a powerful lens into the university's strategies, initiatives and actions which worked well and those needing further effort or adjustment; (b) it is the total experience of the university that shapes students' judgements, not just what happens in the classroom; and (c) taking a systematic approach to student feedback, and acting on the results in a timely manner, can significantly improve student engagement and satisfaction.

Hemmings, Brian; Hill, Doug; Sharp, John (2013):

Research Experiences of Staff within a Specialist UK Higher Education Institution: Challenges, opportunities and priorities.

In: Tertiary Education and Management 19 (1), S. 52–67.

DOI:10.1080/13583883.2012.742924

Abstract:

The study discussed here was based on a collective case approach involving a specialist UK higher education institution. Six individual interviews were carried out with a cross-sectional sample of the institution's staff members. Additional information was gained through observations and examination of relevant documents. These data were interrogated with the purpose of exploring how the institution had made the transition from a teacher training college to a teaching-led higher education institution with a particular commitment to developing research capacity. This analysis yielded a number of key findings: first, the institution had experienced a cultural shift, with research forming a more noticeable profile; second, practitioner-oriented research was the dominant research endeavour; and third, there appeared to be an incomplete understanding of the potential of research to change a staff member's career and teaching practice. The article concludes by giving consideration to the implications of the findings.

Ion, Georgeta; Duran Belloch, Maria del Mar (2013):

Successful Women Researchers in the Social Sciences: A case study of Catalan public universities.

In: Tertiary Education and Management 19 (1), S. 68–84.

DOI:10.1080/13583883.2012.746729

Abstract:

This article examines the factors which contribute to the success of female academics engaging in research in social sciences. The data were obtained through a series of interviews carried out at public universities in Catalonia with women, all of whom were the heads of research groups recognized by the Generalitat de Catalunya (Catalan Government). These results reveal several aspects relevant for women academics, at both the individual and institutional levels, in terms of employment opportunities, management of research programmes, development of teaching strategies and individual time management. This should assist the development of institutional policies and practices within higher education to help women build successful research careers.

Jung, Jae Yup (2013):

Adolescent Decision-Making Processes Regarding University Entry: A model incorporating cultural orientation, motivation and occupational variables.

In: Tertiary Education and Management 19 (2), S. 97–111.

DOI:10.1080/13583883.2012.747107

Abstract:

This study tested a newly developed model of the cognitive decision-making processes of senior high school students related to university entry. The model incorporated variables derived from motivation theory (i.e. expectancy-value theory and the theory of reasoned action), literature on cultural orientation and occupational considerations. A modified version of a psychometrically proven survey instrument was administered to 349 senior high school students attending three high schools in Sydney, Australia. Structural equation modelling was used to analyse the data. Among the findings was evidence that: (a) variables related to allocentrism and idiocentrism directly or indirectly predict the valuing of interest/enjoyment; (b) the valuing of interest/enjoyment predicts attitudes toward university entry; and (c) attitudes toward university entry predict intentions to enter university. The final model may provide a useful framework for the provision of guidance to adolescents contemplating the decision to enter university.

Kyvik, Svein; Stensaker, Bjørn (2013):

Factors Affecting the Decision to Merge: The case of strategic mergers in Norwegian higher education.

In: Tertiary Education and Management 19 (4), S. 323–337.

DOI:10.1080/13583883.2013.805424

Abstract:

Much research has been undertaken to investigate the cultural, structural and, to some extent, the economic effects of mergers in higher education. However, surprisingly little research has been done on why higher education institutions decide to merge. This article identifies and discusses a number of structural factors that may play a role when reaching a merger agreement. By drawing on a series of merger initiatives in Norwegian higher education, the article shows that merger processes involving more than two institutions dramatically reduces the chances of reaching a merger decision, and that a number of other factors may also play a negative role. The article concludes by reflecting upon the complex conditions surrounding strategic merger processes, and by identifying some practical implications for institutions involved in merger processes.

LeBlanc, Sheila; London, Chad; Huisman, Jeroen (2013):

Using Groups to Change the Department Head Role: An organization development case.

In: Tertiary Education and Management 19 (2), S. 127–143.

DOI:10.1080/13583883.2013.771210

Abstract:

This article provides a detailed description and analysis of how one Canadian institution used groups of department heads as change agents to address their most acute department head role tensions. It is demonstrated that this institution's change initiative aligned very closely to the recommendations proposed, in both the literature pertaining to organizational development in a higher education context, and the broader organization development literature regarding the use of groups as agents of change. In conclusion, it is suggested that how work is broken down and structured into various groups can facilitate the change process, that enabling and engaging the change targets as change agents may be of value, and that institutions may benefit by broadly increasing member knowledge, competencies and experience with team work, team dynamics and an understanding of how groups can successfully be used as agents of change.

Mainardes, Emerson; Alves, Helena; Raposo, Mario (2013):

Portuguese Public University Student Satisfaction: A stakeholder theory-based approach.

In: Tertiary Education and Management 19 (4), S. 353–372.

DOI:10.1080/13583883.2013.841984

Abstract:

In accordance with the importance of the student stakeholder to universities, the objective of this research project was to evaluate student satisfaction at Portuguese public universities as regards their self-expressed core expectations. The research was based both on stakeholder theory itself and on previous studies of university stakeholders. The empirical study began with an exploratory study of students at one university to identify their demands, resulting in 25 indicators. These were the basis of a quantitative study, involving students at 11 Portuguese public universities. We received a total of 1669 correctly filled out online surveys. Data analysis deployed descriptive statistics and multiple linear regression. We conclude that the level of course requirements, enhanced student value in the employment market, personal student self-fulfilment, the university's environment, motivating lessons and university bureaucratic processes are the key demands strengthening and deepening student satisfaction with both their course of study and the university. Therefore, these factors should receive priority attention from university management.

Mathies, Charles; Välimaa, Jussi (2013):

Is There a Need for a European Institutional Research?

In: Tertiary Education and Management 19 (1), S. 85–96.

DOI:10.1080/13583883.2012.747558

Abstract:

Recent changes in European higher education have accompanied a strong desire and need by national ministries to have comparable data across institutions and a growing recognition from campus leaders that effective planning and decision-making requires reliable institutional data and analyses. This has induced changes and restructuring of duties and roles of administration, administrative staff and academic staff. In North America, internal institutional data analysis is often referred to as institutional research. We examine the roles and functions of institutional research within North America and how the changes within European higher education have created a purpose for institutional research. Specifically, we explore the topical areas of institutional assessment, data management, institutional governance, as well as the changing identity of academic professionals within European universities. Within our examination, we explore in-depth one

European country's higher education system to demonstrate how history, culture and legislative changes manifest into a need for institutional research.

Nguyen, Thi Lan Huong (2013):

Middle-level Academic Management: A case study on the roles of the Heads of Department at a Vietnamese university.

In: Tertiary Education and Management 19 (1), S. 1–15.

DOI:10.1080/13583883.2012.724704

Abstract:

Middle-level academic managers play a central role in university management; however, their roles are not always clear and straightforward. Although this research subject has been comprehensively investigated in the last 40 years, most studies are western-biased. This study examines the roles of Heads of Department in a newly established university in Vietnam to fill this literature gap. Through 24 interviews and document analysis, the study finds that the main task areas of the Heads of Department centre on programme management, academic staff management and facilities management. Other areas such as strategic management and budget management appear to be neglected. The paper supports the findings of the existing literature that Heads of Departments' responsibilities vary in detail and the roles demanded are governed in large measure by departmental contexts. The study concludes that the Heads of Department enjoy a low level of autonomy and also act more as managers than as leaders. It is recommended that an enhanced leadership role should be given to the Heads of Department so that they can perform to the best of their ability, hence improving university performance.

Nielsen, Christian; Sort, Jesper Chrautwald; Bentsen, Martin Juul (2013):

Levers of Management in University–Industry Collaborations: How project management affects value creation at different life-cycle stages of a collaboration.

In: Tertiary Education and Management 19 (3), S. 246–266.

DOI:10.1080/13583883.2013.795603

Abstract:

This paper reports a longitudinal multi-case research project encompassing 38 semi-structured interviews conducted in 2011 and 2012 with four students, 12 researchers and 22 companies relating to a total of 25 university–industry collaborations. The interviews covered the collaboration type, the initiation of the collaboration and details concerning the planning of the collaboration. In addition, the interviews focused on the relationships between the people involved in the collaboration and the effects of project management. We distinguish between project management success and project success, and identify potential good practice. The paper concludes that, whereas project management success was not found to be causally related to project success, there seems to be a clearer link between project management success and ensuring effective use of resources in both companies and universities. There is also evidence that it is problematic when corporate managers think they can run research projects like lean production companies.

Pinheiro, Rómulo (2013):

Bridging the Local with the Global: Building a new university on the fringes of Europe.

In: Tertiary Education and Management 19 (2), S. 144–160.

DOI:10.1080/13583883.2013.782063

Abstract:

In Norway, the higher education landscape is undergoing profound transformation. This process is being driven by a number of factors, including demography, competition and academic aspirations, with many so-

called “university-colleges” aspiring to become fully-fledged universities. We shed light on the dynamics of one such institution, the recently established University of Agder, by posing three questions: what drove internal actors to attain full university status and what immediate effects have been felt across the university? What are the needs and expectations of regional constituencies? What types of university models have internal actors been working with? Conceptually, the article builds on the notion of the university as an organization and institution. The findings, which have implications for both theory and practice, suggest that the case university is attempting to find a balance between its global and local aspirations, but that it faces a number of challenges.

Puusa, Anu; Kekäle, Jouni (2013):

Commitment in the Context of a Merger.

In: Tertiary Education and Management 19 (3), S. 205–218.

DOI:10.1080/13583883.2013.787450

Abstract:

The University of Eastern Finland was established through a merger at the beginning of the year 2010. The article focuses on the commitment of the personnel to the organization prior to and after the merger process. The data are based on 42 theme-interviews. The study discusses the merger and its impacts on the personnel's commitment by analysing: (a) the interviews with members of staff, and (b) key intentions, messages and choices by the university management. The differences between the orientations and viewpoints of the personnel and university management will be discussed in relation to the changing operational environment of universities. Implications for the leadership in the context of a merger will be discussed, especially from the point of view of the impact of leadership and governance on research, teaching and learning.

Rowlands, Julie (2013):

The Effectiveness of Academic Boards in University Governance.

In: Tertiary Education and Management 19 (4), S. 338–352.

DOI:10.1080/13583883.2013.822926

Abstract:

Despite considerable international literature acknowledging issues associated with the effectiveness of university academic boards (also known as academic senates or faculty senates), there is little current empirical research exploring why difficulties might exist and what (if anything) might be done about them. This article reports the findings of case study research conducted in Australian universities, which examined fulfilment of academic board terms of reference and perceived academic board strengths and weaknesses. Based on the data, the article then considers the characteristics of one particular “effective” academic board. It concludes by highlighting some potential implications of the research for those universities seeking to enhance the future role and function of their academic board, which include discussing the apparent importance of latent or tacit functions of university academic boards, versus those functions or responsibilities which are formally documented, and the building of intellectual and symbolic capital for their respective universities through a focus on the substantive quality of core academic programmes.

Ryan, Suzanne; Burgess, John; Connell, Julia; Groen, Egbert (2013):

Casual Academic Staff in an Australian University: Marginalised and excluded.

In: Tertiary Education and Management 19 (2), S. 161–175.

DOI:10.1080/13583883.2013.783617

Abstract:

Over the past 25 years, the Australian workforce has become more casualised, with approximately one-quarter of the workforce in casual employment today. One of the highest users of casual employees is the higher education sector, where casual academics (referred to as sessionals in the Australian context) are estimated to

account for 50% of the overall teaching load. The purpose of this article is to investigate the processes associated with the management of sessional academic staff. The study focuses on a single university, utilising a survey questionnaire and interviews with the sessional academics and their managers. The results depict a bifurcated system of maximum labour regulation for full-time academics alongside minimum regulation for sessional staff. The findings stress the urgency for improvement in both the employment conditions and management of sessional academic staff, both for their own benefit and the universities that employ them.

Sin, Cristina (2013):

The Devil in the Detail: Contradictory national requirements and Bologna master degrees.

In: Tertiary Education and Management 19 (1), S. 16–31.

DOI:10.1080/13583883.2012.738241

Abstract:

This article compares the national-level requirements for master degree provision in England, Denmark and Portugal following the implementation of the Bologna Process, and ponders upon the reconcilability of these requirements in cross-national initiatives (e.g. joint degrees). In all three countries, master degrees have to comply with the national qualification frameworks, which have been verified against the Framework for Qualifications of the European Higher Education Area. Other regulations apply, however. In Denmark and Portugal, higher education degrees are tightly regulated by legislation, while the Academic Infrastructure developed by the Quality Assurance Agency in the UK acts as a broad reference for degree design, giving English institutions a high degree of freedom. Findings reveal the existence of contradictory requirements which have arisen further to policy adaptations, made possible by the non-legally binding character of Bologna and its loose policy mechanisms.

Speight, Sarah; Lackovic, Natasa; Cooker, Lucy (2013):

The Contested Curriculum: Academic learning and employability in higher education.

In: Tertiary Education and Management 19 (2), S. 112–126.

DOI:10.1080/13583883.2012.756058

Abstract:

This article explores the discourse of employability in higher education by investigating the understanding of different stakeholder groups (students, staff, employers) of the University of Nottingham (UK and China), and their fit to each other and to the educational literature. It finds that, while theories of life-long or life-wide learning position employability as an outcome of a holistic curriculum embracing both discipline and employability, stakeholders perceive learning for employability as a threat to disciplinary learning. The results suggest that to progress significant curriculum development in support of employability, a greater consensus of stakeholder views is needed with a deeper sympathy towards the integration of academic learning and employability. The article concludes with an assessment of the re-envisioning needed by Nottingham and other universities as they prepare students for an “employability” fit for purpose in a twenty-first century characterized by change and challenge.

Trowler, Paul; Hopkinson, Peter; Comerford Boyes, Louise (2013):

Institutional Change towards a Sustainability Agenda: How far can theory assist?

In: Tertiary Education and Management 19 (3), S. 267–279.

DOI:10.1080/13583883.2013.798349

Abstract:

This paper offers a case study of a major university initiative to embed sustainability into practices in a number of ways, with a focus here on embedding the sustainability agenda across the curriculum. The purpose of this

is to examine how far the concepts and axioms around change processes which run out of two theoretical traditions are borne out by this case. Those traditions are, first, social practice theory, an ontological perspective on the social world which has implications for how both stability and change are accomplished in organizations and beyond them. Second is an approach to the management of change specifically, a more immediately practical theory termed complex-adaptive systems theory. The paper's intent is to consider how far such theories of change offer managers lenses for seeing the issues involved, while illuminating some of the key factors that the social practice and complex-adaptive systems theory viewpoints foreground.

Vuori, Johanna (2013):

Are Students Customers in Finnish Higher Education?

In: Tertiary Education and Management 19 (2), S. 176–187.

DOI:10.1080/13583883.2013.784926

Abstract:

This study examines Finnish higher education students' perceptions of whether students are customers, based on qualitative interview data. The article contributes to the discussion on students as customers by giving attention to students' own voices from a country where tuition fees are not generally collected. The data are presented and analysed using a matrix of preference and perception of seeing students as customers. While the data contained student voices insisting that it is not appropriate to talk about customers because money is not involved, different orientations showing either a preference or perception of students as customers were also described. It is concluded that seeing a student as a customer might be a solution to various higher education challenges which are not all related to tuition fees.

Wardley, Leslie; Bélanger, Charles (2013):

Rites of Passage: Does adaptation to university mean severing connections?

In: Tertiary Education and Management 19 (1), S. 32–51.

DOI:10.1080/13583883.2012.742557

Abstract:

Many factors go into the decision of selecting a university, ranging from the overall costs and the programme of study to the institute's reputation; however, accommodation while at university and proximity of the university to one's permanent abode also play important roles in this decision-making process. Thus, first-year students experience different stages of separation from their prior networks depending on their individual situations. The results of this Ontario (Canada) 2012 study add to prior research by indicating that separation of students' living arrangements and distance from home impact on transition and incorporation variables, which influenced students' adaptation to university.

Wilkesmann, Uwe (2013):

Effects of Transactional and Transformational Governance on Academic Teaching: Empirical evidence from two types of higher education institutions.

In: Tertiary Education and Management 19 (4), S. 281–300.

DOI:10.1080/13583883.2013.802008

Abstract:

The leadership literature distinguishes two modes of governance, which can also be applied to the governance of universities: transactional and transformational. Transactional governance encompasses all forms of managerial governance, including selective incentives and monitoring capacity. The theoretical underpinning of this mode can be found in principal-agent theory. Transformational governance covers the means of restructuring the roles of principals and agents or the interaction situation in the organization, and also addresses all the means of restructuring the relationship between perceived environment and motivation, as

can be seen in self-determination theory. Other elements of transformational governance are social norms, such as those that inform the quality of research or approaches to teaching. The main research question is: what has more impact on professors' perceptions of the significance attributed to academic teaching in Germany—transactional or transformational governance? Two hypotheses for transactional and two hypotheses for transformational governance are developed. The research question is answered with the help of two quantitative surveys, one conducted in 2009 with a sample of 1119 German research university professors and another conducted in 2011 with a sample of 942 German professors from universities of applied sciences. The main findings are that transactional governance has no impact on the perception of the significance attributed to academic teaching, whereas transformational governance has ample influence.